



Special Educational Needs (SEN) Policy

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Inclusion Manager: Mr James Brown
SENCo: Miss Emma Wilson

Objectives of the SEN policy

The purpose of this policy document is to:-

- Clearly define the precise meaning of the term Special Educational Needs with reference to the pupils of Milton Primary Academy, the City's guidelines and the DfE's regulators.
- Confirm the procedures to be adopted in establishing the recognition of those needs.
- Confirm the provision available to staff and pupils to address these needs.

Policy development

The policy was devised and developed by all members of staff with added information drawn from the new DfES Code of Practice (2014) and knowledge gained from the Special Educational Needs Co-ordinators' (SENCo) special needs training.

Principles

- A child with special education needs should have their needs met
- The special educational needs of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

Aims

The aims of the special educational needs provision at Milton Primary Academy are:-

- To enable pupils to reach an appropriate level of cross-curricular reading and spelling commensurate with their ability, but not necessarily their chronological age.
- To support pupils with greater difficulty in learning than the majority of children of that year group
- To define the need as early as possible in the pupil's education and as soon as the need becomes evident
- To address the individual needs of children with specific learning difficulties through a structured and well-defined system.

The Role of the Special Educational Needs Co-ordinator (SENCo)

- Children may enter the academy with a SEN and the parents are invited to discuss their child's needs with the SENCo.
- Teaching staff identify children with SEN and discuss their concerns with the SENCo and parents.
- The SENCo is there to advise and support teaching staff and parents with the necessary support.
- The SENCo works with and seeks advice from external support partners (see section 12) to support
- The SENCo monitors, evaluates and reviews SEN practice in the academy.

Management

The Academy demonstrates the effective implementation of the policy by ensuring that:

- The staff successfully operate a target and review system
- The children are making progress towards their potential
- There is good liaison between the Head of the Academy, Inclusion Manager, staff, parents and the SENCo
- Advice from outside agencies is being used with effect
- Classroom assistant support is working effectively
- SEN practice to be monitored by Head of Academy, Inclusion Manager and SENCo

Admission

- Children will be admitted to the Nursery and the Academy without reference to ability or aptitude.
- Where applications for admission exceed the number of places available, the LEA Admissions criteria will be applied.

Specialisms

Milton Primary Academy does have:

- Ramp access for wheelchair access to all areas.
- Two toilets that have been adapted for the less able.
- The trustees and staff welcome all children and parents into the Academy and are prepared to work with all agencies to allow access to the National Curriculum.
- The Academy foster very good links with the NHS Hub/Stoke-on-Trent Social Services and local groups.
- Arrangements for policies to be printed in other languages/Braille can be offered by the LA.
- The trustees and Staff will work as effectively as possible to assist all children educated at Milton Primary Academy.

Allocation of resources to and among pupils with SEN

- Specialist equipment assessments, books, schemes and programmes of study including ICT are held in the Staff Room. These are available to the whole staff..
- A class provision map allocates time for children receiving additional 'school support' either individually or in reinforcement groups.
- Classroom assistant time is used to support children with special educational needs for structured interventions or classroom support.
- The Head of the Academy and trustees ensure that funds available through the school budget are used effectively providing staff support for pupils with SEN and specialised equipment.
- Where 'Education, Health and Care (EHC) Plans are in place, the designated funds are allocated by the Head of the Academy and trustees appropriately for the specified needs of the children.
- Every child on the SEN register will have their own Pupil Passport to advise all staff of their needs

Identification of those children with SEN

All children may at some stage of their education develop a special need that should be addressed. This may often be dealt with within the context of the normal day to day curriculum delivery by the class teacher and support staff.

A child will be considered to have a special educational need which needs additional recognition and provision if she/he:

- Has a significantly greater difficulty in learning than the majority of children in that particular year
- Has a disability which either prevents or hinders the child from making use of the educational facilities of a kind provided for the children of the same age
- Displays a mismatch between general intellectual skills and literacy and numeracy skills
- Has a social, emotional or mental health difficulty which may or may not affect his/her academic progress.

Identification

Initial concerns recognised by the class teacher will be addressed in the first instance in class by the class teacher. He/she will liaise with the SENCO to discuss suitable targets and add the child's name to the class provision map. The class teacher will discuss the concern with parents or guardians. If concerns continue and outside agencies are involved, the child will be entered onto the Special Educational Needs Register under the appropriate SEN area of concern.

Assessment

All children are assessed to reveal their reading age and spelling age within English. Assessment may be requested from other professional bodies e.g. Educational Psychologist, School NHS hub, Specialist Advisory Service and SEND services.

Children found to be below the level expected are set SMART (Small Measurable Achievable Relevant Timed) targets.

Diagnostic tests may be given to highlight areas where additional support is needed. All assessments are age appropriate.

Monitoring and Review

• Milton Primary Academy uses Edukey as an efficient management tool to support with the setting and monitoring of targets.

Children are set programmes of work towards set targets. They are monitored by class teachers and in reinforcement groups on a day-to-day basis.

