



Milton Road Primary School



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Policy confirmed by the Governing Body of Milton Road Primary School on:

Date: 25.3.19

Signature: _____

To be reviewed on: March 2020

**MILTON ROAD PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY
Contents**

PRINCIPLES	4
PRACTICE	4
OBJECTIVES	5
ARRANGEMENTS FOR CO-ORDINATING PROVISION	6
ARRANGEMENTS FOR ENSURING EFFECTIVE PARTNERSHIPS WITH PARENTS/CARERS	7
ROLES AND RESPONSIBILITIES	7
ADMISSIONS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS	10
TRANSFER FROM THE SCHOOL	10
SPECIAL FACILITIES AT THE SCHOOL	10
IDENTIFICATION, ASSESSMENT AND PROVISION OF SPECIAL EDUCATIONAL NEEDS	11
PARENTAL CONCERNS	11

MILTON ROAD PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Head teacher:	Dr Michael Catchpool
Inclusion Manager:	Mrs Alison Hall
Governor Scrutiny:	Teaching & Learning Committee
Child Protection Officers:	Dr. Michael Catchpool, Mrs N Burton, Mrs Alison Hall, Mrs F Brown-Roche, Ms V Bliss

PRINCIPLES

Milton Road Primary School is committed to providing values-led and high quality education to all children who attend our school. We believe that all children have a common entitlement to access a broad and balanced curriculum, and to be fully included in all aspects of school life. We support a strong respect for diversity; we promote shared values, including our six key values, and encourage our children to actively engage with others to understand what they all hold in common. We seek to ascertain the views of children about their needs and aspirations through a number of activities, including the school council and pupil-voice events. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe and secure. We aim to address issues of 'how we live together' and 'dealing with difference', however controversial and difficult they might sometimes seem. We strive to promote community cohesion across different cultures, ethnic, religious or non-religious and socio-economic groups.

In accordance with Cambridgeshire's local Offer for Children and Young People with Special Educational Needs and Disability, we aim to ensure inclusion and participation in all aspects of family, school and community life by involving parents in every decision about their child and by seeking their views at all stages of assessment and provision. We will liaise closely with the parents of children with special educational needs and encourage them to ask questions about the school and the provision for their child.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, ability, attainment and background. We have high expectations for all learners.

PRACTICE

This policy sets out Milton Road Primary School's approach to the way in which we meet the needs of children who experience barriers to their learning. At Milton Road Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

This policy covers much of the information outlined in the school SEND Information report and should be read in conjunction with this report.

Defining Special Educational Needs

According to the SEND Code of Practice (2015) children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders the child from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority; or
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, the school recognises that reasonable adjustments must be made in order to ensure that children with English as an additional language are included.

OBJECTIVES

1. To ensure the following legislation and guidance is implemented effectively across the school:
 - Equality Act 2010,
 - Education and Inspections Act 2006
 - Education Act 2005
 - SEN and Disability Act 2001
 - Cambridgeshire Local Offer for Children and Young People with Special Educational Needs and Disability
 - SEND Code of Practice (2015).
 - Children and Families Act 2014
 - Special Educational Needs and Disability Regulations 2014
2. To have high expectations of all pupils, ensuring equality of opportunity for and eliminating prejudice and discrimination against any child.
3. To monitor and record the progress of all pupils through marking and ongoing teacher assessment, as well as more formally, half termly, using summative data recorded on Target Tracker , to identify needs as they arise and to provide support as early as possible in consultation with Parents/ Carers and the child. Where the school's usual summative assessment processes do not provide a suitable assessment tool for a child's needs, alternative references, such as Pre-Key stage descriptors, will be used.
4. To identify needs at any time through teacher observation and assessment, reference to checklists, discussions with children, Parents or Carers and reference to hard data entered on the school's assessment system.
5. To provide full access to the curriculum (unless declared inapplicable through an Education Health Care Plan) through differentiated planning, and to make reasonable adjustments to ensure inclusion of all children.

6. To provide specific, personalised input, in addition to differentiated class room provision, for those pupils recorded as having SEND.
7. To ensure intervention strategies are provided at any time and wherever appropriate, for a range of reasons, including to address the needs of those pupils who are at risk of underachieving or not making expected levels of progress. Some of these interventions may occur outside the classroom for small groups of children. They will occur during lower priority activities and parents will be informed, if their child has an opportunity to take part in such an intervention. Some may occur before school or during whole school activities.
8. To provide access to specialist support when the child's needs cannot be met by normal differentiation and inclusive practice, including building relationships with professionals who provide specialist support, valuing their input, taking into account their professional advice and learning from them for the benefit of all children. This access will be clear and transparent for children, their Parents and Carers.
9. To measure and record the impact of interventions at all stages through baseline assessments before and after the delivery of a specific intervention.
10. To ensure that inclusive provision is positively valued and accessed by all staff and parents/carers.
11. To involve parents/ carers and children at every stage of planning and decision making, where appropriate, including the use of a home-school book where necessary.
12. To ensure that statutory reviews are carried out following Local Authority guidelines and to ensure that professionals and parents have adequate notice of review meetings.

