



Mill Lane Primary School

SEND Policy

May 2021

Updated by: Marie Moroz
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Mill Lane Primary School

Designated Governor:
Head Teacher: Sue Skillcorn
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The Governing Body approved the policy:
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Abbreviations used in the policy

SEN - Special Educational Needs
SEND - Special Educational Needs and Disability
SENCO - Special Educational Needs Co-ordinator
LA - Local Authority
EHCP - Education, Health and Care Plan
ARP – Additionally Resourced Provision (Mill Lane hosts the ARP base for children within the LA who have been referred with Speech, Language and Communication Difficulties)

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1 COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (January 2015)
- The Special Educational Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy (September 2015)
- Accessibility Plan
- Teachers Standards (2012)

2 INTRODUCTION

Mill Lane Primary School has one named SENCO (Miss Moroz), two named teachers with responsibility for SEN in the Speech and Language Additionally Resourced Provision class **and the nurture class** (Miss Moroz and Mrs Wood) and a named Governor responsible for SEN (**Mrs Gurney**). They ensure that the Mill Lane Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (January 2015), the Local Education Authority and other policies current within the school.

Mill Lane Primary School believes that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (January 2015).

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, 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, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

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

2.1 WHAT ARE SPECIAL EDUCATIONAL NEEDS?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

SPECIAL EDUCATIONAL PROVISION MEANS

Special educational provision means educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting. Code of Practice 2015

This SEN policy details how, at Mill Lane, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

2.2 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 more 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 duties: we must not directly or indirectly discriminate against, harass or victimise disabled children and 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 duty 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.

3 AIMS AND OBJECTIVES

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership. To involve the parents/carers and pupils in planning and decision making
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs

- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

4 EQUAL OPPORTUNITIES AND INCLUSION

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEN coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

4.1 IDENTIFICATION, ASSESSMENT AND PROVISION

Provision for children with special educational needs is a matter for the whole school.

The Governing Body, the school's Head Teacher, the SENCO and those with responsibility for SEN in the ARP, all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years or prior learning before entry to Mill Lane. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting or previous school. The class teacher and SENCO 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 ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

5 THE ROLE OF THE SENCO (Marie Moroz AND WHAT PROVISION LOOKS LIKE AT MILL LANE)

5.1 The Designated Special Educational Needs Co-ordinator's (SENCO) responsibilities include:

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plan.
- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
 - Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching. At the beginning of each academic year teachers and teaching assistants are given information regarding a child's strengths and areas of concern plus recommendations for new interventions and strategies.
- Advise on the graduated approach to providing SEN support
- Overseeing the records of all children with SEN, ensuring they are kept up to date.
- Liaising with parents of children with SEN and ensuring that parents' and pupils' views are taken into account when planning provision and support.
- Contributing to or sourcing the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer. Transition Guarantee Meetings are organised between Y6 and Y7 teachers and transfer information is provided. Ensuring pupils and their parents are informed about options and a smooth transition is planned.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.
- Making visits to classrooms to monitor the progress of children on the SEN register.
 - Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

5.2 MONITORING CHILDREN'S PROGRESS

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. When a teacher has concern in regard to progress a Cause for Concern form needs to be completed identifying areas of strength and development and what reasonable adjustments, interventions and strategies have been implemented. When a child continues to not make progress despite the above the teacher will need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better 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.

In order to help children with special educational needs, Mill Lane will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of provision maps and where appropriate School Based Support Plan and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an Education Health

and Care Plan, or a One Point Referral, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue using a Cause for Concern form. Parents may be consulted and specific intervention put in place and monitored for a period of up to one term. The class teacher will keep the parent/carers informed. If no progress is noted after this time the child may be added to the school SEN register with parental permission. The class teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and child/young person each term.

5.3 REASONS FOR A CHILD BEING ADDED TO THE SEN REGISTER

- 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.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress.

5.4 STAGES OF PROVISION - CAUSE FOR CONCERN

This involves initial procedures that may be a pre-requisite to a pupil being entered on the SEN register. The class teacher in identifying a concern will support the child within class and keep parents/carers informed of their concerns and the actions they are taking to support the child. The class teacher will monitor the child's progress and after one term if the child continues to not make the expected progress the concerns and actions will be brought to the attention of the SENCO.

