



MILTON COURT PRIMARY ACADEMY

Policy Statement for Special Educational Needs

Policy agreed by Governors: 11th May 2016

Policy to be reviewed: July 2017

Signed _____ Chair of Governors

Signed _____ Headteacher

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools - Special Educational Needs Co-ordinators

Schedule 1 regulation 51- Information to be included in the SEN information report

Schedule 2 regulation 53 - Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with all other school policies.

This policy was developed following consultations with parents, both face to face meetings, requesting written reviews be sent in via the website. Teaching assistants and teachers were also consulted, as were governors, and will be reviewed annually.

This Special Education Needs (SEN) Policy details how Milton Court will do its best to ensure that the necessary provision is made for any pupil who has additional educational needs and how those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide support for these pupils. They will be able to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the additional provision and the efficient education of the pupils with whom they are educated.

A special educational need is defined as:

'A significantly greater difficulty in learning than the majority of children of the same age'
and/or

'A disability which either prevents or hinders a child from making use of education facilities of a kind provided for children of the same age in schools within the area of LEA' (Including All Children KCC)

Pupils must not be categorised as having a learning difficulty solely because the language/ form of language of their home is different from the language in which they will be taught. At Milton Court we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger's syndrome, learning difficulties and behaviour difficulties. This is not an exhaustive list and support will be offered for any condition which impacts on a child's learning.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plans. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

Named Persons

At Milton Court the role of managing children with AEN rests with the Inclusion Manager/ SENCo.

Responsibilities include:

- Supporting planning and appropriate provision for groups of children
- Advising the staff on SEN matters
- Delivering training
- Liaison with parents
- Attending SBR and LIFT
- Specific liaison with all staff who have children on the audit
- Liaison with the Executive Headteacher and Head of School regarding pupil needs.
- Writing appendix 2
- Liaising with outside agencies
- Ordering of resources and equipment to help children access the National Curriculum
- Referrals to outside agencies
- Updating the SEN register on a regular basis
- Organising Teaching Assistant training and delivering training
- Liaising with the Specialist Teaching Service

- SENCo meetings
- Screening of children who are not making progress
- Outcome planning
- Early Help process
- P level moderation
- Advising staff on SEN matters

All staff are responsible for:

- Maintaining the records on SEN children: each year group has a dedicated file where all relevant information regarding reports, behaviour and parent contact will be recorded. This allows for a full and detailed history to be collated.
- Providing differentiated lessons and suitable Homelearning
- Reporting any concerns to the Inclusion Manager/SENCo.

At Milton Court the Inclusion Manager is Sue Steele.

Aims

Milton Court strives to be an inclusive school, engendering a sense of community and belonging through its inclusive ethos, broad and balanced curriculum and systems for early identification of barriers to learning and participation. The school will have a regard to the **Special Educational Needs Code of Practice** when carrying out its duties towards all pupils with SEN and ensure that parents are notified of a decision that SEN provision is being made for their child.

At Milton Court we aim to:

- Identify all pupils who need special consideration to support their physical, social, emotional or intellectual development
- Ensure that these pupils are given appropriate, positive support to allow access to the National Curriculum
- Ensure that these pupils are fully integrated into all school activities
- Encourage pupils and parents to participate in all the decision making processes and contribute to the assessment of their needs, the review and transition processes
- Involve parents in developing a partnership of support, enabling them to have confidence in the strategy adopted by the school.

Role of the Governing Body:

- In cooperation with the Headteacher, The Governing Body determines the general policy and approach to SEN and establishes the appropriate staffing

and funding arrangements and together with the named Governor maintains a general oversight of the school's work

Plans for developing SEN provision at Milton Court can be seen in the School Improvement Plan.

Admission arrangements

Milton Court strives to be a fully inclusive school. All children are welcome, including those with additional educational needs, in accordance with the LEA admissions policy. If a parent wishes to have their child with a Statement of Special Educational Needs educated in the mainstream, the LEA must provide a place, unless incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility.

All children including those with SEN are expected to follow the behaviour policy; however as with learning this may need to be tailored to individual needs.

Identification, Assessment and Provision

Provision for pupils with SEN is a matter for the whole school. In addition to the Governing Body, Headteacher, and SENCO, all other members of the school staff have important day to day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is a whole school responsibility.

Identification and assessment

At the heart of every primary school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of pupils. The majority of pupils will learn and progress within these arrangements. Those pupils whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. Milton Court has a range of specific assessments which may be used to help identify a child's particular strengths and weaknesses.

These Include:

- Dyslexia Screening Assessment
- Neale Analysis of Reading Ability
- British Picture Vocabulary Scale
- Test of Auditory Processing Skills
- Speechlink
- Language link, both in the infants and the juniors. There is a programme of screening laid out for this.

- Irlen's screening

The Special Needs Code of Practice recognises four broad areas of need:

- Communication and interaction
- Cognition and learning
- Physical and sensory
- Emotional and Social including mental health

Using the Kent templates and the results from assessments the SENCo will identify the appropriate SEN level and discuss with the class teacher how best to help the pupil.

All teachers who teach in year 1, 2, 3, 4, 5 and 6 will have a formal meeting with the Inclusion Manager to discuss every pupil once a term. This will allow teachers the opportunity to voice concerns and track how individual pupils are progressing, as well as formalising any provision should the need arise. Screening will begin to take place from Year 2 for children, who are not making the expected level of attainment.

In Year 1 teachers will use Foundation Stage data to plan accordingly for pupils who are not yet operating at National Curriculum levels and an action plan will be produced to identify gaps for the year group.