ARRANGEMENTS FOR CO-ORDINATING PROVISION

1. The Inclusion Manager will meet with each class teacher at least each half term to discuss pupils' additional needs and any new concerns, and to review and record progress against Interventions and Additional Support Plans (ASP) (reviews may be more frequent for some children).
2. At other times, the Inclusion Manager and Parents/ Carers will be alerted to newly arising concerns. The Inclusion Manager will discuss arising issues with all relevant personnel and Parents/ Carers at the earliest opportunity.
3. Targets arising from meetings and reviews will be used to inform and support whole class approaches to inclusion. These targets will also be used to inform planning for 1:1 and small group work.
4. The Inclusion Manager, together with the Headteacher and SLT, monitor the quality and effectiveness of provision and interventions for pupils with SEND through discussion, work-scrutiny and classroom observations.
5. SEND support is primarily delivered by class teachers through differentiated teaching methods, although in some cases class teachers will set individual targets for children and plan specific or highly differentiated work recorded in an

additional support plan. In some cases teachers will oversee teaching assistants assigned to individual children in their class. Additional support is coordinated by the Inclusion Manager and delivered by various personnel throughout the school, including trained teaching assistants (TAs), class teachers and the Inclusion Manager, funded from the school's annual budget.

6. The support timetable is reviewed regularly by the Inclusion Manager, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. There is also additional individual support funded through individual allocations from the LA.

ARRANGEMENTS FOR ENSURING EFFECTIVE PARTNERSHIPS WITH PARENTS/CARERS

To this end we will:

- Regularly liaise with Parents/ Carers as required and at parent consultations, as a minimum.
- As a minimum, hold termly reviews against individual targets which may have been set for children with a special educational need or disability.
- Report on progress annually.
- Communicate external opportunities for extension or enrichment activities available for all pupils.
- Ensure that extra-curricular opportunities are communicated to the Parents/ Carers of children with special educational needs or disabilities.
- Discuss pupil participation in relevant activities outside of school which may involve absence from school.
- Communicate the school's provision on our website and through various communications such as newsletters.
- Use a Home School Communication Book for those children with low social, communication and language skills.
- Work together with parents on transitions between the phases of education and new events through the use of social stories and effective communication on changes in the school environment.

ROLES AND RESPONSIBILITIES

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Governing Body:

- Set and promote the values and ethos of the school
- Promote equality of opportunity
- Be mindful of unconscious discrimination
- Promote an inclusive policy
- Scrutinise school practices with respect to this policy
- Scrutinise resource organisation and management
- Request appropriate data and scrutinise data relating to vulnerable children's progress
- Participate in appropriate training
- Fulfil the duties to pupils with SEND, as set out in the SEND Code of Practice
- Make sure the school complies with relevant legislation and follows guidance effectively.

All Staff:

- Act on the principle that every member of staff is directly responsible for meeting the needs of all pupils.
- Work in partnership with the Inclusion Manager, the pupil, the parents and external agencies to ensure that the needs of all pupils are met.
- Participate in appropriate training and ensure through liaison with support staff that skills and knowledge is shared.
- Ensure equal opportunities for all to succeed at the highest level, striving to remove barriers to access and participation in learning and wider activities.
- Will be sensitive to the social and emotional needs of children with special needs and siblings of such children.
- Promote equality and avoid discrimination against anyone for reasons of disability or special need.
- Deal with incidents of discrimination based on disability or special educational needs, and are able to recognise and tackle bias and stereotyping.
- Keep up to date with the law on discrimination and take training and learning opportunities.

Class Teachers:

- Within weekly and medium term curriculum planning and through Quality First Teaching, help children learn to understand others and to value diversity.
- Ensure high expectations and equal opportunities for all to succeed at the highest level, striving to remove barriers to access and participation in learning and wider activities.
- Take steps to identify children with a special educational need in their class as soon as possible.
- Organise assessment with the Inclusion Manager and gather data to identify further strategies and support which can be employed.
- Work in partnership with the Inclusion Manager, the pupil, the parents and external agencies to ensure that the needs of all pupils are met and that progress is good.
- Agree, plan and implement appropriate provision and support strategies through termly consultations with Parents/ Carers including individual target and additional support planning at the beginning of each term.
- Use a Home School Communication Book for those children with low social, communication and language skills.
- Maintain up-to-date knowledge of the SEND policy and attend training offered.
- Are involved in the early identification of children with special educational needs.
- Support children at all stages of identification and provision.
- Are involved in assessment procedures.
- Sufficiently challenge all children through differentiation, enrichment opportunities or extra-curricular activities.

