



Milbourne Lodge School

**Special Educational Needs and Disability
Policy**

September 2016

1. Introduction

This document is a statement of the aims, principles and strategies for the identification and management of children with special educational needs and disabilities at Milbourne Lodge School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for Teaching and Learning and the Gifted and Talented Policy as together these form a statement of the principles underpinning all of the work of the school.

Milbourne Lodge School is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of pupils with identified learning difficulties within the mainstream setting. We believe that each child should receive a broad, balanced and differentiated curriculum ensuring self-esteem and confidence are enhanced and a positive attitude is developed. However some children will need additional support in order to achieve their true potential and where appropriate may benefit from external support.

2. Principles

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of our children. This document includes all Key Stages in the school.

To achieve this commitment:

We aim to employ the best practise when devising support for SEND.

We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.

Early intervention: We recognise the importance of early identification and assessment of children with special educational needs and disabilities. We aim to address special needs as soon as concerns are raised so that learning experiences are appropriate to children's current needs and future difficulties are minimised. We seek to develop practices and procedures that are designed to ensure that all children's special educational needs and disabilities are identified and assessed, with the curriculum being planned to meet their needs. We recognise that good practice can help prevent some special educational needs arising at all, and can minimise others.

We recognise that responsibility for SEND is a whole-school issue and lies collectively with all staff, supported by the SENCO and the Senior Leadership Team. We aim to equip all staff to effectively meet a wide range of children's needs. Lessons provide differentiated activities to meet these needs.

All children have a right to a broad, balanced and relevant education. We believe that SEND should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access for all children.

We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks, in personal target-setting and in evaluating their outcomes. Our SEND provision aims to actively involve children in this process in the light of their age and understanding.

We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and carers, valuing their opinions and contributions, and to support them in their child's learning and development. We will fully inform them about SEND provision for their child(ren), and take their views into account in respect of their children's needs.

Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals) and with parents and carers, sharing information and assessment reports and taking prompt action to implement recommendations.

Aims

The aims of our Special Educational Needs and Disabilities provision at Milbourne Lodge School are:

- to recognise that some children have difficulties which call for special educational provision;
- to apply a whole school policy to meet each pupil's individual needs following the guidelines of *The 0-25 SEND Code of Practice (Department for Education 2014)* and the *Equality Act 2010* to give every child with SEN the best possible access to our broad and balanced school curriculum;
- to acknowledge the role parents and carers have in their child's learning;
- to continue to develop staff training;
- to make clear the expectations of all partners in the process; and
- to enable all children to have access to all elements of the school curriculum.

3. Definitions

Definition of SEND [SEND Code of Practise, 2014,]

The SEND Code of Practise states that:

A child has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age.

Have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the LEA.

Children must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which they will be taught.

SEND can be categorised into:

- general learning difficulties;
- behavioural and emotional difficulties;
- speech, language and communication difficulties; physical and sensory impairment; and specific learning needs which can include being gifted and/or talented.

A definition of giftedness is a child who stands out from their peers by virtue of a special talent. The criteria for academic giftedness will be a high IQ as identified by an Educational Psychologist or a particular gift in any subject area. Giftedness can also be seen in aesthetic or physical areas and every opportunity will be given to support these pupils in their particular area.

Academic giftedness should be supported by extension work in school and by engaging the pupil's interests at home by providing suitable stimulation. The class/subject teachers must ensure that the

pupil's interest is engaged and should be careful that a pupil does not become bored in class. A sign of boredom may be if a pupil is disruptive in class. *See separate Gifted and Talented Policy*

Definition of Disability [Disability Discrimination Act, 1995, Section 1(1)]

'A person (P) has a disability if –

P has a physical or mental impairment, and

The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

Equality Act 2010 Chp. 1 para 6.

4. Roles and responsibilities

Provision for children with special educational needs and disabilities is a matter for the school as a whole. In addition to the school's Headteacher, 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.

The role of the SENCO

SEN arrangements are coordinated by the SENCO whose role includes:

- overseeing the day to day operation of the school's SEN policy;
- organising observations and assessments of individual pupils to help support and provide for them;
- liaising with and advising teachers and TAs/LSAs, managing these where appropriate, offering specialist advice and support so that they can apply targets and make provision for identified pupils;
- coordinating 1:1 learning support, and if appropriate, delivering this;
- keeping the Headteacher informed about provision, training needs, pupils' needs and changes to statutory requirements;
- tracking pupils' progress using Support Plans and other records;
- maintaining the school's electronic SEND register and overseeing other records for all pupils with SEND;
- identifying and monitoring areas of need and provision across the school, reporting to the Headteacher;
- advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;

- liaising with parents of children with SEND, keeping notes of these meetings;
- contributing to and promoting in-service training of staff both in-house and external as well as networking with other SEND coordinators in Cognita schools;
- liaising with external agencies including the Educational Psychology Service, Health and Social Services, voluntary bodies and the schools to which pupils transfer;
- ensuring that suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures, ensuring that appropriate resources are made available; and
- managing the SEN team.

It follows from this that the SENCO has planned time to administer the school's SEN arrangements.

