



New Mills School

Special Educational Needs and Disabilities (SEND) and Learning Policy

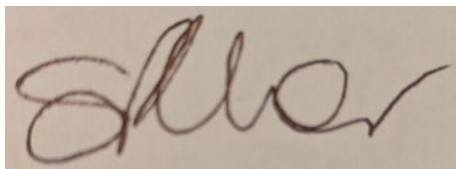
New Mills School

Version 3.1

Revision	Authorised by	Date	Adopted by	Date
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Revision	Date	Description of Changes
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Review	June 2016	Includes Parent consultation
Review	December 2020	Updated
Review	April 2022	Updated
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Signed:

Chair of Governors

Date: 09/10/2025

Special Educational Needs and Disabilities (SEND) and Learning Policy

Academic Year 2025/2026

Key Contacts

Headteacher: Heather Watts

Strategic lead for SEND and inclusion (SENDCO): Emma Maslen

Deputy SENDCO (operational lead for SEND): Abby Heywood-Brown

Assistant SENDCO: Roxy Verdon

Link to SEND Information:

Report (SIR):

Link to the Local Offer: [Derbyshire Local Offer](#)

1. Introduction and Purpose

1.1. This policy sets out our vision and principles for children and young people with SEND at New Mills School. The offer in our curriculum and wider activities within school can be found in the SEND Information Report.

1.2. These expectations will ensure we are compliant with both the requirements and the ethos of the SEND reforms and serve to improve outcomes for all learners. This policy makes reference to the Special Educational Needs and Disability Code of Practice: 0-25 years (July 2014).

1.3. Inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. It is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusion is about the quality of their experience; how they are helped to learn, achieve and participate fully in the life of the school. Inclusion focuses particularly on those groups of children who have historically been marginalised or who have underachieved. Inclusion does not mean that all learners necessarily learn in the same way or together, but that practices are adapted to take account of all learners' needs – this is equity in learning.

1.4. Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. All children, including those identified as having special educational needs and / or disabilities have the same common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life.

1.5. All schools in England must have regard to the Code of Practice (2014) as it provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and

Families Act 2014 and associated regulations. Schools must fulfil their statutory duties towards children and young people with SEN or disabilities in light of the guidance set out.

1.6. Under the Equality Act (2010) all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services required by disabled children and young people to prevent them being put at a substantial disadvantage.

1.7. The Teachers' Standards (2012) makes clear the expectation for all teachers to "adapt teaching to respond to the strengths and needs of all learners". Teachers must "have a clear understanding of the needs of all learners, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them." (Standard 5)

2. Scope

2.1. This policy applies to all education staff, as well as professional services staff when considering reasonable adjustments, funding and provision for learners with SEND.

3. Legislation and Regulation

3.1. This policy is compliant with the following legislation and regulation:

- The Special Educational Needs and Disability Code of Practice 2015
- The Equality Act 2010
- The Children and Families Act 2014, Part 3
- The Special Educational Needs and Disability Regulations 2014

4. Definitions within this Policy

4.1. Definition of SEND (Special Educational Needs and Disabilities)

4.1.1. There is a clear distinction between 'underachievement', often caused by a poor early experience of learning, and 'special educational needs'. Some learners may be underachieving but will not necessarily have a special educational need; it is our responsibility to identify this quickly and ensure that appropriate support is put in place to help these learners 'catch up'.

4.1.2. A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for her or him.

4.1.3. A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

4.1.4. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for

other children and young people of the same age by mainstream schools and early years' settings.

4.2. Definition of Disability

4.2.1. Many children and young people with SEND may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing and long-term health conditions such as asthma, diabetes or epilepsy.

4.2.2. The Equality Act requires early years' providers, schools, colleges, other educational settings and local authorities to:

- Not directly or indirectly discriminate against, harass or victimise disabled children and young people;
- Make reasonable adjustments, including the provision of extra aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged. This duty is known as 'anticipatory'.

