

Millbrook Primary School



Special Educational Needs Policy

Policy Creation & Review

Author(s)	SENCo
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INTRODUCTION:

This policy has been updated in accordance with the Special Educational Needs and Disability Code of Practice: 0 to 25 years, July 2015. The principles of the Children and Families Act 2014 underpin this new code of practice. These principles include:

- The participation of children, their parents and young people in decision making.
- The early identification of children and young people's needs and early intervention to support them.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- A focus on inclusive practice and removing barriers to learning.

All staff have skills in supporting children with Autism, Literacy and mathematical difficulties, physical needs, social and emotional difficulties and speech and language difficulties. All staff make reasonable adjustments to ensure that children are fully included, can access the curriculum and are making progress.

At Millbrook Primary School, we are committed to providing a broad and balanced curriculum to all children. In line with our mission statement, 'Striving for excellence through enjoyment and challenge', we make every attempt to achieve our school aims for all children, regardless of any difficulties they may face.

OUR SCHOOL AIMS:

- To raise standards through assessment, target setting and by having high expectations of teaching and learning.
- To enable children to have the capacity to value learning and have the skills to access opportunities in order to become "Lifelong learners".
- To encourage the children to develop lively, imaginative and enquiring minds through the experiences we offer them.
- To enable children to develop their confidence, self-esteem and internal discipline so that they can value others and have a social conscience.
- To enable children to acquire understanding, knowledge, concept and skills based on the National Curriculum.
- To give children opportunities to express themselves through the creative arts (music, drama, art, dance and P.E).
- To facilitate communication between all members of the school community.
- To engender a sense of concern, awe and wonder about the world in which they live.
- To ensure equal opportunities and access to a curriculum sensitive to those issues, which relate to race, gender and need.
- To establish liaison with secondary schools to ensure a smooth transition for children.

At Millbrook Primary School, we believe that each pupil has individual and unique needs. We acknowledge that a proportion of pupils will have Special Educational Needs (SEN) at some time during their education. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’ (Code of Practice, July 2014, p.15).

Children have a learning difficulty if they:

- Have a significant greater difficulty in learning than the majority of others of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities in the same way as the majority of their peers.

A child considered to have Special Education Needs will require help that is **additional** and/or **different** to their peers. The extent of this extra support and the time for which it is needed will vary and teachers take this into account in their short-term planning.

The Disability Discrimination Act (revised 2005) identifies the fact that some children with disabilities also have learning needs that call for Special Educational Provision. However, not all children defined as disabled will require this provision. We will assess each child as required and make appropriate provisions based on their identified needs.

EDUCATIONAL INCLUSION:

Millbrook Primary School is an inclusive school, offering choice and excellence to all our children whatever their ability or needs. We have high expectations and provide a supportive environment to remove barriers to learning and give children meaningful access to the curriculum.

Through appropriate curricular provision, we respect the fact that children

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire process and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

ADMISSIONS:

Pupils with special educational needs will be admitted to Millbrook Primary school in line with the school's admissions policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational and will arrange provision and liaise with appropriate agencies immediately.

BUILDING ADAPTATION AND SPECIAL FACILITIES:

Millbrook Primary School is on one level with easy access for wheelchair users. The school has a wide disabled toilet for pupil/adult use. For full details, refer to the school Accessibility plan A copy can be found on the school website in the Special Educational Needs and Disability Information Section.

Every year, we review how we provide access for people with disabilities and publish this in the accessibility plan. The plan covers increasing the access to the curriculum, the physical environment and improving the provision of information in alternative formats to pupils with disabilities.

We also provide a space for 1:1 counselling, parental interviews/consultations can take place and which the support services can use.

We have a nurture room, which provides a 'safe base' for children with emotional difficulties.

We run an early morning breakfast club to give children a settled start to their school day.