Inclusion

There are three main principles for inclusion:

- Setting suitable learning challenges
- Responding to pupils diverse needs
- Overcoming potential barriers to learning and assessment

Levels of intervention

The school will adopt a **graduated response** as stated in the Special Needs Code of Practice:

SEN support

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEN Code of Practice (2014, 6.17) describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

The school will make the additional and different provision in class to help the pupil make progress. This may include

- Different learning resources or special equipment
- Some group or individual support
- Individual differentiation

If there is inadequate progress or an outside agency is involved

- The pupil's progress will be reassessed
- Other outside agencies will be involved e.g. educational psychology, specialist teachers for learning or behaviour or health professionals
- The child may have an outcome sheet

At Milton Court we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching e.g. PSHE, tutor time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following list e.g. access to counsellor, mentor time with member of senior leadership team, external referral to CAHMs, time-out space for pupil to use when upset or agitated etc

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

Statement of Special Educational Need/Education and Health Care Plans

A pupil at this level will have severe needs or a combination of significant difficulties. These may be met in a variety of ways e.g. mainstream school with special provision or a special school placement. A pupil at this level will have an outcome sheet drawn up in agreement with pupils and their parents. All Statements will be reviewed annually with parents, the pupil and other professionals involved to consider whether any amendments need to be made to the Statement. The annual review should focus on what has been achieved as well as any difficulties that need to be resolved.

Informing Parents

Parents will be informed annually, in writing, if their child is receiving SEN support. A letter will go home in the week before parents' evening and a drop-in session run to answer any immediate queries. When children are added to the audit parents will be invited to a meeting with the Inclusion Manager to discuss provision, if their addition to the audit is new. As part of the new processes all parents have been offered a meeting to discuss current provision in place.

Provision

On a pupil's entry to Milton Court teachers will assess each pupil's current level of attainment in order to ensure that they build on the pattern of learning and experience already established at the previous school or pre-school. If the child already has an identified SEN, information will be transferred and if appropriate the child will be put on the SEN register. Transferred information will be used to

- provide starting points for the development of an appropriate curriculum
- identify action to support the child in class

In addition the teacher, together with support from the Inclusion Manager, will

- Use ongoing observation and assessment processes to form the basis for planning the next steps in the pupil's learning
- Involve parents in implementing a joint learning approach at home

The teachers and teaching assistants at Milton Court have a range of experience and expertise in supporting children with SEN that includes:

- Speech and language, ADHD, Autism, hearing impaired pupils.
- Access to training as appropriate
- Most areas of the building are accessible to disabled students
- They will use a range of teaching strategies so that all pupils have every opportunity to access all areas of the curriculum
- Every effort is made to remove barriers so that SEN pupils have access to all school clubs and extra-curricular activities
- There is a list of provision on our website.

English as an Additional Language

Identification and assessment of the SEN of a pupil whose first language is not English requires particular care. All aspects of a child's performance need to be considered to establish whether the problems they have are due to limitations in their command of language or arise from SEN.

Evaluating success

Methods of evaluating the success of the school's SEN policy and provision include:

- Monitoring of classroom practice by the Senior Leadership Team, SENCO and subject managers
- Analysis of pupil tracking data and assessment results for both whole cohorts and individual children
- Analysis of SATs results
- Value added data for children on the SEN register
- Scrutiny by the Governing body and the named SEN Governor
- **School based review meetings to review pupil progress**

- School self-evaluation
- School improvement plan
- Movement of children on the SEN register

Complaints

If a complaint cannot be resolved through discussion with the teacher, Inclusion Manager or Headteacher then procedures outlined in the school's complaints policy will be followed.

Liaison with other schools

Links are in place with all feeder nursery schools; so any issues around pupils with SEN will be addressed and pre-school transition meetings will be arranged as appropriate. All pupils will be visited in setting by a teacher before beginning school.

The records of any pupil entering school at a point other than Reception will be studied to understand SEN history and the previous school will be contacted if further information is needed.

At secondary transfer appropriate information and records are sent to the receiving school. In addition, a transition meeting will be arranged to discuss all pupils who are on the SEN audit.

Outside Agencies

The Inclusion Manager and Headteacher may engage with a range of outside agencies to support a pupil with SEN. Parents are always informed when advice is sought. The agencies are generally accessed through the LIFT process and may include:

- Educational psychologist
- Cognition and learning specialist teachers (CLS)
- Behaviour support
- Speech and language
- Service for hearing impaired/visually impaired/ physically impaired
- Paediatrician
- Occupational therapist (OT)
- Educational welfare officer (EWO)
- Counselling services

Partnership with parents

Parents will be informed of the pace of their child's progress at all times. They will be notified formally, by letter, of their child's inclusion on the SEN audit and given an opportunity to meet with the class teacher and/or SENCo and/or Inclusion Manager to discuss their child. Consent forms will be obtained to discuss pupils formally with other agencies and at the School Based Review. They will have the opportunity to discuss their

child's progress and well-being with the class teacher and or the Inclusion Manager at formal parents' consultations, or at other times arranged to suit all parties concerned.

Parents will be invited to review and discuss outcome sheets and will be informed of the outcome of any discussion with outside agencies.

At all times Milton Court will endeavour to foster good relations with parents for the benefit of their children.

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000

Office: 0300 333 6474 and

Minicom: 0300 333 6484

E-mail: kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

N.B. We still have a group of children with statements of special educational needs so will not be moving over the terminology of EHCP completely at this point.

Signed: