



Special Educational Needs Policy
issued by the Governors of Milton Mount Primary School



Effective from: March 2018

Signed by: Lesley King

Next review date: Spring 2019

This Policy reflects the UN Convention on the Rights of the Child (CRC) by supporting these Articles.

Article 2: The convention applies to everyone

Article 3: The best interests of the child must be a top priority in all things that affect children,

Article 23: Every child with a disability has the right to a full and decent life with dignity and independence.

Article 28: Every child has the right to an education.

This policy explains how Milton Mount Primary School makes provision for pupils with additional educational needs, in line with current legislative requirements (SEND Code of Practice 2014, Equality Act 2010). If you require further information about the provision for SEND in the school please talk to your child's class teacher or contact Samantha Saunders and Claire Cleverton, the Special Educational Needs & Disabilities Co-ordinators (SENDCo), on 01293 537158.

Aim

At Milton Mount Primary School we strive to raise the aspirations of and expectations for all pupils with Special Educational Needs and Disabilities (SEND). We value their abilities and achievements and are committed to providing the best possible environment for positive learning outcomes. Milton Mount operates a 'whole pupil, whole school' approach to the management and provision of support for SEND and endeavours to achieve inclusion of every pupil regardless of need.

We aim to respond to parents/carers and pupil's views when planning provision for children.

In identifying and providing for pupils who have special educational needs and additional needs we work within the guidance provided in the SEND Code of Practice 2014. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Definition of Special Educational Needs and Disabilities (SEND)

Milton Mount Primary School follows the Special Educational Needs and Disability Code of Practice 2014 definition where:

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has 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

A child under compulsory school age has a learning difficulty or disability if he or she is likely to fall within the above definition when of compulsory school age (or would be likely to, if no special educational provision were made).

A child with a long term medical condition, which includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer does not

necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the Special Educational Needs and Disabilities (SEND) definition. All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they **must** publish accessibility plans setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

A child **does not** have a learning difficulty or disability solely because the language in which he or she is taught is different from a language which is spoken at home.

The School's Key Objectives for SEND

In providing for those pupils identified as having SEND at Milton Mount Primary School we seek to:

- ensure that all pupils are valued equally
- ensure that all pupils make progress
- work in close partnership with parents/carers and children
- ensure that SEND are identified and assessed as early as possible
- ensure pupils' needs are met as soon as is practicable
- ensure that all children have access to a relevant, broad and balanced curriculum
- work proactively with the local authority (LA) and other agencies, including social services, parent support groups, psychologists and medical services, in identifying, assessing and meeting SEND
- develop and maintain a range of professional expertise within the school
- monitor, review and evaluate policy and provision on a regular and systematic basis

Admission Arrangements

The admission of pupils with SEND is the responsibility of the LA in accordance with the admissions procedures agreed with the governors of the school. The school has an open admissions policy when it is in the best interests of the child concerned. Liaison with the pupil's former school and with existing school staff, interviews with parents/carers and collation of the information from support services are the overall responsibility of the headteacher and SEND Co-ordinator.

Roles and Responsibilities

The governing body as a whole is responsible for making provision for pupils with special educational needs and disabilities.

The SEND Co-ordinators (SENDCo) are Samantha Saunders and Claire Cleverton and they are also responsible for SEND across the school. The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEND Policy
- co-ordinating provision for pupils with special educational needs
- liaising with and advising teachers and learning support assistants (LSAs)
- maintaining the school's SEND register and overseeing the records on all pupils with special educational needs
- liaising with parents/carers of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, and health and social services
- providing information to the governing body

The Governing Body appoints a SEND Link Governor who will work with the SENDCo to monitor SEND provision and report regularly to the Governing Body.

Monitoring Pupil Progress

At Milton Mount pupils' progress is constantly monitored. Every half term we look closely at groups and individuals to ensure every child is making the expected progress or above. When a pupil is making less than

expected progress class teachers and team leaders create an action plan for that pupil to enable him/her to accelerate their progress. This is monitored with a view to putting in place additional support if the pupil continues to make less than expected progress.