5. Learners with SEND

5.1 The Code of Practice (2014, updated May 2015) makes clear the four broad areas of Special Education Need, these are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

5.2 In line with the Code of Practice, all schools follow the graduated approach to a learners' special educational needs. This support should take the form of "a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes."



5.3 The Responsibility and leadership of SEND is well evidenced when there is a clear strategic approach to SEND provision across the school, with key personnel identified and recognised, and where continuing professional development (CPD) and performance management are successful in improving outcomes for learners with SEND.

5.4 Enjoyment and innovation for learners with SEND is well evidenced through high quality teaching and intervention, which is targeted and appropriate and which enthuses and engages, resulting in consistently high expectations and aspirations of all and a belief that learning is without limits.

5.5 The Aspiration and development of learners with SEND is well evidenced through robust tracking and monitoring processes, which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points, and where all learners are well-prepared for the next stages of their educational journey.

5.6 Collaboration and inclusion is well evidenced when the provision for learners with SEND is well developed and innovative, with opportunities available for personalisation and flexibility; providing a curriculum offer which is different from and/or additional to that already offered and which secures effective partnership working for all involved – including parents / carers.

5.7 Honesty and integrity is well evidenced in the appropriate and early identification of learners' needs; where the SEND register is an accurate and regularly updated 'live document' and where specialist support is available 'at the right time'.

6. Children with health needs who cannot attend school

6.1 New Mills School aims to ensure that all children who are unable to attend school due to medical needs, and who would not receive suitable education without such provision, continue to have access to as much education as their medical condition allows, to enable them to reach their full potential.

6.2 Due to the nature of their health needs, some children may be admitted to hospital or placed in alternative forms of education provision. We recognise that, whenever possible,

students should receive their education within their school and the aim of the provision will be to reintegrate students back into school as soon as they are well enough.

6.3 We understand that we have a continuing role in a student's education whilst they are not in school and will work with local authorities, healthcare partners and families to ensure that all children with medical needs receive the right level of support to enable them to maintain links with their education.

6.4 Initially, the school will attempt to make arrangements to deliver suitable education for children with health needs who cannot attend school. The SENDCO/Deputy SENDCO will be responsible for making and monitoring these arrangements.

6.5 A meeting will be made with parents/carers to discuss arrangements for working from home or hospital. A modified curriculum plan (MCP) will be drawn up detailing agreed actions from the discussion, the plan will be signed by the SEND team and parents/carers. The plan will then be carried out to deliver education to the child. The attendance team and/or SEND team will conduct home visits throughout as agreed in line with attendance monitoring.

6.6 Arrangements could include sending work home or attending a hospital school. Work will be prepared by class teachers.

6.7 The student will be slowly integrated back into school with either alternative arrangements to make it possible such as alternative spaces for break or lunch times or the student may come back into school on a reduced timetable until their health needs have been met.

6.8 We will work in partnership with the Local Authority, health services and other organisations to maintain links to support the child to ensure they have access to the appropriate education provision.

7 Policy Statement

7.1 New Mills School strongly advocates the importance of:

- A Child and family centred approach
- Partnership working (working with the Local Authority, health services and local and specialist agencies)
- High aspirations and equality of opportunity for young people with SEND.
- A commitment to legal compliance
- A genuine desire to support all children and young people and to ensure that a child with SEND gets the support they need).

7.2 New Mills School's responsibilities

- We have regard for the voice of the child or young person with SEND as well as those of the parent or carer, and take into account their feelings, wishes and views.
- We will work closely with local authorities including Derbyshire Local Authority, and the home local authority of children with SEND to assist them in fulfilling the obligations under Part 3 of the Children and Families Act 2014 and its associated guidance;
- We will work collaboratively with education and health care professionals and agencies to secure the best possible outcomes for the children and young people in

our setting. We will work with local and national providers to secure the services needed to improve outcomes for children and young people with SEND. These services might include: speech and language therapy, physiotherapy, occupational therapy, educational psychology assessment, mental health services, and other health and social care professionals.

