

MILFORD PRIMARY SCHOOL

Special Educational Needs and Disability Policy



Vision Statement

‘Milford Primary is a community orientated school, centred around the children as individuals. We are committed to helping children work towards their potential as life long learners who care, share, respect and learn in a stimulating environment.’

Reviewed and updated	October 2023	Emma Roberts (HT)
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Introduction and Definition of Special Educational Needs

1.1 Derbyshire Inclusion Statement

“Inclusive educational communities are those which take account of the needs of individuals and those individuals are valued, feel secure and have a sense of belonging. These learning communities work actively to promote this process and reduce exclusive practices. They also reduce barriers to learning and participation to ensure that all learners experience learning environments in which they can strive for and attain their highest level of achievement.”

1.2 Aims of the Policy

- We identify and assess children with SEND as early as possible.
- Everyone knows and understands the procedures for identifying children with SEND .
- We provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEND.
- Records relating to SEND follow the child through the school, which are clear, accurate and up to date. These are then passed on to secondary schools for Y6 -7 transition.
- We raise staff awareness of and expertise with SEND through INSET.
- We work in partnership with parents.
- We maintain close links with the support services and other professionals and agencies.
- All children are given access to the curriculum at an appropriate level and that each child’s learning and achievements are maximized at every stage of their primary school career.
- There is adequate resourcing for SEND.

The name of the school’s SENCO: MS Emma Roberts

1.3 Definition of Special Educational Needs

Children have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

1.4 Children have a *learning difficulty* if they:

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

1.5 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.

1.6 For children of two or over, special educational provision is that, which is **additional to**, or otherwise **different from**, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

2. Range of Special Needs

The school supports pupils with a wide range of Special Educational Needs; these include: Communication and Interaction; Cognition and Learning; Social, Mental and Emotional Health; and Sensory and/or Physical Needs. The school is advised by the appropriate external agencies in meeting the needs of these pupils.

3. The Local Offer

3.1 The Local Authority publish a 'Derbyshire Local Offer,' giving information for young people with Special Educational Needs and Disabilities, and their families.

This offer can be found at: <http://www.derbyshiresendlocaloffer.org/>

3.2 School Offer

Details of the school's approach to Special Educational Needs and Disability (SEND) can be found on the school website.

4. Equality and Inclusion

4.1 The Equality Act 2010 requires schools 'to take reasonable steps' to ensure that they:

- do not treat disabled pupils less favourably than pupils who are not disabled, but not where this requires schools to remove any physical features or to provide auxiliary aids or services
- plan strategically and make progress in increasing physical accessibility to school premises and to the curriculum
- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services.

4.2 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.

4.3 This SEN policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or a disability and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with special educational needs to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

5. SEND Code of Practice

5.1 The school will have regard to the **Special Educational Needs and Disability Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents participate in any decision making regarding the SEN provision being made for their child.

5.2 Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's special educational needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

5.3 Children and young people with special educational needs often have a unique knowledge of their own needs and therefore the school will, where appropriate, endeavour to provide young people with a greater choice and control over their support.

5.4 Early identification and intervention of pupils with SEN combined with high quality provision is important at Milford Primary School in order to meet the needs of those with SEN. Collaboration between education, health and social care is essential to provide support, all of which are incorporated within the Derbyshire Local Offer.

6. Roles and Responsibilities

6.1 The SENDCO

The **Special Educational Needs Co-ordinator** at Milford School is Ms Emma Roberts.

In accordance with the 2008 Educational Regulations the key responsibilities of the role will be determined by the governing body. The SENCO takes day to day responsibility for the operation of the SEN Policy and the coordination of the provision made for children with special educational needs. The responsibilities of the primary school SENCO are as follows.

- Overseeing the day-to-day operation of the schools SEN policy.
- Coordinating provision for children with special needs.

- Liaising with and advice to colleagues
- Having overall responsibility for the records of pupils with SEN
- Contributing to in-service training
- Liaising with parents/carers and relevant external services
- Writing and submitting bids for additional funding from the LA for pupils with exceptional needs.
- Disseminating to staff concerned any information on the special needs of pupils that is gathered at the initial admission interview or via transfer of records. Ensuring information on a pupil's special educational needs is passed on to receiving schools.
- Initiating Provision Map reviews and Annual Reviews for children with an EHC Plan.
- Reporting to the school governors.

