



Special Educational Needs and Disability Policy

Date of issue: January 2021

Review Date: January 2024

Introduction

This policy is for the reference of staff, parents, governors, Local Authority advisors, inspectors and OFSTED inspectors.

It has been updated by Kate Brookes (Inclusion Leader) in consultation with the staff, school management and governors and will be reviewed in line with the School Improvement Plan. Kate Brookes is a member of Milverton's Senior Leadership Team and works with all the staff: teachers, teaching assistants and the wider workforce in school.

Milverton Primary School (MPS) is committed to providing a high-quality education to all of our pupils. We believe that all pupils are entitled to a full broad and balanced curriculum, including those with Special Educational Needs and Disabilities (SEND). We are committed to our policy of inclusion, where every child matters and where every teacher is a teacher of children with SEND.

Objectives of the SEND Policy.

- To ensure that all children, whether or not they have SEND, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.
- To ensure the early identification, assessment and provision for any child who may have special educational needs and/or a disability.
- To enable all of our children to reach the highest levels of achievement of which they are capable and to optimise their self esteem.
- To enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and school.
- To seek and consider the views of the child and their parents or carers.
- To raise the aspirations and expectations for children and their parents or carers.
- To focus on outcomes and plan, discuss and review these with children and their parents or carers.
- To follow the SEND Code of Practice (2014).
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.

Equal opportunities

At MPS the Special Educational Needs and Disability Provision set out in this policy is available to **all** pupils.

Definition of Special Educational Needs and Disabilities

The Code of Practice 2014 states the following as a definition of Special Educational Needs:

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 him or her.

A child of compulsory school age or a young person 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.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they are taught.

SEND Provision in School:

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Where a pupil is identified as having SEND, school will take action to remove barriers to learning and put effective special educational provision in place. The school will follow the Assess, Plan, Do, Review model highlighted in the 2014 Code of Practice to ensure that this provision meets the needs of the individual child, is having the desired impact and remains relevant to the child.

Within the school's budget every effort is made to provide additional classroom support for children with SEND and resources to support learning. In some exceptional cases, the school can apply for additional funding to meet an individual child's needs.

Staff Responsibilities

The school Governors oversee inclusion and work with staff to ensure that the policy is successful, effective and updated. There is a named SEND governor who meets regularly with the Inclusion team and staff.

The Head teacher, Inclusion Leader and Senior Leadership Team will monitor the policy and oversee its implementation throughout the school.

The role of the Inclusion Leader.

Key responsibilities.

- Overseeing the day-to-day operation of the schools SEND policy.
- Coordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers.
- Managing support assistants.
- Overseeing records for children with special educational needs.
- Liaising with parents of children with special educational needs.
- Encouraging children to contribute to the assessment of their needs, reviews and transition
- Lead INSET on SEND in school as appropriate.
- Keep their own skills updated by reading, researching & attending INSET on SEND and appropriate related external courses.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

The role of the class teacher.

All teachers are teachers of children with special educational needs. Teaching such children is the responsibility of all class teachers.

- To be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.
- To identify children with special educational needs and seek advice where necessary.
- To meet the needs of all children including those with special educational needs.
- To ensure that work is suitably differentiated for ALL pupils.
- To ensure appropriate intervention strategies are in place and sufficient records are kept.
- To be responsible for involving pupils and their parents/ carers in the SEND process within school.

Identification, Assessment and Provision

Class teachers use assessment as part of their daily teaching in school. This is monitored by the Headteacher and members of the Senior Leadership Team at least termly. Where it is identified that a child is experiencing a significant difficulty in their learning or other area of development and that these needs cannot be met through normal classroom practice, it may be appropriate to add that child to the SEND register. At this point teachers will work with the child and parents/ carers to ensure that planning to meet these

needs is put in place and if necessary further advice sought from outside agencies. The Specialist Teacher assigned to the school by the Local Authority Specialist Teacher Service (STS), is able to offer advice and carry out assessments and observations of pupils to support teachers when planning provision for SEND pupils.

Children identified as having SEND will have their need met through various graduated 'waves' of support at school. Pupils benefitting from this type of support will be referred to as receiving 'additional SEND support'.

