



## Special Educational Needs (SEND) Policy

MAT Policy adopted:	Review Frequency:	Next review date:
July 2021	Annual	July 2022

**Inclusion Manager: Mr James Brown**  
**SENCo: Miss Emma Wilson**

### Objectives of the SEND 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 (January 2015) 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 and parent 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, ambitious 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.

- To enable our children to experience success and achievement alongside their peers

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

- Children may enter the academy with a SEND. Parents are invited to discuss their child's needs with the SENCo.
- Teaching staff identify children with SEND 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 SEND 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 regular communication between the headteacher, inclusion manager, staff, parents and the SENCo
- Advice from outside agencies is being effectively
- Classroom assistant support is working effectively
- SEND practice to be monitored by headteacher, inclusion manager and SENCo
- SEND attainment and data is tracked and monitored closely by the headteacher, 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 those with disabilities.
- Trustees and staff who welcome all children and parents into the Academy and are prepared to work with all agencies to allow access to the National Curriculum.
- Very good links promoted with the NHS Hub/Stoke-on-Trent Social Services and local groups.
- Arrangements for policies to be printed in other languages/Braille (offered by the LA).
- Trustees and Staff who work as effectively to assist all children educated at Milton Primary Academy.

## **Allocation of resources to and among pupils with SEND**

- Specialist equipment assessments, books, schemes and programmes of study, including ICT, are held in the Staff Room and inclusion office and are available to all 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 headteacher and trustees ensure that funds available through the school budget are used effectively, providing staff support for pupils with SEND and specialised equipment.
- Where 'Education, Health and Care Plans' (EHCPs) are in place, the designated funds are allocated by the headteacher and trustees appropriately for the specified needs of the child.
- Every child on the SEND register will have their own Pupil Passport to advise all staff of their needs.

## **Identification of those children with SEND**

All children may, at some stage of their education, develop a special need that should be addressed. This can often be dealt with within the context of the normal day-to-day curriculum delivery by the class teacher and support staff. In addition to this, children may have access to specialised interventions or programmes of study to help support and underpin their specific area of need.

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 provided for the children of the same age.
- Displays a disparity 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. 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 SEND area of concern.

## **Assessment**

All children are assessed to reveal their reading 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 undertaken to highlight areas where additional support is needed. All assessments are age appropriate. Standardised assessments may be carried out for further investigation into a specific area of need.

## **Monitoring and Review**

- Milton Primary Academy uses Edukey as an efficient management tool to support with the setting and monitoring of targets.
- Children are monitored in relation to the 'assess, plan, do and review' model
- 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 SEND register usually takes place termly. New targets are set by the class teacher with the child and parents, where appropriate, in conjunction with the SENCo.
- Targets on the Pupil Passports of children identified as having a SEND area of need, or an EHC plan, will be reviewed termly. They will also be reviewed on the advice of outside agencies, and following an annual review of an EHC plan.
- EHC plans will be reviewed annually.
- The class provision map is drawn up by the class teacher following liaison with the SENCo.
- The pupil passport is drawn up by the class teacher in liaison with the 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. If advice has been given from outside agencies, this will be taken into consideration when developing these targets.

## **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 in their life. An application will be made when a child's needs present as more severe and/or complex. The plan is drawn up by the Local Authority (LA) after an EHC needs assessment. An EHC plan can be issued to a child or young person between the ages of 0 - 25 years. For more information on the EHC needs assessment and 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](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. Academy staff involved with the child, parents/carers and all outside agencies involved will be invited.

- The SENCo will liaise with the class teacher to timetable additional individual and group sessions and ensure coverage of the National Curriculum
- The SENCo will liaise with classroom assistants to support and monitor delegated activities.
- The SENCo will keep the headteacher informed of the progress and relevant information regarding children on the Special Needs Register
- The SENCo will schedule yearly reviews of the EHC outcomes and ensure that external agencies (e.g. SENDMAS), parents/carers and the child is a part of the review

## **Curriculum**

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

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

Pupils' SEND needs will be met with a variety of approaches; high quality, differentiated teaching from the class teacher; in-class support; use of specialist resources and equipment; and participation in intervention/booster groups.

## **Integration**

As an inclusive academy, we adopt the following principles:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment, for individuals and groups of pupils
- Ensuring children experience success and achievement

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

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

## **Complaints Procedure**

The SEND complaints procedure follows a staged approach:

- The parent/guardian discusses the matter/issue with the class teacher. 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 may discuss the matter/issue with the headteacher, or senior member of staff. The SENCo must 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 Board must inform the LA that the School is considering a complaint regarding SEND 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 for Education.
- Parents should know the time-frames within which decisions are reached and should be kept informed as to how their appeal is 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 staff.
- Courses are attended by both the SENCo and 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
- Speech and Language Therapy
- 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. These assessments form part of our tracking system which monitors the progress of each child. Tracking 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 the formal parents' evenings which occur twice per year.

If concerns continue despite class teacher intervention, the SENCo will speak to parents and discuss the next steps which may involve entering the 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 reviewed termly. Their comments are invited. Parents are encouraged to become involved with any additional support through home-academy liaison.

At Pupil Passport reviews, views of the child and parents are obtained and valued.

## **Implementation of the policy**

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

## **Policy Success Criteria**

- Pupils with SEND 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 SEND.
- Regular monitoring and reviews of individual needs takes place with clear records of action taken.
- Good home/academy communication is established and maintained.
- SEND policy is regularly reviewed, updated and monitored.