6.2 The Governing Body

The Governing Body has important duties and responsibilities when considering children with Special Educational Needs:-

- The Governing Body, with the Head Teacher and SENDCO, should formulate a school SEND policy and regularly review it.
- The school has a governor with the responsibility for SEND: this is: Naomi Smyth
- It is the responsibility of the named governor for SEND to oversee the school's provision for SEND.

6.3 The Class Teacher

Every teacher is a teacher of Special Educational Needs The role of all class teachers is:

- To provide a broad and balanced curriculum which is in line with the requirements of the EYFS Curriculum or the National Curriculum 2014
- To differentiate the curriculum to meet the learning needs of all children including those with Special Educational Needs.
- To identify children who have Special Educational Needs.
- To formulate Provision Maps
- To take account of Provision Maps during the planning and delivery of lessons.
- To monitor, record, review and evaluate the progress of children with Special Educational Needs and to take account of their views during the process.
- To write reports as part of the assessment towards the formulation of an Educational and Health Care Plan and as part of the Annual Review process.
- To liaise with parents and carers, support staff and the SENDCO

6.4 The Role of the Teaching Assistant

- To be involved in the assessment of children who are moving to School Support.
- To contribute in the formulation of Provision Maps.
- To implement the support identified on the Provision Map and with other support strategies in place for children with Special Educational Needs, under the direction of the class teacher and the SENDCO
- To monitor, record and evaluate the progress of children with Special Educational Needs and to take account of the children's views in this process.
- To support and encourage the children to record their views when an Provision Map is being reviewed or for an Annual Review.
- To be involved in the Provision Map meetings and the Annual Review process for children with an ECH Plan.
- To liaise with teachers, parents and the SENDCO.

7. Identification, Assessment and Provision

7.1 The school aims to identify and respond to children with SEN at the earliest possible point and make effective provision. Provision for children with Special Educational Needs and disabilities is a matter for the school as a whole. In addition to the governing body, the school's Head Teacher, the SENCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility. Teachers at Milford Primary School will set high expectations for every pupil, whatever their prior attainment.

7.2 At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. For those identified as SEN, lessons will be planned to address potential areas of difficulty and remove barriers. Therefore, pupils with SEN and disabilities will be able to study the full National Curriculum.

7.3 The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. The school's regular assessments also seek to identify pupils making less than expected progress, given their age and

individual circumstances, throughout KS1 and KS2. The SENCO and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure on-going observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home.

7.4 Progress in other areas is also monitored by the class teacher such as: social, mental and emotional health needs, in order to ensure a successful transition to adult life.

8. Monitoring Children's Progress and the Graduated Response

8.1 The Graduated Response is a series of steps that the school will put in place in response to the needs of the child. Increasing amounts of support are introduced as the child's needs are assessed and monitored. The following section explains how this would work in practice at Milford Primary School.

8.2 The school's systems for observing and assessing the progress of individual children will provide information about areas where a child is making less than expected progress. Under these circumstances, the first response to such progress would be: high quality teaching, targeted at the child's areas of weakness. Where progress continues to be less than expected, the class teacher, working with the SENCO, would consult the child and the child's parents, regarding their progress. A graduated response would then be followed depending on the child's individual needs.

The following records are likely to be the most useful sources of information throughout this monitoring process:

- i) school records;
- ii) National Curriculum attainments;
- iii) tests results;
- iv) Information from parents;
- v) Teacher/TA observation.

8.3 Intervention Strategies

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEN. Teachers will implement appropriate strategies and methods of working within their classroom practice. Some specific group interventions may be planned at this stage. The focus for planning and recording should be, wherever possible, within the normal school/ class planning and recording systems and therefore the need for additional PROVISION MAPs should be reduced. Pupil Premium funding may also provide for intervention strategies for those who have FSM, Forces Families or Looked After Children.