AIMS OF THE POLICY:

The aims of this policy are to:

- Enable every pupil to experience success by creating an environment that meets the needs of all children.
- Promote individual confidence and a positive attitude.
- Identify a child's special need at the earliest possible stage and provide for them accordingly.
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- Assess record and regularly review pupils' progress and needs.

- Give pupils with SEN equal opportunities to take part in all aspects of the school's provision.
- Ensure that children with SEN have a voice in their own education so that they can be pro-active and independent learners.
- Involve parents/carers in planning and supporting at all stages of their children's development.
- Work in close partnership with all stakeholders e.g., pupils, parents, teachers, governors.
- Involve outside agencies if and when appropriate e.g., educational psychologist, specialist advisory teachers, health services.
- Clarify the roles and responsibilities of staff providing for children's special educational needs and ensure that these are maintained.

ROLES AND RESPONSIBILITIES:

The overall responsibility for provision for children with additional needs lies with the Head Teacher. The SENCo, Mrs Osdin provides leadership and management of SEN and all Inclusion in the school. She works closely with the Foundation Stage to ensure that early identification and support is given to the children. Mrs Osdin is responsible for reviewing interventions and ensuring that the programmes of support that the children receive are having the best impact.

Provision for children with special educational needs is a matter for the school as a whole. It is the class teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for following the school's procedures for identifying, assessing, and making provision to meet those needs.

Funding for all children Special Educational Needs has changed. For children with Education Health and Care Plans a banding system is in place and funding may be awarded according to this 'band' (level) of need. The SENCo is responsible for completing applications for any extra funding for children without and Education Health and Care Plan through the new high needs funding system.

The governing body, in co-operation with the Head Teacher and SENCo/Inclusion Leader are responsible for:

- Determining the policy and provision for pupils with special educational needs in line with the SEN Code of Practice.
- Overseeing the school's SEN provision, including funding, equipment, and personnel.
- Ensuring that SEN provision is an integral part of the School Development Plan.

It is the responsibility of the Inclusion leader and Head Teacher to ensure to keep the governing body fully informed of any changes.

The Inclusion leader/SENCo is responsible for:

The operational management of the specified resourcing for SEN provision within the school, including:

- Overseeing the day-to-day operation of this policy and ensuring that an agreed, consistent approach is adopted.
- Helping staff to identify pupils with SEN.
- Leading by coaching staff to support appropriately in class.
- Setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN.
- The management and coordination of provision for pupils with SEN.
- Contributing to the in-service training of staff.
- Ensuring pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- Carrying out detailed assessments and observations of pupils with specific learning problems and monitoring progress.
- Seeing that the progress and attainment of children with Special Educational Needs and/or Children Looked After are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEN.
- Maintaining the Special Educational Needs Register.
- Notifying parents if the school decides to make special educational provision for their child and reporting progress to parents.
- Liaising with and maintaining good links with outside agencies (see appendix) and arranging meetings with class teachers and parents/carers.
- Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour.
- Liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other.
- Taking part in Local Authority SEN moderation.
- Sign posting parents/carers to available support.

The Designated Teacher for Looked After Children (CLA) will:

- Promote a culture in which Looked After Children believe they can succeed and aspire to further and higher education.
- Ensure that the teaching and learning needs of the looked after child are reflected in his or her Personal Education Plan and have lead responsibility for its implementation.

- Ensure that the views of Looked After Children are taken seriously and inform decisions about teaching and learning strategies and their personal targets.
- Prioritise Looked After Children for additional educational support if needed.
- Promote good home-school-agency links.
- Be a source of support for all staff working with Looked After Children.

Class teachers are responsible for:

- Including pupils with SEN in the classroom, and for providing an appropriately differentiated Curriculum.
- Ensuring that they access all available information and support to enable them to make appropriate educational provision for Looked After Children and children with SEN.
- Working closely with parents, carers, and specialist agencies to ensure a coherent approach to the education of Looked After Children and children with SEN.
- Provide support for children who have difficulties with communication language and literacy.
- Planning and using use a multisensory approach.
- Helping children to manage their behaviour and take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress.

