



## **Mill Dam Junior and Infant School** **Special Educational Needs and Disability Policy**

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 to 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- The Equality Act 2010: advice for schools DfE (Feb 2013)
- The SEND Code of Practice 0-25 years (July 2014)
- The Children's Act (1989)
- Removing Barriers to Achievement (2004)
- Schools SEN Information Report Regulations (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- LA Policy and Guidelines
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been agreed in liaison with the SENCo, the Senior Management Team and the Governing Body of the school.

Mrs. Carole Stevenson is the SENCo (Special Educational Needs Co-ordinator). She holds the National Award for Special Educational Needs (December 2013) and is a member of the Senior Management Team of the school.

The specialist governor for SEND is Sue Hodgson.

### **Rationale**

At Mill Dam Junior and Infant School we believe that all pupils have the right to a rich and relevant curriculum, which is differentiated to enable children to understand the significance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement; providing them with the opportunity to fulfill their potential and make a valuable contribution to the life and ethos of the school.

We endeavour to achieve maximum inclusion for all children whilst meeting their individual needs. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. We recognise that some children will need extra support and adaptations from the differentiated curriculum in order to access it. We therefore do our best to ensure special educational provision for pupils for whom this is required.

### **Aims**

- To create an atmosphere which will promote a secure environment where children have the opportunity to develop to their full potential and engage in activities alongside their peers.

- To help all children achieve to the best of their ability, recognising and celebrating their achievements.
- To value pupils equally irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- To identify children as early as possible, individuals who need extra help and attention, and make a graduated response to meeting their needs by supporting them in various ways.
- To raise children's self-esteem and confidence, enabling them to feel valued and contribute to school life.
- To work in partnership with parents, children and relevant external agencies in order to provide support and opportunities for those children with special educational needs.
- To ensure that teaching staff are aware of and are sensitive to the needs of all children, teaching children in a way that is more appropriate to their needs.
- To ensure access to a range of resources to support staff in their teaching of children with special educational needs.
- To ensure that assessment and record keeping systems provide adequate means of recording attainment

## **Objectives**

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.

## **Identification, Assessment and Review**

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress after having received support through good quality personalised teaching, targeted interventions and adjustments to the differentiated curriculum.

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable" (Code of Practice July 2014 p94-95).

A register is kept of pupils with SEND. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. □When a child is identified as having special educational needs that requires additional support, an appropriate programme of support is arranged and monitored.

Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this. Information from pupil profile meetings is used to highlight additional provision for pupils on the SEND register.

The SEND Code of Practice (July 2014) highlights four broad areas of need that give an overview of the range of difficulties that may need to be planned for and the purpose of identification is to ensure that the most appropriate action is taken. At our school we consider the needs of the whole child to help to support all of their individual requirements and not just their special educational needs

Children's needs may fall into at least one of these categories, although many children will have inter-related needs. All areas of need will have a varying degree of impact on a child's ability to function, learn and succeed. Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's Medical Register or SEND Register or both.

The four areas of need are:

- Communication and Interaction – this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum.
- Cognition and Learning – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, Mental and Emotional Health – this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs – this includes children with sensory, multisensory and physical difficulties.

*Behaviour difficulties, persistent disruptive or withdrawn behaviours and slow progress and attainment do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN.*

*Identifying and assessing SEN for children and young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.*

## **Disability**

Many children and young people who have SEN may have a disability under the Equality Act 2010. That is a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition provides a relatively low threshold and includes children than many realise: long-term is defined as a year or more and substantial is defined as more than minor or trivial. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key responsibilities:

- We **must not** directly or indirectly discriminate against, harass or victimise disabled children or young people.
- We **must** make reasonable adjustments, including the provision of auxiliary aids and services; to ensure that disabled children and young people are not at

a substantial disadvantage compared with their peers. This responsibility is anticipatory, it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The school's Equality Policy and objectives and the Accessibility Plan can be found on the school website.

## **A Graduated Approach to SEN Support**

The Code of Practice outlines a graduated response, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the schools usual differentiated curriculum and strategies, drawing upon more detailed approaches, more frequent review and more specialist expertise in order to match interventions to the SEND of children.

Children of all abilities are supported through high quality first teaching. The characteristics of high quality teaching are:

- highly focused lesson design with sharp objectives □
- high demands of pupil involvement and engagement with their learning □
- high levels of interaction for all pupils □
- appropriate use of teacher questioning, modelling and explaining □
- an emphasis on learning through dialogue, with regular opportunities for □pupils to talk both individually and in groups □
- an expectation that pupils will accept responsibility for their own learning and □work independently □
- regular use of encouragement and authentic praise to engage and motivate □pupils. □

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. □

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

Each pupil's current skills and levels of attainment are assessed on entry to the school, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These should seek to identify pupils 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.