- We will make reasonable adjustments for disabled children and young people and will make arrangements to support those with medical conditions.
- We will cooperate with the Local Authority in developing and reviewing its local offer.
- We will have a SEND Information Report in accordance with paragraphs 6.79 onwards of the DfE SEND Code of Practice and publish the Information Report on our website. This report will set out the details regarding the implementation of the SEND and Learning Policy.
- We will ensure that all teachers accept that SEND is their responsibility and in particular that class and subject teachers take full responsibility for the progress of the children and young people with SEND whom they teach.
- We will ensure that learners with SEND acquire the knowledge and cultural capital they need to succeed in life. They will have the same opportunity to partake in all areas of school life. Reasonable adjustments, where possible, must be made to ensure equal opportunity to participate.
- We will ensure there is high ambition for learners with SEND and ensure they are not provided with a reduced curriculum.
- We will employ a variety of assessment and screening tools to assess a child or young person's skills and attainment to identify and build on information received from previous settings in consultation with their parents and carers. This could lead to learners being placed on the school SEND register (see Appendix 1)
- As part of the screening process, we will consider any evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them.
- We will ensure that children and young people with SEND engage in all activities alongside those who do not have SEND unless a particular provision or arrangement is agreed with the parents or carers, and the child or young person.
- Class and subject teachers, supported by the SENDCo and Senior Leadership Team, will make regular assessments of the progress for all learners and identify appropriate actions, particularly those making less than expected progress, given their age and prior attainment.
- We will inform parents and carers when we are making special provision for their child and shall then work in partnership with them to establish support needed and specialist input, to secure best outcomes, taking full account of their views and wishes. For all children and young people on the SEND register, we will make arrangements for an appropriate member of staff, with input from the SENDCo as appropriate, to meet with the pupil as a 'link' person throughout the year and will share this information with parents or carers in order to review progress and support.
- We will ensure that a graduated approach using the 'Assess, Plan, Do, Review' cycle (as set out in paragraphs 6.44-6.56 of the SEND Code of Practice, see Appendix 1) is in place for all young people on the SEND register.

- After consultation with the parent or carer and the child or young person, we may request the local authority to undertake an Education, Health, Care needs assessment for any child or young person for whom we believe this is necessary. This is applicable to a small minority of pupils within our school.
- We will do everything they can to meet the needs of young people with SEND including delivering the provisions set out within the EHCP (Education, Health and Care Plan).
- We will work with relevant local authorities in a timely manner to undertake annual reviews of EHCPs, so that they are conducted within the statutory timeframes and so that they take into account the views of the child or young person and those of the parent or carer.

8 Training

8.1 New Mills School will ensure training is provided to all staff on identifying special educational needs. They will learn about and best practice in supporting learners with SEND both inside and outside of the classroom.

8.2 We will provide training for SEND staff to ensure they are skilled to complete evidence based interventions both in small groups and 1-2-1 where applicable.

9. Learners with English as an Additional Language (EAL) and Learners from Minority Ethnic Groups (MEG)

9.1 The term EAL learner is often used interchangeably with 'bilingual learner' (DfES 2007); the government definition of a bilingual learner is that it refers to 'all learners who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages'. (DfES 2003)

9.2 To ensure equity of learning for our EAL and MEG learners, it is important that recognition and respect is given to the value and significance of the first language and the associated cultural expectations and norms. "EAL learners, their families / carers and communities are not homogenous groups; it is important to know and understand who they are, in order to effectively support their needs."

9.3 English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities must be provided for children who are learning English as an Additional Language as part of the New Mills School's provision for vulnerable learners; this may be underpinned by the approaches highlighted for the disadvantaged and more-able, where appropriate.

9.4 The Office of National Statistics (2003) states that 'in British government research, minority ethnic groups are differentiated based on a combination of categories including 'race', skin colour, national and regional origins and language...this is based on the assumption of an 'ethnic majority' that is white, of British origin, and English-speaking'.