IDENTIFICATION AND ASSESSMENT:

Class teachers are responsible and accountable for the progress of all the pupils in their class including where pupils have special educational needs. We believe that quality first teaching, differentiated for individual pupils, is the first step in supporting pupils who have, or may have Special Educational Needs.

The four broad areas that are used within the code of practice are.

Communication and interaction:

Children with speech, language and communication needs have difficulties in communication with others this may include children with Autistic Spectrum Disorder.

Cognition and Learning:

Children learn with a slower pace than their peers, even with appropriate differentiation this may include specific learning difficulties relation to Literacy, Maths, or dyspraxia.

Social emotional and mental health difficulties:

These difficulties may reflect anxiety or depression attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs:

These may include vision impairment, physical disability, hearing impairment or multi-sensory impairment.

ENGLISH AS AN ADDITIONAL LANGUAGE:

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Being a beginner in English must **not** be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Advice would be sought from the Speech and Language Therapy Service where necessary.

MODEL OF ASSESSMENT AND PROVISION:

The importance of early identification, assessment and provision for any child who may have special educational needs is essential. Staff will inform parents at the earliest opportunity to alert them to concerns and ensure that the SENCo is aware of potential additional needs.

If there are concerns about individual progress and a child's ability to access the curriculum the School will engage in the four following actions, as set out in the Code of Practice:

1. Assess:

The class teacher, supported by the SENCo, will carry out an analysis of the pupil's needs based on observations, previous progress and attainment plus behaviour. Parent/carers will be informed and involved in the assessment process and the child's views will be sought. The SENCo may carry out further assessment through tools such as the Specific Learning Difficulties (SpLD) Literacy Assessment, Letters & Sounds or SpLD maths assessment.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. However, an assessment would be carried out to see whether there are any causal factors such as learning difficulties, mental health issues, or circumstances out of school.

If it is decided that a child does not meet SEN criteria, but needs particular intervention, his/her progress will continue to be monitored and reviewed at the next Pupil Progress Meeting. These take place half termly.

2. Plan:

Once it has been decided to provide a pupil with SEN support, parents will be notified and involved in developing the Passport for Learning plan or Behaviour Support Plan. The class teacher, SENCO, pupil and parents will work in consultation to support the pupil by putting in place reasonable adjustments and discuss the expected impact on progress, development, or behaviour.

A pupil who is receiving such SEN support will have his/her status changed to SEN Support (K). All staff working with the pupil will be made aware of their needs and the support strategies required. The SENCO will keep a half termly intervention plan of the extra support put in place and monitor impact and progress.

3. Do:

The class teacher remains responsible for overseeing the intervention with the child on a daily basis, whether they are working with the pupil directly, or over-seeing group support or one to one support for that child by another adult in school. Class teachers will liaise with teaching assistants, who also work with the child to plan and assess the impact of support and interventions. The SENCo will support the class teacher as required; this may be in the form of further assessment, seeking further advice and/or offering guidance to adults working with child.

4. Review:

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed with the Head Teacher, SENCo and class teacher at least half termly in pupil progress meetings. Parents/carers and the pupil will be involved in the review process so that their feedback helps to inform next steps to be taken.

Parent/carer's permission will be sought before any further professional advice is requested during any stage of the pupil's SEN intervention. Advice and support may be requested from the Educational Psychology Service or another of the services listed in the appendix.

If, despite taking relevant and purposeful action to identify, assess and meet the needs of a pupil with SEN, the child has not made expected progress, the school, with parents/carers, may consider requesting an Education, Health and Care Plan.

MONITORING PROGRESS

Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress. Adequate progress for a child with identified Special Educational Needs:

- Closes the attainment gap between the child and their peers.

- Prevents the attainment gap growing wider.
- Is similar to or better than that of peers starting from the same attainment baseline.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

ARRANGEMENTS FOR COMPLAINTS:

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments should ask to speak to the SENCo (Mrs Osdin). For a problem that might need time to be explored, parents/carers should make an appointment. In the event of a complaint parents/carers are advised to contact the Head Teacher.