The first response to such progress is high quality teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order for them to make a successful transition to adult life.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle (assess, plan, do, review) 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. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

### **Assess**

In identifying a child as needing SEN support the class teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs; drawing on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. In our school, we take seriously any concerns raised by a parent, recording and comparing them to the setting's own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo should contact them (if the parents agree).

### **Plan**

Where it is decided to provide a pupil with SEN support, the parents must be notified. The teacher and the SENCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The pupils' short-term targets and teaching strategies for achieving the targets are recorded on an individual Pupil Profile along with any additional resources needed to achieve the targets, the timescale involved and when the Pupil Profile is to be reviewed. The Pupil Profile will also include any relevant information needed to support the individual, such as whether the child is on the Autistic Spectrum, things they find difficult and general classroom strategies that help them learn.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's tracking systems.

### **Do**

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher should still retain responsibility for the pupil.

They should 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. The SENCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Where a child is seen to have additional needs, school may provide additional support. Additional support may be in the form of:

- Additional small group work with a teacher or a teaching assistant.
- Intervention groups – eg. Fit to Learn, Time to Talk, Socially Speaking, Paired Writing, Music Interaction, Speed Up.
- Additional resources – eg. Word banks, number squares, visual images.
- Teaching activities adapted to the preferred learning style of the child.
- Use of SEN friendly resources.
- Support from external services.
- Supportive ICT programmes.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the local authority, in co-operation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, Assistant Headteachers and SENCo
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

## **Managing Pupils Needs of the SEND Register**

All children on the SEND register are monitored as part of each class teacher's assessment and tracking. Information regarding the children's progress, their areas of strength and weakness, their outcomes, any steps which have been taken to allow the children to achieve them and any other professional who has contact with the child, is highlighted as part of discussions in pupil progress meetings, staff meetings and senior management meetings. Class teachers, parents, pupils and other professional will all contribute to update the information, which will reflect the current needs of a child and which is stored in a file in the Headteacher's office. A review of the register takes place three times a year in line with the collection of attainment data and class teachers are responsible for evidencing progress towards outcomes. The SENCo, along with the Headteacher monitors the evidence provided by the class teachers to ensure consistency across school and appropriateness and quality of the outcomes.

There are three levels of support for pupils with SEND:

- **Universal level** funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources. □
- **Targeted level** mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding. □
- **Specialist or personalised level** top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil.

□ It is important to note that the level and combinations of provision may change over time. □

### **Involving specialists**

School may involve specialists at any point to advise on early identification of SEND and effective support and interventions. Where a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite evidence-based SEND support and interventions that are matched to the pupil's area of need and delivered by appropriately trained staff, school should consider involving specialists, including those secured by the school itself or from outside agencies.

Children and parents will be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with parents and teaching staff supporting the child in the same way as other SEND support.

Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. The school has access to a range of external agencies and uses them effectively to support children with SEND. These include:

- Educational Psychology Service
- Learning Support Service
- Speech and Language Therapy
- Behaviour Support Service
- Advisory Teachers for support/advice on areas such as specific learning difficulties such as dyslexia, dyspraxia, dyscalculia
- Occupational Therapy
- Educational Welfare Officers
- CAMHS (Children and Adolescent Mental Health Services)
- Sensory Support Service including Visual and Hearing Impairment Team
- School Nurse
- Other medical professionals

### **My Support Plan**

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school should consider involving specialists and completing a 'My Support Plan'. The "My Support Plan" draws together the views of the child, parents, school and professionals.

It details targets and outcomes to support the child's learning and development and may indicate ways in which our school can best meet the child's needs.

### **Education, Health and Care Plan (EHC) □**

□ For children who have a significant and/or complex level of need, as assessed by school staff and outside agencies, we would speak to parents to ask them whether they would give consent for the initiation of a Statutory Assessment (this only applies to a very small number of children, approximately 2%)

The majority of children with SEN or disabilities will have their needs met within local mainstream early years settings or schools. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which our school can meet the child needs without an EHC plan.

Following a request for an EHC needs assessment, or the child having otherwise been brought to its attention, the local authority **must** determine whether an EHC needs assessment is necessary. The local authority **must** make a decision and communicate the decision to the child's parents or to the young person within 6 weeks of receiving the request.

### **Reviewing an EHC plan**

EHC plans will be used to actively monitor children's progress towards their outcomes and longer term aspirations. They **must** be reviewed by the local authority as a minimum every 12 months.

### **Criteria for Exiting the SEND Register**

If it is felt that children are making progress that is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept for until the pupil reaches the age of 25. The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed. □

### **Supporting Pupils and Families □**

Class teachers, in partnership with the SENCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

### **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where

this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School With Medical Conditions, which can be found under the “Policies” tab on the school website.

