

# Milldene Primary School



## Policy for Special Educational Needs and Disability

*Milldene Primary School 2023*

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This policy was formulated through drafting by the SENCo then analysed discussed and agreed by the Head teacher and allocated Governors.

## **1. Introduction**

*“A child is considered to have Special Educational Needs where their learning or disability calls for special educational provision that is provision different from or additional to that normally available to child of the same age. All children need different levels of support at different times and as a whole school we work together to identify the individual needs of each child and decide on the best course of action at any given time.”*

Almost all children experience difficulty at some time in their school career, albeit at different levels and different needs. Children may have already experienced difficulties prior to starting school although it may manifest itself at any time. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

At Milldene Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad and balanced curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences.

## **2. Aims and Objectives**

The aims of this policy are:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of individual children are identified, assessed and provided for across the curriculum.
- To identify the roles and responsibilities of staff in providing for children’s special educational needs.
- To ensure that parents are able to play their part in supporting their children’s education.
- To find successful methods of teaching children with special educational needs which will motivate them and enable them to experience the enjoyment of personal success and to build upon their strengths and extend their achievements.
- To liaise with pre-school staff.
- The Essex Provision Guidance will be used as a tool to assess and support children with special educational needs.

Above all, our main objective is to enable teachers, HLTA’s and LSA’s to help all children with learning difficulties to enjoy learning. We aim to develop the children’s confidence and self-esteem.

## **3. Educational Inclusion**

At Milldene Primary School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and we aim to achieve this through the removal of barriers to learning and participation. We want our children to feel that they are a valued part of our school community.

Through appropriate curricular provision we respect the fact that children:

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

Teachers respond to children's needs by:

- Providing support for children in all areas of the curriculum.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their emotions and take part in learning effectively and safely.
- Planning to cater for children's individual physical needs.

#### **4. Governor Responsibilities**

The Governing body should decide, with the Headteacher, the school's general policy and approach to meeting children's Special Educational Needs including those with and without an EHC plan (Education and Health care plan) The Education Act of 1996 gives responsibilities to the schools Governing Body (as quoted in the Governor's Handbook May 2014 issued by Dept for Education). They must ensure:

- they use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEND;
- ensure that parents or the young person are notified by the school when special educational provision is being made for their child, because it is considered that he or she has SEND;
- make sure that the responsible person makes all staff that is likely to teach the pupil aware of the pupil's Special Educational Need or disability;
- make sure that the teachers in the school are aware of the importance of identifying pupils who have SEND and of providing appropriate teaching;
- ensure that there is a qualified teacher designated as special educational needs coordinator (SENCO/Inclusion Leader) for the school.
- ensure that pupils with SEND join in the everyday activities of the school together with children without SEND, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources;
- take account of the 'SEND Code of Practice' when carrying out their duties towards all pupils with SEND;
- where an LA or the First-tier Tribunal (SEND) names a maintained school as the school the child will attend on an Education and Health Care Plan, the governing body must admit the child to the school. Before naming a maintained school on a statement, the LA must consult the governing body of the school (see below)
- cooperate with the local authority in developing the local offer;

- ensure the school produce and publish online its School SEND Information Report in accordance with section 69 of the Children and Families Act 2014; and
- ensure the school has arrangement in place to support children with medical conditions (section 100 Children and Families Act 2014)

At Milldene Primary School one Governor in particular takes a special interest in SEND. It is that Governor's responsibility to ensure that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

It is the responsibility of the SENCo, as the named person, to report to the Governing Body about the provision for those with special educational needs.

## **5. Admissions Policy**

At Milldene Primary School, all children with their fifth birthday within the academic year are admitted into school in September. Children are accepted until we reach maximum capacity, regardless of their special educational needs. For further information, please refer to our Admissions Policy.

