

# **Mill Hill Community Primary School**

**An Enhanced Mainstream School**

**Policy for special educational needs and disabilities (SEND)**

**Agreed by governors: September 2017**

**Review date: September 2019**

**This policy is in line with the Code of Practice 2014**

## **Abbreviations used**

<b>ASCOS</b>	<b>Autism Outreach Support Service</b>
<b>CoP</b>	<b>Code of Practice</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>EMS</b>	<b>Enhanced Mainstream School</b>
<b>ESWS</b>	<b>Educational Social Work Service</b>
<b>SEND</b>	<b>Special Educational Needs and/or Disabilities</b>
<b>SENCO</b>	<b>Special Educational Needs Coordinator/Inclusion Manager</b>
<b>TA</b>	<b>Teaching Assistant</b>

## School's Aims

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (6.1 final draft CoP)

### **Objectives of the policy**

#### **All children to:**

1. Be happy and feel secure.
  - Provide a secure and caring environment.
  - Use positive and supportive language.
  - Use praise to celebrate achievement.
  - Set suitable learning challenges.
  - Provide opportunities for parents and children to celebrate achievement together
2. Be included and have access to a broad and balanced curriculum
  - All children to be given a sense of belonging whatever their social, ethnic or cultural background.
  - Children to be fully included by compensating for their needs.
  - Wherever possible children with sensory impairments to be given access to all areas of the curriculum.
  - Wherever possible children with physical disabilities to experience a broad and balanced curriculum.
  - Provide a range of resources to suit particular individuals or groups.
  - Differentiate within class teaching to enable all children to achieve their full potential.
3. Achieve the very best of which they are capable.
  - Use effective assessment and monitoring (Baseline, Nursery Profile, observational assessment, parental views).
  - Provide high quality learning opportunities and materials.
  - Use positive and supportive language with pupils.
  - Intervene early to promote progress
  - Make effective use of outside agencies.
  - Liaise effectively with parents and carers.
4. Demonstrate personal development and growth.
  - Use praise and positive language to reinforce all aspects of personal development e.g. learning to curb a temper, eating with a knife and fork.
  - Celebrate all achievements.
  - Involve parents in celebrating success and achievement.
  - Recognise and celebrate personal achievements as a whole school.
  - Personal development targets to be included on Personal Provision Maps wherever appropriate.
  - Use effective personal and social assessments and record sheets to show development and growth.

5. Make good progress

- Set small, achievable and realistic targets which are reviewed regularly.
- Use appropriate and varying teaching styles to meet the needs of the children.
- Encourage parents to be involved.
- Celebrate achievement in all areas.

6. Experience wider activities leading to greater independence.

- Children to work in a variety of different groups and with the opportunity to work with partners and friends of all abilities including the use of random talk partners.
- Appropriate use of support staff.
- Children to have individual responsibilities in school/classroom.
- Children to be encouraged to do things for themselves where practical and possible e.g. putting homework in a specified place, completing self-registration procedures without assistance and remembering the correct equipment.

7. Make effective independent decisions.

- All children to be given the opportunity to make choices regarding certain activities – guide them by making sensitive suggestions.
- Increase children's responsibilities in school where they can feel secure in their decisions.

**All Staff to:-**

1. Be well equipped to identify and meet needs.

- Liaise regularly with parents and keep up to date with home situations/health etc.
- Early years staff to be given information regarding interpreting the Nursery and Reception Baselines with regard to SEN.
- Effective communication with the Inclusion Manager and outside agencies to keep up to date with new developments – copies of relevant paperwork will be stored in pupil's individual SEN files and in locked in the filing cabinet in the Safe room.

2. Identify children's needs early.

- Early years staff and the Inclusion Manager to liaise with Health Visitors, NSPCC workers etc. about difficulties pre-nursery. EYFS staff to liaise with feeder nurseries during summer term prior to entry.
- Use of EYFS Profile, Baseline Assessment to highlight areas of weakness at an early stage.
- Regular communication with parents to ensure any concerns are noted/discussed and addressed.
- Foundation Stage staff play a crucial role in early identification of needs and liaison with the Inclusion Manager will help to ensure that needs are addressed as soon as possible.

3. Plan effective interventions.

- All Provision Map targets to be SMART targets.
- Provision Maps are written by class teachers and are reviewed termly with parents and, where appropriate, children.
- All planned interventions to be known to all staff working with the child e.g. Teaching Assistants. Teaching Assistants to have relevant information about the children they regularly work with, including Personal Provision Maps and SEN registers.
- Parents/carers to be seen as partners working alongside teachers to create an effective learning intervention.
- Good communication with parents, outside agencies and the Inclusion Manager.

- Where appropriate children to discuss their future targets and celebrate in their own achievements.
4. Evaluate and revise interventions regularly.
- Good communication between Teacher, Teaching Assistants, Pupil Support Assistants etc. to ensure information about targets/children's progress is monitored. All adults involved with the child to comment in Red Target Books
  - Interventions to be reviewed and evaluated on a termly basis. Future planning to be based on this information. Records of work undertaken with groups/individuals to be recorded in red target books/evaluation sheet. An evaluation meeting to take place between class teacher and lead person on the intervention to discuss progress and next steps. Information to be shared with the Inclusion Manager and Leadership Team.
  - Progress to be regularly shared and discussed with parents/carers.
  - Children to be involved where appropriate in discussing and evaluating their progress.
  - Personal Provision Map targets to be reviewed three times a year with parents but are seen as working documents and can be amended as appropriate.