Inclusion Manager:

- Oversees and manages the day-to-day operation of the school's Inclusion and Equality Policy.
- Supports and advises staff on how the children might meet planned learning objectives.
- Co-ordinates provision for pupils with special educational needs

- Maintains and updates the school's special needs records, including those relating to children with more complex needs, following Local Authority guidelines
- Liaises with Parents/ Carers of children with SEND, alongside the class teacher.
- Liaises and works in partnership with external agencies, Achievement for all advisors, staff, governors and any other relevant professionals
- Researches, manages and maintains suitable resources and keeps themselves up to date with developments in this field.
- Ensures that all teachers keep appropriate assessment records and information regarding children with SEND and that these records are transferred to the next year group or school as appropriate.
- Tracks and reviews that pupil progress is good and is involved with pupil progress meetings to ensure that the needs of all children are being met.
- Deliver or coordinate CPD in this area of practice for all school staff.
- In consultation with the leadership team deploy teaching assistants, outside experts, specialists, mentors and other members of the community as appropriate.
- Promote awareness of SEND policy and offer training opportunities to the wider staff.

Head teacher:

- Has overall responsibility for the management of the policy, for assessment and provision for all children and for keeping the governors informed on performance of children with SEND, any changes in management or policy. Any complaints about general or specific provision will be referred to the head teacher in the first instance.
- Ensures that there are regular and robust records to deal effectively with incidents of discrimination that are based on disability or special educational need.
- Makes sure that all relevant policies related to inclusion are readily available and that the governors, staff, pupils and their parents know about it.
- Makes sure all procedures are followed.
- Produces regular information for staff and governors about the relevant policies and how they are working, and providing training for staff, if necessary.
- Makes sure all staff know their responsibilities and receive training and support in carrying these out.
- Takes appropriate action in cases of harassment and discrimination.

Pupils:

- Have their feelings about their needs treated sensitively and carefully.
- Are supported to treat others with sensitivity and respect.
- Are provided with opportunities which sufficiently challenge them.
- Take an active part in working towards achieving individual targets.
- Take an active part in reviewing individual targets.

Parents/ Carers:

- Through consultation, work in partnership with the school to help meet their child's needs.
- Work with the school to support their child in achieving targets agreed by Parents/ Carers and the school.

Leadership Team:

Under the Equality Act 2010 we aim to have due regard of the need to:

- Eliminate unlawful discrimination
- Promote equality of opportunity

The leadership team will ensure that there is allocated time for regular provision mapping, target setting and tracking of male and female pupils and of various groups of pupils who may be considered as vulnerable. The curriculum and curriculum resources are geared to appeal to both boys and girls, whilst ensuring equality of opportunity.

ADMISSIONS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS:

Within the Local Authority admissions policy, the aim of the school is to meet the needs of the child of any Parent/ Carer who wishes to register at the school. Admission authorities may not refuse to admit a child because they feel unable to cater for their special educational needs. Please refer to the Local Authority Admissions Policy for further details.

TRANSFER FROM THE SCHOOL:

The Inclusion Manager or Head teacher will share appropriate information with the child's future school.

SPECIAL FACILITIES AT THE SCHOOL:

The school is a one storey building with wide doorways and corridors as well as a number of toilets allowing for wheelchair access. The outdoor area is flat with paths. The school is equipped with a wet room and shower facilities which allow for wheelchair access.

IDENTIFICATION, ASSESSMENT AND PROVISION OF SPECIAL EDUCATIONAL NEEDS

The school has a graduated response approach to providing help for pupils with special educational needs, as recommended by the SEND Code of Practice 2015. This approach recognises that there is a *continuum* of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school aims to make full use of all available classroom and school resources before calling upon outside resources.

Identification and Early Intervention

In the first instance, staff identify that a child has special education needs by collating evidence of a lack of progress (work samples, TA reports, test results, etc). They will give special help to the child through appropriate differentiation and intervention strategies where applicable. Staff will, at this stage, inform Parents/ Carers and the Inclusion Manager. Records are maintained accurately and progress is monitored and reviewed regularly.

Seeking External Advice

For those children whose progress continues to be a cause for concern, the school may request support and advice from external agencies (although the advice of outside specialists should be used at all stages). Advice on new strategies and targets will be implemented by the class teacher, in consultation with the Inclusion Manager. Parents are invited to share and discuss strategies, and consideration is given to whether the child meets the criteria for Statutory Assessment. Progress continues to be monitored and reviewed regularly.

Statutory Assessment – when there is a significant cause for concern

Where the child's progress continues to be a significant cause for concern, a request may be made for an Education, Health and Care needs assessment by the school, to the LA. The LA uses information about the child's progress over time to consider the need for an assessment and, if appropriate, makes a multidisciplinary assessment.

Education, Health and Care Plan

The LA considers the need for an Education and Health Care Plan and if appropriate will arrange, monitor and review provision. The Inclusion Manager, along with parents and the class teacher, will set short term targets for the child, set out in an ASP. These targets will be implemented, as far as possible, in the normal classroom setting.

PARENTAL CONCERNS

If you have any concerns regarding the educational provision for your child, please speak to the class teacher in the first instance. Any unresolved concerns or issues of a more serious nature should be referred to the Inclusion Manager, the Head teacher or the Child Protection Officers.

Updated Feb 2019