## **6. Identification of Need and Assessment**

Before our children start school, the Foundation Stage teacher and Well-Being Mentor visit nurseries to observe and discuss each child individually. For those with severe needs the Foundation Stage team along with the SENCo will make contact with parents to discuss their child in more detail. At the same time, we will consider what reasonable adjustments may need to be made for them. Where possible, additional visits will be arranged and an individual transition plan agreed.

Class teams, supported by the senior leadership team, will make regular assessments of progress for all children. This will include the child's progress alongside national data and expectations of progress. These will seek to identify children making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social needs.

The first response to such progress will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCo, should assess whether the child has SEND. While informally gathering evidence (including the views of the child and their parents) we will not delay in putting in place extra teaching or other interventions where appropriate. The child's response to such support can help identify their particular needs.

Teachers and class teams are also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on well-being and sometimes

this can be severe. We will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating.

## **7. SEND Support in Milldene Primary School**

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will 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 child's needs and of what supports the child in making good progress and securing good outcomes.

### **1. Assess**

In identifying a child as needing SEND support, the class team, working with the SENCo, will carry out a clear analysis of the child's needs, using the teacher's assessment and experience of the pupil, their previous progress and attainment. It will also draw on other assessments where relevant.

This assessment will be reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that the interventions put in place are effective.

In some cases, outside professionals may already be involved with a child. These professionals should liaise with the school to help inform the assessments.

### **2. Plan**

Regular meetings will be held with parents/carers and relevant school staff to agree strategies. The teacher and the SENCo will agree in consultation with the parent and the child on the support to be put in place.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Where appropriate, parents will be made aware of the planned support and interventions. At Milldene Primary School we see parental support as vital and there is an expectation that parents will reinforce and contribute to progress at home.

### **3. Do**

The class team will remain responsible for working with the child on a daily basis. The SENCo will support the class teacher in assessing the child's needs and will offer advice on the support required. They will work closely with 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.

### **4. Review**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed regularly and revised in light of pupil progress and development. This will be in consultation with the parents/carers and child.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. We will co-operate with the local authority in the review process.

## **8. School Request for an Education, Health and Care Plan**

In the case of the school or parents making a request for a statutory assessment from the LEA the child will have shown significant cause for concern. The LEA will seek evidence from the school that any programme implemented has been continued for a reasonable time without success, despite alternatives being tried. The SENCo will gather evidence about the child and present it to the LEA. The application for an Education, Health and Care Plan will combine information from a variety of sources e.g. Parents, Teachers, Specialist Teachers, Educational Psychologists and Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC plans can be found via SEND Local Offer

<http://www.essexlocaloffer.org.uk/content/about-local-offer>

## **9. English as an Additional Language**

“Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person’s performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.”

(SEND Code of Practice 2014)

## **10. Access to the curriculum**

Differentiation is necessary to identify and meet the needs of every individual child within the classroom setting. In order to accommodate the fact that children learn in a number of ways, teaching styles will be varied in order to cater for the needs of all children. A stimulating learning environment will incorporate a mixture of teaching strategies. A whole class approach requires listening, concentration and memory skills on the part of the child. Group work demands collaboration and co-operation from children. Thoughtful grouping of children can elicit valuable discussion and foster communicative skills. By setting individually tailored tasks, we are able to differentiate according to individual interests and aptitudes. Children come into school with varied experience, and it is important to take this into account when making assumptions about children’s previous knowledge. It is part of our role as teachers to maximise and use positively the environment from which the child comes. We aim to build upon each child’s own individual experiences, using their home environment in a positive manner and making clear that we value their uniqueness.

Most children have interests outside school. By utilising these interests in a learning situation, it is often possible to motivate children who may otherwise remain disinterested. Again, we are stressing to each child that their uniqueness is of value and importance.

Successful differentiation ensures meaningful learning experiences for all children. For the SEND child, carefully differentiated work can help him/her to achieve and feel successful and an individual's personal feelings as a learner directly affects the way in which he or she performs and ultimately achieves.