All Parents/carers to:-

1. Be kept informed at all times.

Class teacher to keep parents/carers fully informed from the initial concern.

Information to be exchanged in a sensitive way.

Formal review meetings to take place for all at least twice per academic year.

Class teacher, parents and external agencies to be involved and the views of the pupil to be sought and included where practical.

2. Have the opportunity to be fully involved.

Parents/carers and teachers to work in partnership when setting targets for Provision Maps.

Where possible to work in partnership with the school and outside agencies to meet the targets on the Provision Maps.

To jointly celebrate success however small.

To understand and be involved at all stages of SEN according to the Code of Practice.

**The school community believes that:**

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education

- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

## Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

(xiii, xiv CoP 2014)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

## Procedures

**The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEN provision is as follows:**

Lynsey Button is the Inclusion Manager and is responsible for co-ordinating the day-to-day provision of education for pupils on the SEN register.

The whole school inclusion register is held by the Inclusion Manager and shared with class teachers, HLTAs, leadership team and administrative staff (for purposes of updating school records). The register is updated on an ongoing basis. Hard copies are circulated to class

teachers for storage in their files. Staff will meet termly to review the correct placement of children on the register.

Information on the SEN register is shared with governors as and when necessary, always maintaining confidentiality of pupil details.

### **What is adequate progress for children with SEN?**

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their year group.
- Prevents the attainment gap growing wider.
- Is similar to that of children starting from the same attainment baseline, but less than that of the majority of children.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.
- Demonstrates that a higher level of independence is achieved.

### **CHILDREN WITH EDUCATIONAL HEALTHCARE PLANS**

Where children have EHCPS, these will be in one of two categories:-

#### **Low need/high incidence**

These are EHCPS where the resources have been delegated to schools to maximize their effectiveness in meeting the objectives of statements. These resources may be used flexibly to best meet the child's needs in the wider context of the school. This could include small group teaching by a TA including children of similar ability, some of whom may not have statements. Children's Provision Maps will clearly detail how any attached resources are to be used, and these will be discussed openly with parents.

#### **High need/low incidence**

These are EHCPS which the LEA currently retains responsibility for pertaining to children with higher categories of need, for instance children with diagnosed Autistic Spectrum Disorders. The resources allocated to these statements should follow the child closely to ensure that Statement objectives and Learning targets can be met effectively. However, once again these resources may be used flexibly to best meet the child's needs including small group teaching by a TA.

### **ANNUAL REVIEWS**

All statements are reviewed annually and these reviews should focus clearly on the progress made by the child in relation to statement objectives and Provision Map targets.

Discussions about the appropriateness of resources and their allocation should form part of the review process.

### **TRANSITION WITHIN SCHOOL AND BETWEEN SCHOOLS**

#### **Within school**

During the latter part of the Summer Term, class teachers will discuss the individual needs of their pupils and ensure that the transfer of class based documentation takes place, including information within red target books and most recent Provision Maps. Inclusion passports to be written for children who are in receipt of support from outside agencies.

### **Between schools**

Where necessary an inclusion passport is written to support transition at key points (especially Y6 to Y7). This document is written by the class teacher with input from parents, pupil, Headteacher and INCLUSION MANAGER. Staff from receiving schools are invited to review meetings during a pupil's time in Y6.

### **VULNERABLE CHILDREN**

Children identified as vulnerable are recorded on our whole school inclusion register. This means that class teachers know their vulnerable children well and appropriate actions are taken to ensure that they make progress – for example including them in intervention groups, regular communication with parents and individual reward charts for behaviour.

### **SAFEGUARDING**

We recognise that some of our children with SEN, and/or those identified as vulnerable, are subject to particular risk. These children are well known to class teachers, the leadership team and in particular our Learning Mentor, who spends time 1:1 and in small group settings with named individuals.

### **Whole school approaches:**

All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all

- Regular communication takes place between class/ subject teachers, TAs, Inclusion Manager, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The Inclusion Manager will offer advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets
- Provision maps are available in all classes so that staff, pupils and parents know what reasonable adjustments are available
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local offer to inform the school offer. This is published on the school website in line with The Sen Information report \*

### **Individualised approaches:**

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from EPs, EMS, ESWs, ASCOSS etc.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a teaching assistant
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need
- The Inclusion Manager will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the CoP 2014

### **Monitoring and evaluating performance**

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Completion of statutory functions by the Inclusion Manager related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Focused monitoring by the Inclusion Manager, Headteacher and SEN governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions



- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

**The governing body evaluate the work of the school by:**

- Appointing an SEN governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEN funding

**Specialist SEN provision**

Mill Hill is an Enhanced Mainstream School for Communication and Interaction and has a team, which includes a teacher in charge, specialist teacher and two advanced teaching assistants. The team supports children both through in and out reach in the locality.

\*The SEN information report

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about: the kinds of SEN that are provided for, policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the INCLUSION MANAGER (mainstream schools), arrangements for consulting parents of children with SEN and involving them in their child's education, arrangements for consulting young people with SEN and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEN, how adaptations are made to the curriculum and the learning environment of children and young people with SEN, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEN, how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have

SEN, support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families, arrangements for handling complaints from parents of children with SEN about the provision made at the school.

Signed \_\_\_\_\_

Date \_\_\_\_\_

Review Date: September 2019