Stage 1. Stage 1 refers to support within whole class lessons where teaching is tailored to meet the needs of all pupils. This will include matching questioning to a child's ability, providing differentiated materials and additional resources alongside use of adult support to support a child or children.

Stage 2. A child with SEND may also participate in additional learning opportunities through intervention sessions as part of a group. Here targets are set and learning opportunities provided to enable a child or group of children to achieve them. These interventions are reviewed termly, or more frequently if necessary.

Stage 3. Where necessary the school will work with outside agencies or specialists to support the learning of a child with SEND. The school benefits from support from a number of agencies including Warwickshire's Specialist Teacher Service, Integrated Disability Service, Educational Psychology Service, Health (COMPASS), School Counsellors, Children's Services and Early Help. Where this support is accessed it may be necessary to implement a tailored, personal support programme for an individual, which may be implemented through daily class lessons, through group support or through individual, adult led sessions in school. The class teacher (supported by the Inclusion Leader) remains responsible for the short-term planning and assessment of these sessions.

Permission from parents or carers will be obtained before liaising with external support services. **Parents and carers will be included in all SEND provision for their children.** Partnership and engagement with parents play a fundamental role in enabling children and young people with SEND to achieve their potential. All parents and carers of children with special educational needs will be treated as partners and supported by school staff to play an active and valued role in their children's education.

Children and young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained.

School will encourage pupils to participate in decision-making processes and contribute to the assessment of their needs, reviews and transition processes.

Individual target setting - See Appendix A

Through careful monitoring and early intervention, it is hoped that the majority of children with SEND will have their needs met at Stage 1 or Stage 2 and may progress to the point where they no longer appear on the school's SEND register.

The SEND Code of Practice 2014 outlines the following as broad areas of need for which additional SEND support may be necessary:

Communication and interaction
Cognition and learning
Social, emotional and mental health difficulties
Sensory and/or physical needs

Education, Health and Care Needs Assessments

Where a request for statutory assessment (formerly referred to as a Statement of SEN) is made by a school to the LA, the child will have demonstrated significant cause for concern.

The Local Authority (LA) will seek evidence from the school that the child in question has been supported for a reasonable amount of time without successes and that a number of strategies have been put in place.

The LA will also need clear information about the child's progress over time, documentation relating to strategies in place to deal with the child's individual needs, including any special resources and arrangements that are put in place. Reports from any external agencies involved with that child will also be requested.

The LA will decide whether an Education, Health and Care Plan is necessary or whether the child's needs can be met through additional SEND support within school.

As a school we will liaise with parents/carers and children throughout this process.

Education, Health and Care Plans.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, LA uses the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

Where an EHC plan is issued, the local authority will consider how best to achieve the outcomes sought for the child, to show how education, health and care provision will be co-ordinated wherever possible to support the child to achieve these outcomes. The school and other agencies must demonstrate that they are working towards the outcomes highlighted in the plan and can evidence the impact of this support on the child's attainment and progress.

Supporting Pupils at School with Medical Conditions

Milverton Primary school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Please refer to the ***Policy for supporting pupils with a Medical Condition***.

Complaints

We believe that Milverton Primary School provides a good education for all our children and aims to build positive relationships with parents. However, we recognise that problems can arise, in this instance please refer to the ***Complaints Policy***. All complaints are dealt with in accordance with the procedures set out by the LA.

Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for statutory assessment or assessment for EHCP, separate procedures apply. Advice for parents can be sought from the LA or from SENDIAS (formerly the Parent Partnership Service).