5.5 STAGES OF PROVISION - SEN SUPPORT

If the child continues to not make the expected progress despite Quality First Teaching a meeting will be organised with the parent/carer, class teacher and SENCO. The child's strengths and areas for development will be discussed. At this stage the child would be placed on the SEN register at SEN Support. At this stage the SENCO may observe the child to look at strategies that could support the child in class or the playground

The SENCO, SENTA or a suitably qualified member of staff may complete assessments to identify any potential problems. Once the assessment has been completed the SENCO/professional involved will compile a report which will be discussed with the parent/carer and class teacher.

From the observations and assessments a suitable intervention programme will be discussed with the parent/carer and put in place. These interventions will be focused on individual need and the child will be assessed before and at the end of the intervention to see what progress they have made and any further areas for development.

If the pupil continues to make limited progress despite suitable intervention the SENCO will seek specialist help (Educational Psychologist, Speech and Language Therapist, ASD Outreach Team, Occupational Therapy etc.) The class teacher and SENCO will meet with parents/carers and ask permission for the school to refer the child to outside professionals. This will help identify a child's areas of strength and learning needs. The outside professionals will work closely with parents/carers the child and staff offering advice and support on how to meet the child's needs. This may include:

- Advice on suitable strategies or interventions to support the child in class
- Group or individual work with outside professionals
- A group led by school staff under the guidance of the outside professionals

5.6 SCHOOL REQUEST FOR EDUCATION, HEALTH AND CARE PLANS (from September 2014)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous School Based Support Plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Provision maps
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents/carers.
- Views of the child.

5.7 A GRADUATED APPROACH TO SEN SUPPORT

At Mill Lane Primary School, we adopt a "high quality teaching" approach. The key 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 SEN; 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 scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEN and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, should 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 should be 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 to make a successful transition to adult life.

Where a pupil is identified as having SEN, school takes action to remove barriers to learning and puts effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach (Assess – Plan – Do – Review). 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, should carry out a clear analysis of the pupil's needs. This should draw 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. Schools should take seriously any concerns raised by a parent. These should be recorded and compared 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 formally 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 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 information system.

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, they 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.

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 cooperation with the school, must review that plan as a minimum of every twelve months.

5.8 PARTNERSHIP WITH PARENTS

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like.

They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy and School's Core Offer for special educational needs and also the Local Offer from Stockton-on-Tees.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.

Parents/carers always have access to the SENCO via an open door policy and contacting the SENCO via phone (01642 860055).

5.9 THE NATURE OF INTERVENTION

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO; or with TA support on Wave 2 and Wave 3 intervention such as Talk Boost, Fresh Start, Catch Up, Numicon Firm Foundations, Numicon Closing the Gap, Precision Teaching, Toe, by Toe
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher to discuss their individual learning targets and progress made on a termly basis. The SENCO alongside the class teacher will meet with parents/carers of SEN children with an Education Health and Care Plan once a term. An open door policy enables parents/carers to meet with the SENCO whenever they have concerns.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

5.10 THE USE OF OUTSIDE AGENCIES

Outside agencies include:

- Educational Psychology Service (EP)
- Speech and Language Therapist (SALT)
- Occupational Therapy Service (OT)
- Counselling via the **Bungalow Partnership**
- Children and Mental Health Service (CAMHS)
- Hearing Impaired Service
- Visually Impaired Service
- Specialist Learning Team
- Future Steps Occupational therapy

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. Mill Lane Primary School currently buys in additional EP, SALT and Counselling support. We also buy in Future Steps Occupational Therapy, when it has been identified that an individual pupil has significant sensory processing needs.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the School Based Support Plan continues to be the responsibility of the class teacher.

5.11 OUTSIDE AGENCIES MAY BECOME INVOLVED IF THE CHILD:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

5.12 SCHOOL BASED SEN SUPPORT PLAN

Strategies employed to enable the child to progress will be recorded within a School Based SEN Support Plan (which have replaced the Individual Education Plan). The School Based SEN Support Plan will include information about:

- Parents/carers views and aspirations
- Childs views and aspirations
- Attainment in core subjects (reading, writing and maths). In addition it details attainment in other areas including social skills, communication skills, fine and gross motor skills, sensory and physical impairment.