8.4 School Support

School Support replaces School Action and School Action Plus in the old SEN Code of Practice.

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to, or different from those provided as part of the school's usual differentiated curriculum such as Precision Teaching. This will be called **School Support**. At this point, parents will be formally notified. The triggers for intervention through *School Support* will be concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities and targeted intervention:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- has difficulty accessing the curriculum
- is working at a level significantly below that which would be expected for a child at that age
- presents persistent social, mental and emotional health difficulties which are not ameliorated by provision usually employed in the school. Support from outside agencies may be sought.
- has sensory or physical problems and continues to make little or no progress despite the provision of a differentiated curriculum. Specialist advice or equipment may be needed.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

In some cases, outside professionals from health, educational or social services may already be involved with the child or the SENCO may contact them for advice/support if the parents agree. When school seeks the help of external support services, they will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting Provision Map for the child will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

8.5 Nature of Intervention

The SENCO and the child's class teacher, in discussion with the child and child's parents, will decide on the action needed to help the child to progress in the light of their earlier assessment and any advice from outside agencies. This may include

- different learning materials or special support
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to LEA support services for one-off advice or occasional advice on strategies or equipment
- specific programmes /activities /strategies to support learning/reduce barriers

8.6 Provision Maps

Strategies employed to enable the child to progress will be recorded within a Provision Map.

The provision Map will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when Provision Map is reviewed)
- how the child can be supported at home

The Provision Map will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The Provision Map will be reviewed each term by the class teacher and SENCO, and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

9. School Request for an Education, Health and Care Needs Assessment

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, we may consider requesting an Education, Health Care Needs Assessment. As a school, we will provide evidence to the Local Authority of the child's current SEN provision. This may include:

- individual education plans for the pupil
- records of regular reviews and their outcomes
- records on the pupil's health including the child's medical history where relevant
- National Curriculum attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare service.

Parents will always be closely involved in a request for an EHC assessment.

10. Reviewing Progress

As a school, we will provide an Annual Review for all children who have an EHCP. School Support children will have their provision recorded on a Provision Map and be regularly reviewed by the SENCO in collaboration with the class teacher, support staff, specialist services and parents. These regular review meetings will set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them.

11. Transfer

11.1 Entry into Reception Class

The SENCO or member of the EYFS team will liaise with Milford Pre-school and other pre-school providers to gain detailed information about the children who are entering Reception Class so that we can provide appropriate support for any SEND from the start.

11.2 Secondary Transfer

The SENDCO or a member of the Year 6 team is in contact with the SENCO/SEN team at any relevant secondary schools to discuss the SEN pupils who will be transferred. Detailed information is passed on to enable Secondary Schools to prepare for these pupils. The SEND pupils visit their Secondary School with their TAs, where this is thought to be helpful, and extra visits can be planned. Pupils may make a booklet with a map of the school, which they practice using during their visit; sample timetables, which they practice using; and photographs of certain areas of the school. Parents are encouraged to meet with the secondary school SENCO to discuss any concerns and the Milford School SENDCO can attend to support parents if required.

12. Links with Local Schools

The SENDCO has regular contact with the local Primary Schools and Secondary School (Belper School) through the Belper SEND Cluster Group. This LA initiated organisation led by the local Inclusion Officer, aims to update SENDCOs on County and National initiatives – often using guest speakers and to share experiences and examples of good practice.

13. Complaints Procedure

We will try as best we can to provide a suitable and appropriate education for each child with regard to their age, aptitude and ability. We cannot, however, claim to be perfect and parents may feel the need to pass critical comment. If issues cannot be resolved informally, they should be directed to the Headteacher who will inform the parents of their statutory rights if matters remain unresolved.

This policy should be read in conjunction with:-

Safeguarding Policy

Separated Parents Policy

Children Missing from Education policy

Physical Intervention Policy

Code of Conduct for Staff Policy

Online Safety Policy

Domestic Abuse

Policy Anti-

Bullying Policy

Looked After Children Policy

Tackling Extremism & Radicalisation

2015 Accessibility Policy and Plan