Storing and Managing Information

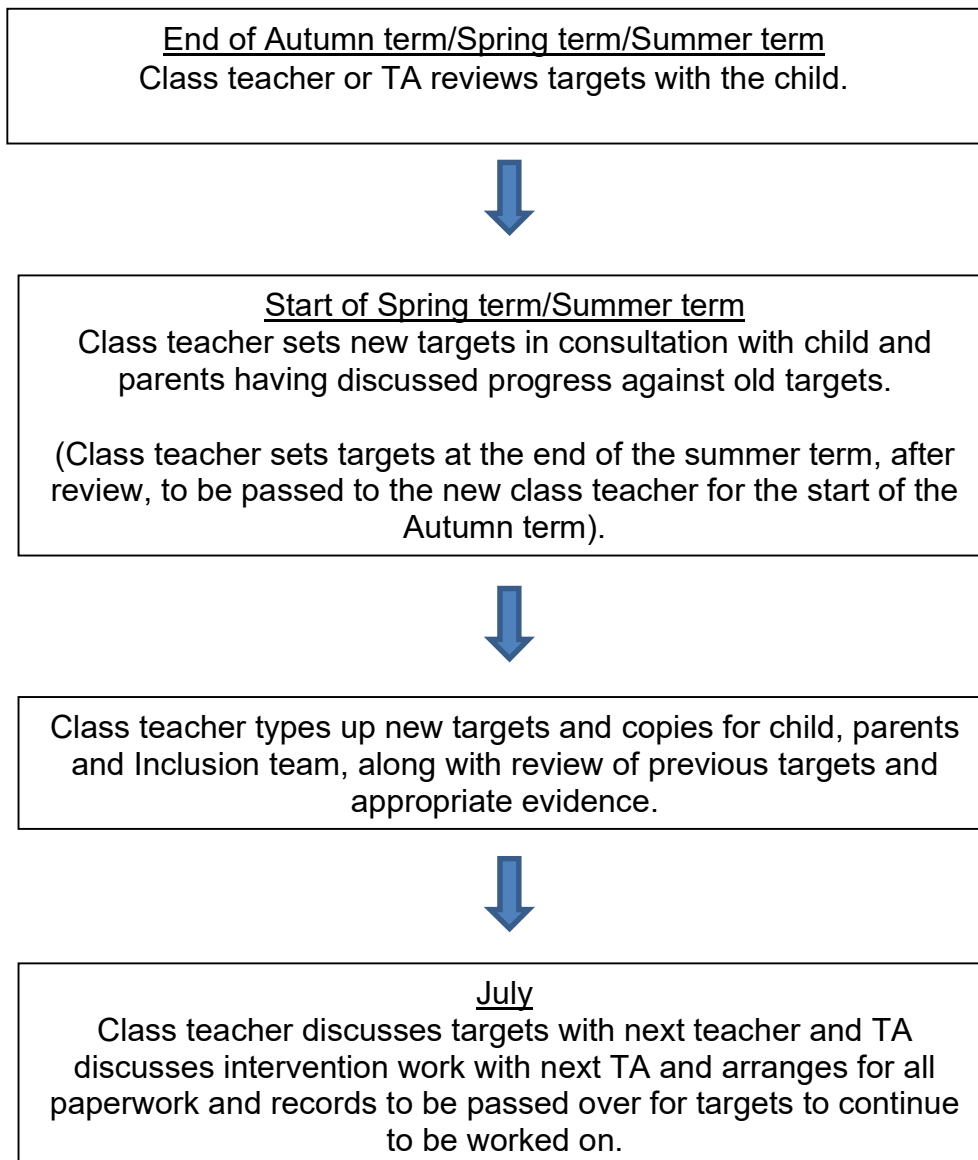
Each class has information about children with SEND. All SEND records, together with any confidential reports, are kept either in the Inclusion Leader's office or in the Head's office. Information which the teacher needs to have at hand is kept in the classroom. Electronic records will also be kept and updated by class teachers on password protected computers that are the property of the school/local authority and teachers and teaching assistants are supplied with encrypted memory sticks to transport records relating to pupils.

Policy review

This policy was reviewed and updated in January 2021. It is reviewed annually by the governors and updated through liaison with staff and in line with discussions with children, parents and carers. This document should be read alongside the SEND information report and the Single Equality/Inclusion Scheme, available on the school website.

Appendix A.

Target setting for SEND children Stage 2 and 3.



Children with an EHC plan will have their targets reviewed as detailed above. These will be created incorporating information from their individual plans and they will have an annual review meeting to review their EHCP in consultation with parents, class teacher, Inclusion Leader, support staff and any outside agencies that have been working with the child in the 12 months prior to review.