



**Policy for Special
Educational Needs
November 2017**

**Review date November
2018**

Introduction

Our aim at Mill Lane is to create an atmosphere where children can develop to their full potential in a secure and supportive environment. All children are individuals with their own talents and abilities. We aim to develop these abilities and to offer opportunities where they can grow in confidence and self-respect yet still retain sensitivity to others. Through a broad and balanced curriculum, the children's natural enthusiasm and interests can be nurtured and in turn, by their own efforts, they can appreciate the value of success. It is the right of every child to receive a broad and balanced curriculum that meets their needs. Every teacher is teacher of Special Educational Needs (SEN) and it is our commitment to ensure that every child in Mill Lane Primary School is included in all aspects of school life and provided with opportunities to achieve and fulfil their potential.

This policy complies with the statutory requirements in the Special Educational Needs & Disability (SEND) Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

The Equality Policy

The Accessibility Plan

The school's SEN information on the school website (SEN Report)

The Local Authority (LA) Guidance – 'Children & Young People with SEN; Guidance – School Based Support'

Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)

The Safeguarding Policy

Contacts

Our Special Needs Coordinator (SENCo) at Mill Lane Primary School is Alison Eddings, who is also a member of the senior leadership team. If you need to contact her please phone the school on 01924 326724 or email office.milllane@kirkleeseducation.uk

Long Term Aim of this Policy

Objectives:

To work within the guidance laid down in the SEND Code of Practice 2014.

To identify and put in place appropriate provision for pupils who have SEND and additional needs.

To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs.

To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this

To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice.

To provide support and advice for all staff working with SEND pupils.

Identification of SEN

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching. Every teacher is expected to plan a clearly differentiated, broad and balanced curriculum for all children. Through pupil progress meetings and meetings with the SENCo, children are highlighted who are not making the required progress. The next stage would be to plan and deliver intervention to support the child in that particular area or areas of learning. This will be reviewed to assess whether the child is making progress. If monitoring showed that the child needed more support they would then move to SEN support.

Quality first teaching at Mill Lane allows teachers to support all children, through excellent classroom teaching. Quality first teaching is what is on offer for all children – a high-quality, inclusive, broad and balanced curriculum, engaging and effective teaching and personalised learning which includes and supports all children.

Quality first teaching includes:

- well-resourced and carefully planned provision which provides a rich learning environment
- clear objectives that are shared with the children
- lively, interactive teaching and learning, based on real life, practical experiences
- carefully structured, differentiated learning activities which enable all children to participate fully
- children being supported with their learning, in groups, pairs and sometimes individually
- children being helped to take responsibility for their own learning, when appropriate - children being encouraged to know their own targets and how to achieve them

If your child continues to experience difficulties despite high quality personalised teaching, they may need additional support. This is called SEN Support. If your child is identified as needing SEN Support, we will:

Put a plan in place to support your child.

Regularly review your child's progress

Meet regularly with parents to discuss progress and plan future support.

Most children receiving SEN Support will respond well to this support and make effective progress. However, some children may have more complex needs, requiring a greater level of support. Children with ongoing, significant and / or complex needs may be entitled to receive a much higher level of support through an Education, Health and Care Plan (EHC Plan).

The Code specifies four broad areas of need:

Communication and Interaction (including Autism Spectrum Disorder)

Cognition and Learning

Social, emotional and mental health difficulties

Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability, but these alone do not constitute SEN.

The Code no longer allows for the identification of behaviour to describe SEN. Any concerns we may have about a child with behavioural needs would form an underlying part of a wider need in relation to the four broad needs highlighted above.



A Graduated, Whole School Approach to SEN Support

Class teachers are accountable for the progress and development of children in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching.

The quality of teaching is reviewed regularly by the Senior Leadership Team through observations which include observations of the learning taking place; differentiation and level of challenge, throughout these process mini interviews take place with the children as well as book scrutiny.

All staff meet with the head teacher following assessment week to discuss all children in their class. This allows teachers to discuss progress and highlight children who need more support. This is fed back to the SENCo to ensure interventions and support for the children and teachers are implemented.

This is monitored regularly through discussions with the SENCo, review of the interventions and analysis of the impact on the child. If a child has received numerous interventions and support the school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at **SEN Support**. Throughout this process we look at a range of evidence, the child’s academic ability and the progress they are making in line with the end of year objectives. We monitor behaviour and the way children deal with situations.

Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. Every child at SEN support will receives interventions which highlights their needs, targets and strategies, these are recorded on provision documents. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person’s needs are more complex, we will use a Support Plan to record outcomes, provision, resource and strategies in place. The table below how we plan and support children with SEN at Mill Lane School.

1 st Stage	2 nd Stage	3 rd Stage
Concerns	SEN Support	EHC plan
This stage is when teachers have concerns about a child which cannot be addressed by quality wave one teaching. Interventions and support are planned and recorded on provision documents.	If a child has more complex needs we will use a Support plan to record strategies, provision, resources and outcomes. This would be used when requesting an assessment for a EHC plan	Children with ongoing, significant and/ or complex needs may be entitled to receive a much higher level of support through an Education, Health and Care plan. (EHC)

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an **Education Health and Care Plan (EHCP)** which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

At Mill Lane School we have an agreed system by which different stages of support are documented and monitored.

Document	Explanation	Responsibility	Reviewed
Provision Documents	This is a document which records all the interventions happening in school for the children who participate. It shows their needs, entry data, objective and strategies used to enable progress to be made. It shows when the intervention starts and finishes and how often it happens within the week. It highlights the stage the child is currently at and allows opportunity to record notes to support future planning and next steps.	Class teacher SENCo Parents	Reviewed termly and when an intervention finishes.
Support Plan	This plan is more specific to a child's individual needs and may offer more focused or one to one support.	Class teacher SENCo Parents	Reviewed October, February and July
EHC Education, health care plan	An EHC plan is a legal document which is issued by the Local Authority. It would mean that your child has been assessed by the Local Authority as needing an ongoing, high level of support, which may need additional funding.	Teacher Key worker Parents Any agencies involved	A year after final copy, but an emergency review can be called if the plan isn't working



If the school feels it has exhausted its own resources in terms of supporting a pupil additional help can be requested from external agencies. This process entails a referral being made and an assessment of the submitted evidence being made by an external panel. Following a successful referral external support is offered to the pupil to enable them to make progress – the school works alongside the external agency to ensure the support is continued once the agency withdraws.

Criteria for Exiting the SEN Register.

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

Supporting Pupils/Students and Families

We aim to work in partnership with our pupils, their parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements.
- Our links with other agencies.
- Our arrangements for assessments.
- Our transition arrangements
- Our school policy on managing medical conditions of pupils.

Supporting Pupils at School with Medical Conditions

At Mill Lane School we recognise that children and young people 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 and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

At times, children with special educational needs and/or disabilities (SEND) may require specific medications to be administered. Any arrangements regarding medications for children with SEND will need to be discussed with the SENCo.

The SENCo may arrange a meeting with the parent and the school nurse. We may decide that a Health Care Plan is needed. This would give details of any medications as well as when and how they are to be administered.

Children's medicines are kept centrally (in a fridge if necessary). Asthma inhalers are in the school office and Epipens are kept in an appropriate place in class and in the school office. We ensure that your child knows where their inhaler or Epipen is to be kept. Any child needing medications (including children with SEND) will require a parental permission form to be completed. These are kept in the school office.



For full details of arrangements regarding medical conditions and medications, please see the Managing Medical Conditions Policy.

Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. This policy will be reviewed annually by the whole staff, governors and any amendments made to comply with the new legislation

Effective implementation of the SEN policy will be evaluated by:

- Reviewing school procedures for identification and assessment to ensure that children are being identified and their needs met.
- Ensuring that available resources are appropriate for children’s needs and adding to them as necessary.
- Reviewing the practical arrangements for ensuring that children are able to participate in all school activities.
- Evaluating the extent that parents are satisfied with the school’s ability to meet their children’s needs at parent meetings.
- Ensuring that school records are kept up to date for each individual child.
- Reviewing the progress of children by using provision documents and support plans to ensure they are reaching their potential.
- Termly consultations to discuss the progress of children with SEN.
- Annual reviews of children with an Educational Health Care plan.

Resources

Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools’ block formula allocation. It is the responsibility of each school to ensure that they have a ‘notional budget’ which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

Element 1 Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2 Schools Block Funding	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.



The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by **top-up funding** from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Roles and Responsibilities

Meeting children's special educational needs is the shared responsibility of the LEA, governors, parents, teachers and support staff.

It is the statutory duty of the governing body to make provision for all children with SEN. This includes the majority of those who do not require EHC plans as well as the minority with EHC plans.