9.5 Responsibility and leadership, which enhances provision for EAL and MEG learners is evidenced when there is a clear strategic approach, with key personnel identified and recognised, and where CPD and performance management are successful in improving outcomes for EAL and MEG learners.

9.6 Enjoyment and innovation for EAL and MEG learners is well evidenced through high quality teaching and intervention, which is targeted and appropriate and which enthuses and engages, and actively promotes a safe environment where risk taking is encouraged to enhance independence.

9.7 The Aspiration and development of EAL and MEG learners is well evidenced through robust tracking and monitoring processes, which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points, and where all learners and all languages are equally valued and respected.

9.8 Collaboration and inclusion is well evidenced when the provision for EAL and MEG learners is well developed and innovative, with opportunities available for personalisation and flexibility; providing a curriculum offer which capitalises on opportunities for active and practical learning experiences and which secures effective partnership working for all involved. This actively includes parents / carers so that they feel confident that their home and community language, and the narratives and culture in which their language is embedded, is respected by the school.

9.9 Honesty and integrity is well evidenced in the appropriate and accurate identification of needs specific to EAL and MEG learners, where an ethos of Respect for All is promoted and where all languages are equally valued and central to the development of identity and belonging in contemporary British society.

10. Responsibilities

The following responsibilities apply in relation to this policy:

- The Headteacher is responsible for ensuring an appropriately qualified member of staff is the designated SENDCo.
- Headteachers are responsible for enabling the SENDCo to work strategically to ensure the best possible education for learners with SEND.
- The SENDCo is responsible for ensuring the education within New Mills School is compliant with the SEND and Learning Policy, as well as supporting parents and carers and the learners in meeting their responsibilities.
- Teachers are responsible for working in line with the DfE Teachers' Standards and providing appropriate education for all the learners within their class(es) as outlined in Section 6 of the SEND Code of Practice 2015.

New Mills School is committed to providing:

- High Quality Teaching (HQT) which meets the needs of all learners and which is appropriately adapted.
- Effective systems for tracking and monitoring progress, so that early intervention can address gaps in learning; this includes, but is not exclusive to, monitoring and evaluation through learning walks and work scrutiny, across all learner groups
- Opportunities to extend and challenge all learners, so that they can achieve their potential
- Effective lines of communication between home and school, so that through collaboration, a shared understanding of 'what success looks like' is achieved for each learner and their family.

11. Monitoring and Compliance

11.1 The Headteacher will monitor compliance with this policy.

12. Fidget tools

12.1 Fidget tools can assist some pupils in enhancing focus, reducing anxiety, and supporting sensory needs. NMS aims to ensure that the use of fidget tools is beneficial for identified pupils in a classroom whilst maintaining a conducive learning environment for everyone. This applies to all staff, pupils, parents, carers and visitors of New Mills School.

12.2 Use of fidget tools in lessons:

If parents/carers or a staff member identify that a pupil may benefit from the use of a fidget tool in the classroom, the SENCO team and year manager will review this request based on observations and staff feedback. If it is identified that a pupil may benefit from the use of a fidget tool, they will be added to the 'reasonable adjustments' list which is circulated with all staff.

The use of a fidget tool is a supportive strategy for a small number of pupils and the effectiveness of this will be reviewed on an ongoing basis.

12.3 Fidget tool rules:

- 1 small fidget tool may be allowed as per 12.1 and 12.2.
- This must be no larger than the palm of the child's hand.
- The fidget tool must remain discrete and used in a manner that is not distracting to anyone else within the classroom.
- The fidget tool must be silent.
- Slime and/or putty are not allowed.

If the pupil uses the fidget tool in a way that is inappropriate, distracting to others or uses an item which is not allowed, this may be removed by the class teacher and a warning issued. If the pupil continues to use their fidget tool in the incorrect way, this adjustment will be removed at the discretion of the SEND team or Year Manager.