The LEA Parent Partnership Service is available to offer advice. In the event of a formal complaint, parents should follow the procedures defined in the School's Complaints Procedure, which is available on the website.

Specific guidance for Special Educational Needs provision complaints

If your complaint is about the way the School has been delivering the provision set out in Section F of your child's Education, Health and Care Plan (EHCP), you may complain further to the Local Authority that maintains your child's EHCP.

If the EHCP is maintained by Hertfordshire County Council, you may complain further by setting out the detail of your complaint and sending it to:

Customer Service Team – Complaints
 Postal Point: CHO118
 Resources Department
 County Hall
 Hertford
 SG13 8DF
 Email: cs.complaints@hertfordshire.gov.uk

Once in receipt of your complaint, the Complaints Manager for Children's Services will ensure that the Local Authority completes a Section F Provision Checklist. This process entails a Provision Checklist being drawn up directly from Section F of the EHCP. A Senior SEND Officer will then visit the School in order to work through the checklist point by point and complete it. The Senior SEND Officer will seek the comments of the Headteacher, Senior

Leadership Team, SENCo and Governors as appropriate, as well as any other information or advice that they deem necessary.

Once the Provision Checklist has been completed, the Local Authority will notify the complainant of the outcome in writing, enclosing a copy of the checklist. A copy of the outcome letter and Checklist will also be sent to the School for its information and record keeping. This process will take up to 25 working days (of the Local Authority) to conclude.

Complainants who remain dissatisfied following further investigation of their Special Educational Needs provision complaint by the Local Authority may complain to the Secretary of State who may decide to conduct an additional investigation. The contact details for the Secretary of State are set out below.

ARRANGEMENTS FOR MONITORING AND EVALUATION:

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the Inclusion leader and subject leaders.
- Monitoring of intervention plans by the Inclusion leader.
- Analysis of pupil tracking data and test results for individual pupils and for cohorts.
- Value-added data for pupils on the SEN register.
- Analysis of exclusions data.
- The school improvement plan, which is used for planning and monitoring provision in the School.
- Visits from LEA personnel and Ofsted inspection arrangements.
- Feedback from pupils, parents, and staff, both formal and informal, following meetings to produce Individual Education Plans (SEN children) or Personal Education Plans (for CLA), evaluate impact and celebrate success.

DISTRIBUTION:

A copy of this policy will be available to:

- all school governors
- all staff
- Parents – via the school website

LINKED POLICIES (Found in the Special Educational Needs and Disability Information Section)

Physical Intervention Policy

Equalities Policy

Accessibility plan

Inclusion Policy

SEN Information Report

APPENDIX:

OUTSIDE AGENCIES CURRENTLY WORKING WITH SCHOOL

- The Educational Psychology Service
- Communication and Autism Team
- Chexs Extended Services
- Intensive Families First
- Speech and Language Therapy Service and the Speech and Language Advisory Teacher
- Behaviour and Attendance Team
- Educational Support Centre (Rivers)
- Occupational Therapy
- Physiotherapy
- Specific Learning Difficulties Base Outreach (Bonneygrove)
- Phoenix Centre outreach support.
- Advisory teachers for Physical and Neurological Impairments.
- Support in school for children with difficulty managing their emotions.
- School Counsellor
- Emotional support from the school nurse

AREAS OF NEED:

Children will have needs and requirements which may fall into at least one of the 11 described areas, many children will have inter-related needs. The areas of need described in Hertfordshire are: -

MLD Moderate learning difficulty

SLD Severe Learning Difficulty

SEMH Social Emotional and Mental Health

ASC Autistic spectrum condition

MSI Multisensory Impairment

SLCN Speech Language and Communication Needs

PD Physical Disability

HI Hearing Impairment

PMLD Profound and Multiple Learning Difficulty

SPLD Specific Learning Difficulty **VI** Visually Impaired