### **Monitoring and Evaluation of SEND**

The SENCo monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

School seeks the views of parents with regard to SEN through regular meetings, parents consultation meetings and questionnaires.

The SENCo supports teachers involved in drawing up Pupil Profiles for children where individual short term targets are agreed. The SENCo and Headteacher hold regular meetings to review the work of the school in this area.

The SENCo and named governor with responsibility for Special Educational Needs also hold regular meetings.

### **Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and develop their understanding of SEND issues. All teachers and support staff undertake induction on taking up a post, which includes an explanation of the systems and structures in place around the school’s SEND provision and practice and discussions about the needs of individual pupils.

The training needs of the staff are identified through the school’s self-evaluation system. Some training is carried out during staff meetings, INSET days and through external agencies.

The school’s SENCo attends the pyramid SENCo network meetings, led by the Advisory Teacher of the Learning Support Service, in order to keep up to date with current information and the statutory requirements of SEND provision in school.

### **Roles and Responsibilities**

Provision for pupils with SEND is a matter for the school as a whole. The Governing Body, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with Special Educational Needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

**Governors** will ensure that:

- the necessary provision is made for any pupil with SEND. □
- all staff are aware of the need to identify and provide for pupils with SEND. □
- pupils with SEND have access to a broad, balanced and appropriately differentiated curriculum, and join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education □ of other pupils. □
- they report annually to parents on the school’s policy for children with SEND.

- parents are notified if the school decides to make SEND provision for their child.
- they are fully informed about SEND issues, so that they can play a major part in
  - school self-review. □
- they set up appropriate staffing and funding arrangements.
- they appoint a representative of the Governing Body to oversee the school's work for SEND. □□

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs. □
- keeping the governing body informed about SEND issues, □
- working closely with the SENCo. □
- the deployment of all special educational needs personnel within the school. □
- monitoring and reporting to governors about the implementation of the schools'
  - SEND policy and the effects of inclusion policies on the school as a whole.

The **Special Educational Needs co-ordinator (SENCo)** is responsible for: □

- overseeing the day to day operation of the school's SEND policy. □
- co-ordinating the provision for pupils with special educational needs.
- liaising with the relevant Designated Teacher where a looked after child has SEND.
- advising on the Graduated Approach to providing SEND support. □
- liaising with and advising other school staff. □
- helping staff to identify pupils with special educational needs. □
- carrying out assessments and observations of pupils with specific learning
  - problems. □
- supporting class teachers in devising strategies, drawing up Pupil Profiles,
  - setting targets appropriate to the needs of the pupils , advising on appropriate resources and materials for use with pupils with special educational needs and advising on the effective use of materials and personnel in the classroom. □
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process. □
- liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent and voluntary bodies.
- being a key point of contact with outside agencies and providing a link with these agencies and class teachers and parents. □
- ensuring that the school keeps the records of all children with SEND up to date. □
- assisting in the monitoring and evaluation of progress of pupils with SEND
  - through the use of existing school assessment information, e.g. class-based
  - assessments/records, end of year tests, SATs, etc. □
- contributing to the in-service training of staff. □
- liaising with the SENCos in receiving schools and/or other primary schools to
  - help provide a smooth transition from one school to the other. □
- working with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

**Class teachers** are responsible for: □

- providing high quality teaching for all children. □
- assessing pupil's needs and planning appropriate adjustments, interventions

and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil). □

- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum. □
- retaining responsibility for the child, including working with the child on a daily basis and ensuring delivery of any individualized programme in the classroom.
- making themselves aware of the school's SEND policy and procedures for identification, assessing, monitoring and supporting pupils with SEND. □
- directly liaising with parents of children with SEND □

**TAs** should: □

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.

TAs work as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing interventions and monitoring progress.

### **Storing and Managing Information**

Documents relating to pupils on the SEND register will be stored with their Pupil File in fireproof cabinets in the Headteacher's office; these cabinets are locked overnight. SEND records will be passed on to a child's next setting when he or she leaves Mill Dam School. The school has a Confidentiality policy, which applies to all written pupil records.

### **Accessibility**

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Mill Dam's Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website under the "Policies" tab.

### **Complaints**

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "Policies" tab.

### **Bullying**

Our school is an inclusive school and we work together to ensure everyone has a chance to achieve to the best of their ability and potential. We robustly challenge any prejudice. Everyone is taught how to keep safe, including online. We teach how to make a contribution and good life choices for the culture and society they choose to live in. We expect everyone to be accountable in our single focus to improve the life chances and enjoyment of learning for every child, regardless of their starting points.

### **Reviewing the Policy** □

This policy will be reviewed by governors on an annual basis. □