12.4 Roles and Responsibilities :

- School Leadership
 - Ensure the policy is communicated effectively to all stakeholders.
 - Provide training for staff on the appropriate use of fidget tools in the classroom.
 - Review and evaluate the policy regularly.
 - Liaise with external professionals, where necessary.
- Teachers
 - Communicate with the school's SENCO team to discuss individual pupil needs regarding the potential use of a fidget tool.
 - Monitor the use of fidget tools which have been recommended to ensure they are used appropriately and do not disrupt learning of the specific pupil and/or the rest of the class.

- Provide feedback to school leadership regarding the effectiveness of fidget tools in supporting pupils.
- Parents
 - Requests for the school to consider the use of a fidget tool if they have concerns regarding their child's needs must be made to the SENCO team and year manager.
 - Honour the professional opinion of school staff regarding whether it is appropriate for a child to have access to a fidget tool.
 - Support the school's policy by discussing the 'appropriate use' of fidget tools with their children and reinforce the rules as outlined above, including the size and type of fidget tool.
 - Communicate with teachers about their child's specific needs and any concerns regarding the use of fidget tools.
- Pupils
 - Use fidget tools responsibly and in accordance with school rules.
 - Understand that fidget tools are a tool to aid learning, not a distraction or toy.
 - Understand that the school rules regarding fidget tools must be followed or the adjustment may be reviewed and/or removed.
 - Follow the class teachers' directions regarding the use of fidget tools.
 - Understand that the school behaviour system – the stage system – will be used for disruption or misuse of a fidget tool.

Appendix 1

The Graduated Approach

New Mills School has adopted a 'Waves model' to outline, audit and develop support and provision available. This is known as the Graduated Approach or Response.

Wave 1: Teaching learners with differing needs requires a whole school approach and teachers will plan, teach, assess and evaluate in ways that will meet the range of abilities, aptitudes and interests of the learners. A whole school sanctions and rewards system that provides structure, boundaries and opportunities for success is an example of a whole school provision that is carefully designed to support the range of learners at New Mills School. Wave 1 provision may also be in the form of training such as sessions on supporting children and young people with a diagnosis of ADHD (Attention Deficit and Hyperactivity Disorder.) This is also referred to as **Ordinarily Available Provision**.

Wave 2: Targeted support within class from a learning support assistant, slightly adapted timetables (for example being allowed to leave a lesson 5 minutes early in order to have more time to get changed) or small group teaching and intervention are examples of Wave 2 provision. A learner on 'SEND support' whose needs have been identified will often have a pupil passport and a provision map that outlines the Wave 2 provision that is in place to enable them to access learning and achieve success.

Wave 3: Despite receiving Wave 2 support and provision, a learner might still struggle to make progress and access learning. Specialist support, guidance, training and one to one provision may then be applied for or put in place. This is known as Wave 3 provision. A learner on Wave 3 support

would have a learning plan that details the provision that is in place to enable them to access learning and achieve success.

SEND Support and Assess Plan Do Review

The Code of Practice 2015 outlines the 'Assess, Plan, Do, Review' cycle. The SENDCO and other appropriate teachers within the school will use a range of assessment tools, which can include summative assessments (conventional tests), screenings such as a dyslexia portfolio screening, learner and parent voice, observations and Learning Support Assistant input, to decide on the level of support a child or young person might need ['Assess'].

Appropriate provision is then planned (for example a phonics intervention, adapted resources or additional 1:1 support at key transition points of the day) ['Plan'].

This support plan is then delivered over a set period of time ['Do'], with a review date at the end of a delivery cycle (for example after an 8-week period) ['Review'].

At the Review meeting, there will be reassessment information to inform those supporting the child or young person regarding whether the support plan is effective. Provision will either be continued, changed or increased (see the Waves model) depending on progress made. Additional assessment may also be sought such as input from a specialist assessor or a specialist advisory team.

If a learner is unable to make progress or access learning, despite being supported via SEND Support and the SEND register, then it might be appropriate for a request for an EHC assessment to be submitted to the local authority.