- Intervention / strategies to be implemented
- Frequency and duration of intervention / strategies
- How the intervention will be linked to classroom practice
- How parents will support their child at home
- Expected impact of intervention / strategy
- Reasonable adjustments to be made within class
- Date of review (once a term)
- At each review the impact of the intervention/strategy will be discussed with the class teacher and parents/carers. A decision will be made on the next steps in supporting the child.
- The School Based SEN Support Plans will be stored on the school computer system and a signed copy will be kept in the child's SEN folder
- School Based SEN Support Plans are shared with the child and parents/carers

5.13 ACCESS TO THE CURRICULUM

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs.

Lessons have clear learning objectives and staff differentiate work appropriately using assessment to inform the next stage of learning. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Due to the complexity of their special educational needs, a small number of pupils work on a modified curriculum, appropriate to their developmental needs. The work in small groups in a modified classroom environment with a high level of adult support and facilitation due to their difficulties with speech, language and communication, cognition and learning, social and emotional, and/or sensory and physical. These children are assessed and tracked using PIVATS, an assessment system that breaks the curriculum and milestones down into small, measureable steps. Their curriculum is designed so that they can attain targets that are appropriate for them, and experience success in the school environment. These children have outside agency involvement, such as Educational Psychology and/or Speech and Language Therapy, and their advice is taken into account when designing an appropriate curriculum for these individual children. These pupils access High Needs Funding or have an EHCP, or have applications pending for additional support. This step is taken in consultation with outside agencies, parents/carers and the child (where appropriate). With additional support, these pupils access lessons such as PE, computing, art, golden time, music and class trips with their larger class.

5.14 ALLOCATION OF RESOURCES

An amount of expenditure is specifically allocated to SEN via the school budget share. The ARP receives additional funding to enable its provision. The SENCO and staff with SEN responsibility in the ARP are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care Plans. Extra resources may be allocated from the school budget. This is at a cost to the school and is determined by the Governing Body. The Head Teacher informs the Governing Body of how the funding allocated to support SEN has been employed. The Head Teacher and the SENCO meet annually to agree on how to use funds directly related to Education Health and Care plans and children who are in receipt of High Needs Funding.

5.15 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 visits and physical education sessions. 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 an 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 (January 2015) is followed.

5.16 ARRANGEMENTS FOR EDUCATIONAL VISITS OR RESIDENTIAL VISITS

Each teacher in the school is expected to ensure that *all reasonable adjustments or adaptations* are made so that each pupil has an opportunity to be part of any planned educational visit or residential visit. This will involve completing an overall Risk Assessment including Medical Needs Information.

5.17 TRANSFER ARRANGEMENTS

When pupils move schools, either at phase transfer or at any other times, school records are required to be transferred within fifteen days of the child ceasing to be registered at the school. In respect of pupils with Special Educational Need, transfer procedures must include effective communication to ensure appropriate planning and provision by the receiving school. A Mill Lane Primary School transfer summary is included with the school records.

5.18 ADMISSION ARRANGEMENTS

Mill Lane Primary School strives to be a fully inclusive school. All pupils are welcome, including those with SEND, with or without an Education Health and Care Plan in accordance with the LA Admission Policy.

5.19 ACCESSIBILITY

The DDA (Disability Discrimination Act), 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.

5.20 CRITERIA FOR EXITING THE SEN REGISTER/RECORD

If it is felt that children are making progress which is sustainable then they may be taken off the SEN register. If this is the case then the views of the teacher, SENCO, pupil and parents/carers 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 SEN register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress and assessment meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

6 THE ROLE OF THE CLASS TEACHER

The role of the Class Teacher is to:

- be responsible and accountable for the progress of all pupils in their class, including where pupils access support from a teaching assistant or specialist staff.
- If a child is suspected of having SEN the Class Teacher must take steps to support the child in overcoming these difficulties. The child must be assessed before and at the end of the Class Teacher's intervention and recorded on a Cause for Concern form. After one term, if the child continues to not make the expected progress, the Class Teacher will discuss the concerns with the SENCO and parents/carers.
- To liaise with the SENCO and outside agencies as appropriate
- To identify and provide interventions that are additional to or different from those provided as part of the usual differentiated curriculum
- To differentiate the curriculum to meet the child's needs
- To create, implement and review School Based Support Plans for pupils with complex needs SEN (once a term)
- To ensure SEN children are aware of their School Based Support Plans and review the progress the child has made at the end of each term
- To meet with parents of SEN each term and gather their views and aspirations as well as the child's. To work closely with the parents/carers to identify the next steps in supporting their child, keeping parents informed of the action taken to help their child and the outcomes of the action.
- To attend appropriate CPD (continuous professional development), INSET (in-service training) and relevant courses.