- The review of targets for children on the SEN register usually takes place termly. New targets are set by the class teacher with the child, where appropriate, in conjunction with the SENCo.
- Targets on the Pupil Passports of children identified as having an SEN area of need or an EHC plan will usually be reviewed termly. They will also be reviewed on the advice of outside agencies and following an annual review of an EHC plan.
- The class provision map is drawn up by the class teacher after liaison with the SENCo.
- The pupil passport is drawn up by the class teacher in liaison with SENCo, outside agencies, parents/guardians and, where appropriate, the child.

Academy based support

A class provision map with appropriate SMART targets will be drawn up by the class teacher in discussion with the SENCO. The parents and, where appropriate, the child will be invited to be involved in the development of the targets. The targets will be reviewed half termly.

What is an Education, Health and Care Plan?

An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. The plan is drawn up by the local authority after an EHC needs assessment. An EHC plan can be issued to a child or young person between the ages of 0 and 25 years. For more information on the EHC needs assessment. For more information on what an EHC Plan is, you can follow this link to the Local Authorities 'Local Offer' website:

https://search3.openobjects.com/mediamanager/stoke/directory/files/what_is_an_education_health_and_care_plan_leaflet.pdf

Education, Health and Care Plans

Meetings will be arranged at the Academy to review annually the EHC plan to which all Academy staff involved with the child, parent/guardians and all outside agencies involved will be invited.

- The SENCo will liaise with the class teacher to timetable additional individual and group sessions to fit suitable with National Curriculum subject times.

- The SENCo will liaise with classroom assistants to support and monitor delegated activities.
- The SENCo will keep the Head of the Academy informed of the progress and relevant information regarding children on the Special Needs Register.

Curriculum

Pupils who demonstrate a need for special needs support will have access to a balanced and broad curriculum. All children are encouraged to take a positive, active part in the academic, social and spiritual aspects of their education working towards their potential, activities suitable differentiated where necessary.

They are included and encouraged to demonstrate their skills in class and in academy assemblies and in many sport and music opportunities.

Pupils SEN needs would be met through a variety of contexts; High quality, differentiated teaching from the class teacher; in-class support and withdrawal to intervention/booster groups.

Integration

As an inclusive academy we follow the following principles:

- Setting suitable learning challenges
- Respond to pupils diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

By applying these principles we cater for the whole child at all times of the day, ensuring curriculum integration and a full range of social activities at school.

Where possible support is given in the classroom, where children are withdrawn, the staff room or library is used.

Complaints Procedure

The SEN complaints procedure follows a staged approach:

- The parent/guardian takes the matter up with the member of staff involved. The SENCo may or may not be directly involved at this point but should always be kept fully informed.

If this does not fully resolve the complaint:

- The parent/guardian takes the matter up with the Head of school or senior member of staff. Again, the SENCo should be kept fully informed.

If this does not resolve the complaint:

- The parent/guardian puts the complaint in writing to the Chair of the Trust Board. The Chair of the Trust Boards should inform the LA that the School is considering a complaint regarding SEN provision.

In the very rare case that this does not resolve the complaint:

- Parents have the right of appeal to the LA and, ultimately, to the Secretary of State of Education.
- Parents should know the time-frames within which decisions should be reached and should be kept informed how things are progressing.
- Special Educational Needs & Disabilities Information & Advice Service (SENDIASS) is a support service for parents who have children with Special Educational Needs.

Staff training

- Information on courses offered by City of Stoke on Trent – LA and private bodies are circulated to the staff
- Courses are attended by both the SENCo and the classroom assistants
- Information is disseminated to other staff members at staff meetings and INSET sessions
- We have a close link with the LA SEND services (Special Educational Needs Disability Service).
- The SENCo attends termly SENCo and information meetings
- We make use of the Speech and Language Therapy Department, Occupational Health Department and Physiotherapy Department.

External Support

Sources of additional support:

- Inclusion Services
- Educational Psychologist
- School Nurse Hub
- Educational Welfare
- Any other services available

External Relations

When children on the Special Needs Register at Milton Primary Academy move to another school, every effort is made to ensure the receiving school is aware of difficulties the child may be having in order that support may continue.

Advice and information is gathered from Health and Social Services, Educational Welfare and other agencies as the need arises.

Partnership with Parents

At Milton, pupils are assessed routinely and regularly as part of the ongoing curriculum. These assessments form part of our ongoing tracking in which the progress of each child is monitored. This tracking of pupils enables the early identification of any pupil who is not making expected progress. Any concerns regarding progress or attainment will be raised with parents at the earliest convenience either in informal discussions or at formal parents' evenings which occur twice per year.

If concerns continue despite class teacher intervention, the academy will speak to parents and discuss the next steps which may involve entering your child onto the Special Educational Needs register.

Parents are kept informed of concerns staff may have and are made aware of their children's targets, which are usually reviewed termly and their comments invited. Parents are encouraged to become involved with any additional support through home-academy liaison.

On Pupil Passport reviews, views of the child are obtained, valued and listened to.

Implementation of the policy

Our academy will manage implementation of this policy with the support and guidance of the Local Authority.

Policy Success Criteria

- Pupils with SEN are thriving in the academy
- Increased differentiation of the curriculum is provided to meet diverse individual needs. Staff understand the objectives of their curriculum planning for pupils with SEN.
- Regular monitoring and reviews of individual needs is to take place with clear records kept of action taken.
- Good home/academy communication is established and maintained.
- SEN policy is regularly reviewed, updated and monitored.