The role of the teachers is to

- identify pupils of concern and liaise with SENCO;
- keep notes on SEND pupils in the system;
- plan work for pupils at SEN support level;
- liaise with SENCO to plan work for pupils on SEN support;
- to review and write Support Plans when required (supported by SENCO);
- direct support from learning support assistants if appropriate;
- each member of staff is expected to keep up-to-date with information about SEND children that they teach; and
- liaise with the parents of identified pupils.

The role of the Headteacher is to

- ensure that the SENCO and other staff have sufficient time allocated to carry out their teaching and administrative roles;
- liaise with SENCO regularly regarding individual children;
- discuss staff training needs with SENCO;
- in discussion with SENCO arrange sharing of good teaching practice;
- look at resource requests for the Learning Support department; and
- share information on SEN with the school's Cognita Education Officer.

5. Processes

Identification

Early identification and assessment of a child with SEND is a vitally important part of the remedial process. Identification occurs as and when need arises. Initially the teacher and SENCO will discuss the child's needs and information will be gathered.

At a later point and if necessary, further testing may be carried out – either within school or with an outside agency at a cost to the parents. The results will be recorded and a meeting of all interested parties carried out. Depending on the results of these assessments a child may or may not need to have a Support Plan.

SEN Register

Our SEN register follows the stages below. Children may be moved on or off the register at any point.

a) Monitoring/ class observation

This approach starts with the class teacher using differentiation strategies to meet the individual needs of pupils. A pupil is monitored if the class teacher has concerns about the child but is currently able to manage their learning within the classroom through group work and differentiated activities. Parents are informed by the class/tutor teacher about concerns at the appropriate time.

After assessment has taken place parents must be informed and invited into school to discuss the findings as soon as it is reasonably possible to do so.

b) SEN support

A pupil moves to SEN support if it is felt by the SENCO and the Class teacher that the child has special educational needs which require additional support. If Interventions are necessary which are additional to or different from those provided as part of the schools usual differentiated curriculum the child should have an IEP. A Support Plan is then drawn up by the class teacher in consultation with the SENCO which is reviewed and rewritten at least termly in consultation with the parents/carers of the pupil. For younger pupils or for those whose needs are considered short-term the review period may be shorter. In all cases the review period may be flexible. If appropriate the pupil will be asked to assess his/her progress.

During this time the class teacher should continue with differentiated strategies, including using different tasks as well as varied support provision and revised outcomes, adapting these, in consultation with the support teacher and/or SENCO, so that together they meet the child's needs. They should ensure that withdrawal from the classroom does not interfere unduly with the child's access to the whole curriculum. Parents/carers must be informed about support.

Where significant progress is made the class teacher in discussion with the SENCO may decide that the child will come off an IEP and be monitored by the teacher whilst still receiving any necessary differentiation.

In some cases it will be appropriate to send a child to an outside specialist for intervention and/or assessment. In such cases Milbourne Lodge will recommend specialists we have worked with successfully in the past whenever possible. If as a result of this it is felt that a child of school age would benefit from support during school time the school will endeavour to make necessary provision available using specialists known to us. Parents will be charged accordingly.

Where a report from an outside consultant has been provided the school must have regard to this guidance for up to three years, after which the report is no longer valid. Either a new report should be obtained or the pupil's needs should be re-assessed, or the pupil should be removed from the Register.

Procedures relating to the SEN register

Records

- The SEN provision records are as follows:
- Expressions of Concern observations are kept by the SENCO on the electronic SEND folder in then S drive and/or in the school office

- Assessment and progress files are kept by the SENCO in the office.
- Parent Interview forms are kept by the SENCO in the school office.
- Learning Support Plans are kept on the S drive or the school office.
- School based assessments are stored by the SENCO in the school office.
- It is the responsibility of the class/subject teachers to read any relevant assessments and to put into their class teaching the recommendations that the SENCO has made.
- It is the responsibility of the SENCO to draw the attention of the teachers to the assessments.
- It is the responsibility of the class/subject teachers/key worker to familiarise themselves with the reports and Learning Support Plans.
- Any other records, Educational Psychologist's reports, Speech therapy etc. are kept by the SENCO in the school office or on the S drive.
- The register of pupils with special educational needs is on the server and all records are updated by the SENCO when appropriate. The SENCO emails all staff drawing their attention to the list a) when it is updated b) at the start of each term.
- At the beginning of each term staff discuss the SEN register and it is updated. All staff have access the current SEN Register. For every pupil on the register with a current Support Plan, this is kept in the file which may be electronic or paper copy. Support Plans are working documents and used when planning – they are accessible in a file or on the school system but remain confidential. The Support Plan might include arrangements for withdrawal support.

Support Plan

A Support Plan is used to plan the support for a pupil which is additional to, and different from, that available to all. It focuses on up to three or four key individual targets and includes information about:

- the pupil's strengths and weaknesses;
- three or four (no more) short term targets set for or by the pupils, with a review date specified for each target;
- the teaching strategies to be used, how these are to be delivered and by whom;
- exit criteria for each target;
- the provision to be put into place; and when the Support Plan is to be evaluated and reviewed; and any outcomes, including next steps and revised targets as appropriate.
- Support Plan targets should be SMART:
- specific;
- measurable; achievable; realistic; and time bonded.