Identification and Assessment of SEN

- Teachers/parents or other staff have identified one of the criteria of SEND in a child – inform SENDCo and begin targeted measurable intervention for that need. Criteria are:
 - Cognition and Learning
 - Communication and Interaction
 - Social, Emotional and Mental Health
 - Sensory and/or physicalThis will be carried out for half a term
Parents to be informed by class teacher – suggestions made for support at home
- Feedback to SENDCo on outcome
Pupil to be placed on SEND Monitoring list **or** no further action required
- A SEND referral is raised with SENDCo by class teacher detailing action taken and outcome
- SENDCo observes pupil and gathers evidence; screening tests carried out if appropriate
- Meeting with class teacher to discuss findings. Pupil to be placed on SEND register. Individual Education Plan (IEP) targets to be devised. Parents to be informed
- IEP targets – Assess, Plan, Do, Review. Review IEP targets and set new ones (October, February, May)
- IEP targets not met – referral to outside agency for consultation if appropriate
- Following referral to outside agency an EHCP may be sought

Quality First Teaching

At Milton Mount all class teachers are fully aware of their responsibility and accountability for the progress and development of the pupils in their class - including those pupils who access support from learning support assistants or specialist staff - through the delivery of high quality teaching differentiated for individual pupils as the first step in responding to pupils who have or may have SEND.

A Graduated Approach to SEND Support

Where a pupil's learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age, he/she is identified as having SEND and is placed on the school's SEND register and the school then puts in place SEND support.

This takes the form of a four-part cycle referred to as '**Assess-Plan-Do-Review**':

Assess: a clear analysis of the pupil's needs through the teacher's assessment and experience of the pupil, previous progress and attainment, the views and experience of the parents/carers, the pupil's own views and, if relevant, advice from external support services.

Plan: the teacher and SENDCo agree in consultation with the parent/carer the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do: the class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the class, the teacher retains responsibility for the pupil and works closely with the SENDCo, any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review: the effectiveness of the support and interventions and their impact on the pupil's progress is reviewed by the class teacher and SENDCo in consultation with the parent/carer and any external support services as appropriate, and changes to the support are then agreed upon as appropriate.

Pupils are removed from the register if and when they are deemed to have responded consistently to support and interventions and are able to make consistently the expected or above progress once support has been withdrawn. Relevant information about these pupils will be passed on to future class teachers and educational settings.

Education, Health and Care (EHC) Plans

The majority of pupils in the school with SEND will have their needs met through the provision of SEND support delivered via the cycle of Assess-Plan-Do-Review, described above. However, where a pupil fails to respond to that process s/he may require an EHC needs assessment in order for the LA to decide whether it is necessary for it to make provision through an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Those pupils who currently receive provision through a Statement of SEND will continue to receive that, and their Statements will be converted to EHC plans over a two year period.

EHC plans and Statements are reviewed annually by the school in collaboration with parents, the Local Authority and any external agencies involved in the support of the pupil.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Wherever possible pupils are involved in monitoring and reviewing their progress.

Curriculum Access and Provision

The staff at Milton Mount has a responsibility to provide a broad and balanced curriculum for all pupils. The national curriculum is the starting point for planning a school curriculum which meets the specific needs of individuals and groups of pupils, and is modified by class teachers to provide effective learning opportunities for all pupils, through differentiation in planning and implementation. Such differentiation allows for the development of a more inclusive curriculum which provides all pupils with relevant and appropriately challenging learning, so addressing the diversity of individual learning needs in the school.

Pupils with SEND will be enabled to access the curriculum through the specialist SEND provision provided as appropriate to their needs, taking into account their individual wishes and those of their parents/carers. Every effort will be made to educate pupils with SEND alongside their peers in the classroom where this is reasonable for their needs.

The range of provision includes:

- class-based small group support from the class teacher and learning support assistant (LSA)
- individual or small group interventions out of class from an LSA, learning support teacher or teacher
- differentiated learning line – targeted to the child’s level to allow for progress and success in learning
- differentiation of resources
- alternative methods of recording, e.g. writing frames/mind maps
- provision of specialist equipment according to need

Funding

Funding for SEND is made up of allocations received from the Local Authority for SEND pupils, pupils with English as an additional Language (EAL) and Deprivation funding.

Pupils who have an EHCP may also have individually assigned resources funding from West Sussex.