Governors must:-

Ensure a member of staff is designated SEN co-ordinator.
Ensure the necessary provision is made for pupils with SEN.
Consult with the LEA and other bodies to co-ordinate SEN provision.
Publish an SEN policy.

Publish information in the Annual Report to Parents on:-

- The success of the SEN policy
- Any significant changes
- Any consultations with other schools, the LEA etc.
- The allocation of resources.

Ensure that pupils with SEN have full access in all areas of school life.

Ensure that a summary of the SEN policy is included in the school prospectus.

Consult with the LEA about appropriate staff training in SEN.

Have regard to the Children and families act 2014 and the SEND code of practice 0-25

The SEN Governor s are Hava Farooq and Jolene Johnson who meet with the SENCO termly and monitor the progress of children with SEN.

The Headteacher

Has a legal responsibility to inform parents if a child is identified as having learning difficulties.

Will keep governors informed about SEN in school via termly reports to the Governing body by the SENCO.

Has the management role to determine how resources are allocated to and amongst children with SEN.

The headteacher is Christine Barlow who meets with the SENCo half termly to discuss SEN within school.



The Special Educational Needs Co-ordinator – SENCO

The SENCO is responsible for:-

The day to day operation of the policy.

Liaising with and advising fellow teachers.

Co-ordinating provisions for children with SEN.

Maintaining the school's SEN register.

Liaising with parents / carers of children with SEN.

Identifying and contributing to the in-service training of staff.

Liaising with external agencies, including the Educational Psychological Service and other support agencies, medical and social services and voluntary bodies.

The SENCO identified in school will actively encourage a positive working partnership between the parent / teacher / psychologist / other agencies, working to meet the special educational needs of each pupil.

The SENCo is Alison Eddings

The Class Teacher

The Class Teacher will:-

Plan a broad and balanced curriculum.

Assess and plan differentiated activities

Identify a child's SEN using the agreed criteria.

Assess each individual child's SEN at the earliest opportunity.

Employ learning strategies and programmes which will cater for SEN.

Plan and record interventions with the help of the SENCO where appropriate, to enable each child to have access to the National Curriculum.

Produce modified teaching resources, or employ other methods of differentiation, to enable a child with SEN to experience success.

Assess and review progress, keeping records in accordance with school and Kirklees guidelines.

Liaise with parents at regular intervals.

Inform and explain the procedure to parents, value their contribution to reviews.

Inform the Headteacher and the SENCO of any child with SEN.

Liaise with Support Assistants who are working with children with SEN.

Participate in regular SEN meetings and training.

Educational Teaching Assistants

Educational teaching assistants will:-

Work alongside Class Teachers implementing programmes with individual children under the direction of the teacher.

Prepare appropriate materials and resources.

Feedback information to staff and keep records as directed by the teacher

Contribute their knowledge of the child and progress to enable future provision to be made.

Undertake any necessary training



Parents

The school aims to promote positive, collaborative partnerships with parents. We recognise the value of the active participation of parents in the education of their children and encourage this wherever possible.

Partnership with parents is encouraged by:-

Acting upon parental concerns.

Formal and informal discussion between parents and staff.

Providing activities for parents to work with their children at home when appropriate.

Involving parents as soon as concerns are noted and encouraging their participation in all subsequent meetings and reviews.

Informing parents about school policies for SEN in the School Prospectus and at Annual Parents Meetings.

Making clear to parents the complaints procedure should they feel dissatisfied with the provision made for their child, details of which are available in school with the class teacher.

Storing and Managing Information

All documents relating to children and young people on the SEN Register are stored in a locked cupboard in the SENCo's office. These are all kept in school whilst the child attends. If the child leaves all documents are passed onto the next setting. These are hand delivered and signed for.

Reviewing the Policy

The policy needs to be reviewed November 2018 and annually thereafter.

Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

The curriculum

The physical environment

The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

Dealing with Complaints

Complaints about SEN provision should be made in the first instance to the Class Teacher who will inform the SENCO. If parents remain dissatisfied they should speak or write to the Headteacher. Following this, if they are still worried or dissatisfied they should put their complaint in writing to the governor with responsibility for SEN.

Bullying

At Mill Lane School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our children with SEN. Please refer to our Behaviour Policy and Safeguarding Policy.



Appendices (available from the school office on request)

The LA Guidance – ‘Children & Young People with SEN; Guidance – School Based Support’
Support Plan
Educational Psychologist request form
Single Point of referral
Specialist provision
Equality Policy
Behaviour Policy
Safeguarding Policy