## **11. The Role of the SENCo (Special Educational Needs Co-ordinator)**

The day to day operation of the SEND Policy is the responsibility of the SENCo. The responsibilities are as follows:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

It should be emphasised that although the overall responsibility for implementing the Policy rests with the Senior Leadership team, the success of the Policy requires the support in terms of time, classroom management, record keeping, organisation and preparation of all the teaching staff at Milldene Primary School.

## **12. Partnership with Parents**

At Milldene Primary School we aim to work closely with parents in all aspects of their children's education. This partnership is particularly important for SEND children where progress may occur in very small steps. Children need to have the support of both their teachers and their parents in celebrating their achievements. It is our policy to speak to the parents as soon as we are concerned about their child's progress and to ensure that intervention is made as early as possible. We would encourage parents to raise any concerns they may have with the class teacher initially. We will meet with parents three times a year to discuss the actions being taken and outcomes. These meetings are valuable as they are an opportunity to discuss progress both at home and school and also to discuss



any changes in the child's needs. A record of the outcomes, action and support agreed at meetings will be shared with the appropriate school staff and a record given to parents.

### **13. Complaints**

- We want to know when things aren't right with your child's learning. Should you have any concerns, we would recommend the following steps:
- Your first approach is to contact the class teacher or SENCo either through a letter, phone call or in person. We aim to resolve any issues swiftly, coming to mutual understanding and agreement.
- The next step should be to contact the Headteacher, again either through a letter, phone call or in person.
- We cannot resolve any problems that we are unaware of, so please share your concerns early so that they do not become a problem.
- The schools Governors are the next stage in trying to resolve a complaint. Contact information is available through the school office
- Should none of these stages resolve your complaint then you can go to the Local Authority who retain responsibility for your child's education and the education part of the EHC plan.
- You can find the schools Complaints Policy on our website or request a copy from the school office.
- If your concerns are about Health or Social Care and the support that these partner colleagues and organisations provide to you or the school, we can help you to find the right contacts to try to resolve the issues. The school cannot make other services act. Both health and social care have complaints procedures you can follow. Talking about concerns early and understanding who can help to resolve them is important to getting a prompt response.

### **14. In Service Training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practise in relation to the needs of pupils with SEND. The SENCo attends relevant SEND courses and facilitates/signposts relevant SEND focused training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development.

### **15. External Support Services**

The SEND Code of Practice recommends a multi-disciplinary approach to supporting the child. We have close links with many health services, social services and parent support advisors.

At Milldene Primary School we continue to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

## **16. Evaluating the Success of the SEND Provision**

The success of the school's SEND provision must be judged in the first instance by the progress made by the children the provision supports. Each child has targets set for him/her and the achievement of these objectives is a measure of the carefully planned teaching and learning throughout the school. How children feel about themselves and their work is a means of evaluating success. Children progress at their own rate, often in very small steps. The SEND child needs to feel that their work is valued as much as a piece of work which may be of a higher academic standard or be more visually pleasing. Raising a child's self-esteem is a valuable achievement but one which is difficult to measure. From working with children on a daily basis, teaching staff are able to glean an insight into how a child feels about him/herself as a learner and as a person. Their opinion of a child's self-esteem is an important factor in designing targets.

The identification of SEND is an indicator of success. By registering a concern over a child's learning or behaviour, we are ensuring that his/her individual needs are being assessed and strategies are devised to meet those needs.

Liaising with parents, TA's, LSA's and all who know the child is a valuable method of achieving success for that child. As teachers, TA's and LSA's themselves work more closely with SEND children, they will devise increasing methods of differentiating their work.

SATs results, teacher assessments and daily evaluations will all contribute to measuring the success of our SEND provision. Where additional intervention is needed, detailed records are maintained in order to track progress and ensure the level of provision is effective.

For further information regarding our SEND provision, please refer to The Special Needs Information Report on our website:

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On behalf of the Governors

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date