Support Plans are based on a cycle of assess plan do review. As far as possible this is met within the classroom, in some instances with permission from parents we can help to organise provision for TA/Learning Support Assistants to work within the classroom alongside their pupils.

The plans are kept under review at all times and may be adjusted accordingly. Each is formally reviewed, generally three times a year. Parents are also consulted, either formally in a meeting or informally. Teachers are similarly consulted, as is the pupil.

Regular opportunities are available on a formal or informal basis for parents/carers to discuss their child's progress. Parents are able to discuss their concerns with the SENCO whenever they need to.

For a very small number of pupils, progress the Support Stage may still not adequately support their needs. At this point parents can request an Education, Health and Care Assessment (EHC) from the Local Education Authority, preferably with the support of the teachers and SENCO and following consultation with the Head Teacher. The SENCO, with the advice of the class and other teachers, will fill in all the forms sent by the authority and will liaise with the parents and the authority about assessment criteria.

The school will be asked to provide educational advice about the pupil, drawing on record keeping for differentiation, Identified and Support Stages. Intervention remains in place during the assessment process.

All those involved with the pupil must continue to keep detailed records. If possible the SENCO or support teacher should observe the pupil in the class situation once a term and give written feedback to the class and subject teachers on the needs of the pupil. These reviews should be discussed with the parents during target review meetings.

This may result in an EHC Plan. A pupil with EHC Plan will have their progress reviewed every six months with teachers/SENCO/ parents/ outside agencies and the LEA. All those involved with the pupil must continue to keep detailed records. It is the responsibility of the SENCO to collate these records and to maintain the pupil's file.

Other procedures

Strands of Action to meet special educational needs

	Differentiated learning in Class	<i>SEN support</i> Differentiation + small group Support	<i>SEN Support</i> Differentiation + individual help	<i>SEN Support</i> Individual help + advice from an external agency
Assessment and planning	Teacher assessment; Screening Tests	Teacher assessment, Screening tests, in-school whole class Assessments	In-school individual assessment	External assessment by Ed Psych or other therapist(s)
Grouping for Teaching purposes	Grouping strategies used flexibly within	Small groups used for out of class activities	Individual or small group tuition to	Individual or small group tuition to

	the classroom	with group Targets	support IEP targets	support targets or programme drawn up by the school with support from External therapist(s)
Human resources	Class teacher and teaching assistants (TAs) with advice from The SEN/Learning Support Team as necessary	Learning support staff in liaison with class/ form teachers and the parents/ Carers	Learning support staff in liaison with class/form teacher and parents/ carers	Learning support staff in liaison with External therapist, class/form teacher and parents/ carers
Curriculum and Teaching methods	Differentiation for curriculum access using multi-sensory Teaching methods and Suitable adjustments within the classroom. Behavioural target/charts.	Specific reinforcement or development of particular skills through differentiated activities and materials	Individual programming to support specific targets; Access to ICT	Individual programming to support Specific targets; Access to ICT

Curriculum access for pupils

Special needs provision is planned, monitored and reviewed by the Special Needs Coordinator, who reports to the Headteacher and the Senior Leadership Team.

The SENCO and support staff work closely with class teachers through meetings and written communication about pupils as part of the school's assessment procedures, to ensure that learning is differentiated according to the needs of the pupil.

The class or form teacher and the SENCO will discuss provision to ensure that the pupil's access to the wider curriculum is not unduly affected by additional support provision. These discussions should include use of the SENCO timetabled administrative time to meet with class/subject teachers and for the SENCO to observe SEN children on a regular basis with the class or subject teacher's agreement.

A graduated response to learning difficulties

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress of the individual child is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making *adequate progress*.

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 peers; prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers; 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; and demonstrates improvements in the child's behaviour.

Behaviour and SEND

Pupils with behavioural difficulties are included as having SEND even if they do not have learning, or physical or sensory difficulties.

Integration

Children with SEND are fully integrated within the school as a whole. All staff and children know which children receive support but the atmosphere is one of encouragement and understanding.

Personal Development

Considerable attention is paid to the child's overall development and progress. It is the school's aim to fully integrate each child into full school life and to develop the child's self-esteem in the classroom and through school activities.

Future Schools

The Head teacher advises all parents as to the pupil's future school placement when this becomes appropriate. In the event of the pupil having SEND, advice is given to parents as to the amount of continuing support the pupil may need and reports are sent to the future school highlighting the pupil's needs. No documentation will be sent to the future school without the parents' permission. Great care is taken in choosing a future school that has the facilities to cater for a pupil's needs, including a special unit if necessary.

Statutory Assessment and statementing

For a very small number of pupils, progress Support Stage may still not adequately support their needs. At this point parents can request a Education, Health and Care Assessment (EHC) from the Local Education Authority, preferably with the support of the teachers and SENCO and following consultation with the Head teacher. The SENCO, with the advice of the class and other teachers, will fill in all the forms sent by the authority and will liaise with the parents and the authority about assessment criteria.

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