Governors monitor the allocation and expenditure of these resources in two ways. The SEND link governor (Sam Beedell) has regular meetings with the SENDCo, who reports to Governors each term. The school’s

business manager, Karen Border, monitors SEND expenditure against the allocation. The Governing Body also monitors SEND expenditure as part of their ongoing monitoring of the school budget.

Individual Learning Plans

The SENDCo, in collaboration with individual class teachers, will draw up an Individual Learning Plan (ILP) detailing all interventions in place for a child in his/her class. These will be updated in accordance with any changes made at any stage during the school year and reviewed termly by the SENDCo and all other staff responsible for the provision of interventions.

Record Keeping

Records on all children with SEND are stored in individual files and are securely locked away. These are maintained throughout the pupil's time in the school and forwarded on to the pupil's next school as necessary. Where a pupil moving to another school is no longer on the SEND register the SENDCo will share with the next school the pupil's SEND history and send on any documentation which may continue to be relevant, e.g., agency assessment reports. Any documentation which is no longer relevant and so not required by the next school will be shredded.

All class teachers are provided with a special educational needs and disabilities (SEND) folder at the start of the school year. This contains a class profile, and documentation on individual children such as agency assessment reports. These are updated throughout the year as new information comes in on any pupil, or pupils with SEND transfer to Milton Mount within the school year.

Partnership with Parents/Carers

The school works in close partnership with parents/carers. We do so by:

- enabling parents/carers to play an active and valued role in their child's education
- providing workshops linked to areas of the curriculum to enable them to support their children's learning
- keeping parents/carers informed, offering support during periods of assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents/carers
- working to ensure that parents/carers are confident that the school will listen to their views and concerns and act on these appropriately and immediately
- ensuring that all parents/carers can access information provided by the school
- focusing on developing the child's strengths as well as areas of additional need

Links with the Health Services, Social Services and Education Welfare Service

Pupil's medical needs are recorded by parents/carers on the child's school admission form. Where these affect in any way the pupil's access to the curriculum or participation in school life the school will comply with its duties under the Equality Act 2010. Where there is a care plan in place, e.g., for a child who has an epipen for allergies, the SENDCo and the school nurse, Hilary Sampson, will meet with the parent/carer to ensure that this is updated. Information is then shared with staff and the pupil's care plan, and medication is stored safely, where a poster bearing a photograph of the pupil and a description of his/her needs and medication is displayed. A poster, bearing photographs of all pupils with allergies and a description of those allergies, is on display in the school medical room.

Medical training, including epipen and diabetes training are updated regularly in the school.

The SENDCo is responsible for liaising with the health services through the school nurse and in some cases through direct contact with other agencies.

The Headteacher and SENDCo are responsible for liaising with children's social care within their roles as designated child protection officers. The SENDCo attends child protection case conferences and core group meetings, for which class teachers are required to provide confidential pupil reports.

Referrals to all agencies are made by the SENDCo, with parent/carer consent.

Accessibility

Milton Mount Primary School has modernised premises incorporating access features such as lifts, ramps and a hygiene room. We strive to meet the specific needs of pupils with disabilities. We have a duty to prepare an accessibility plan for disabled pupils in order to:

- increase the extent to which disabled pupils can participate in the curriculum
- increase the physical accessibility of school premises for disabled pupils in as far as is practicable
- improve the delivery to disabled pupils, as appropriate to individual need, of information provided in writing for pupils who are not disabled

This accessibility plan will be reviewed annually.

Complaints Procedures

In the first instance, parents'/carers' complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the whole school complaints policy.

If there continues to be a disagreement with regard to the SEND provision, the LA/other advisory body should make arrangements which include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents/carers and the school. Parents/carers have a right to appeal to a SEND tribunal at any stage.

More detailed information can be found in the SEND Code of Practice 2014.

Evaluation

This policy will be the subject of continuous review. The school might, from time to time, set specific targets against which the success of particular aspects of the policy can be measured.

During the updating of this policy, Safeguarding was taken account of.

This policy has been co-produced by: SENDCo, Staff, Pupils, Parents and Governors.

Signed (Chair of Governors) _____

Date March 2018 _____

Review Date Spring 2019 _____