7 THE ROLE OF THE TEACHING ASSISTANTS (TAs)

The TAs work under the direction of the Class Teacher and SENCOs in providing

- Support for children with SEN across the school
- Carry out activities and intervention programmes planned by the class teacher and SENCOs
- Liaising with outside agencies
- Maintaining records of the children they work with
- Attending review and meetings as requested
- To attend INSET and courses as appropriate

8 THE ROLE OF PARENTS/CARERS OF PUPILS WITH SEN

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents are encouraged to liaise closely with school regarding their child's progress and meet with the class teacher once a term.
- Parents/carers will be involved at all stages of the education planning process and are seen as equal partners.
- All parents/carers of children with SEN will be provided with information about Stockton Special Educational Needs and Disability Information Advice and Support Service (SEND IASS)
- At Annual Review meetings for children with an EHCP parents/carers views will be sought. Where the school makes suggestions as to how parents/carers can help at home, these are specific and achievable.
- All School Based Support Plans in place for individual pupils will be shared with parents/carers.
- Ideas and materials for supporting the SEN child at home will be discussed with parents/ carers.

- Once a term parents/carers of children with an EHCP and High Needs Funding will be invited into school to discuss progress and new interventions with the Class Teacher, SENCO and Teaching Assistant as applicable.
- In accordance with the school's 'Open Door' policy, parents are encouraged to contact the child's Class Teacher and or SENCO as needed.

9 PUPIL PARTICIPATION

Pupils with SEN have a unique knowledge of their own needs and are encouraged to participate in the decision making process, including setting of targets and contribution to School Based Support Plans. They have the opportunity to attend Annual Review meetings and their opinions about their education are sought and recorded. This will depend on the age/needs of the child. Home - School agreements ensure that pupils, as well as parents, understand their rights and responsibilities with regard to their education.

10 THE ROLE OF THE GOVERNING BODY AND THE SEN GOVERNOR

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having SEN. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body has decided that children with SEN will be admitted to the school in line with the school's agreed admissions policy.

The SENCO reviews the policy annually and shares the updated policy with The Governing Body.

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

11 MONITORING AND EVALUATION

The school has monitoring and evaluation systems in place, following the Assess – Plan – Do – Review model which includes:

- Monitoring of classroom practice by the Head Teacher, Deputy Head Teacher and SENCO
- Analysis of pupil tracking data
- The SENCO and Assessment Leader monitor the movement of children within the SEN system in school
- The SENCO, Assessment Leader and the Head Teacher hold regular meetings to review the work of the school in this area
- Monitoring of procedures and practice by the SEN Governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents/carers and staff, both formal and informal

12 STOCKTON SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION ADVICE AND SUPPORT SERVICE (SEND IASS)

An information leaflet containing details of Stockton Special Educational Needs and Disability Information Advice and Support Service (SEND IASS) (formerly Parent Partnership Service) is available in school or can be obtained directly from the LA. A link to their service is also on the school website. Use of this service is voluntary and may be used by parents/carers for impartial and confidential advice.

SEND IASS provide a range of services to ensure parents/carers of children with additional needs have access to information, advice and support on all matters relating to SEND so they can make appropriate informed decisions.

12.1 PARENTAL CONCERNS

We encourage parents/carers to raise any concerns with their child's class teacher initially. This may or may not then lead to discussion with the SENCO or Head Teacher.

12.2 COMPLAINTS

Any complaints with regards to SEN provision should be referred to the Head Teacher and Governing Body following the complaints procedure established by the school. Information about Stockton Special Educational Needs and Disability Information Advice and Support Service (SEND IASS) and is available from the LA and the School Core Offer (see school website). LAs must provide disagreement resolution arrangements for parents of children with Education, Health and Care Plans. These must demonstrate independence and credibility in working towards early and informal dispute resolution. The early resolution of disputes can prevent long term problems.

This policy is supported by the SEN Code of Practice and information held by SENCO which is available to all teachers.