

MILLFIELDS C E PRIMARY SCHOOL

Faith, Respect, Courtesy & Endeavour

Special Educational Needs

June 2021

Introduction and Compliance

The school policy on Special Educational Needs (SEN) complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice September 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- Teachers' Standards 2012
- Children and Families Act 2014
- Part 3 of the Children and Families Act 2014 and associated regulations.
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements
- Schools SEN Information Report Regulations 2014
- Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers)
- Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission
- Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Equality Statement

At Millfields CE Primary School, we seek actively to encourage equity and equality through our work. No gender, race, creed or ethnicity will be discriminated against.

Our Agreed Definition of Special Educational Needs and Disability:

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. It includes those children who are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

For purposes of classification, children's special needs fall into one or more of the following four categories:

The four primary areas of need are:

1. Communication and Interaction

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

2. Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia or dyspraxia.

3. Social, Mental and Emotional Health

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration and who may display challenging behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as ADHD, ASD, Tourette's Syndrome or Attachment Disorder (AD). It is also recognised by the school that children may display certain behaviours as a result of low self-esteem or other issues such as neglect.

4. Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties.

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation.

Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEND issues.

Aims

At Millfields CE Primary School, we believe that all children are entitled to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We aim to meet each child's requirements, making necessary adaptations and taking in to account their needs and wishes. We will consult with children, parents and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be made relevant to the individual child. We focus on the children becoming confident individuals, who achieve their best making successful transitions into further education and adulthood living fulfilling lives.

Every child is valued as an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience – thus developing the whole child, academically, socially, physically morally, emotionally and spiritually.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Headteacher, the SENCO and all other members of staff have important day-to-day responsibilities.

Millfields CE Primary School is a Rights Respecting School. The following articles relate to this policy.

Article 28 -Every child has the right to an education.

Article 12- Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13- Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

Objectives

The objectives of this policy are:

- To ensure that the special educational needs of children are identified and assessed early, and information is effectively disseminated;
- To create an environment that meets the special educational needs of each child;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in making provision for children's special educational needs; and
- To enable all children to have full access to all elements of the school curriculum wherever this is practicable to facilitate.

Identification, Assessment and Provision-Graduated Response

The school's arrangements for assessing and identifying pupils as having **"SEN"** also form a part of our published **Local Offer**, which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality. Although the SENDCO has overall responsibility for the identification of pupils with SEN in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

To enable access to the National Curriculum for all pupils, differentiated approaches are used within the classroom. By this means we aim to provide learning experiences and support to suit individual needs and opportunities for acquiring confidence and achieving success thus contributing to a positive self-image and all round personal and social development.

Pupils with SEND will gain access to the National Curriculum through a variety of strategies including access to Quality first teaching and differentiation. This may include extra support from the class teacher, SENCO, TA, learning mentor, parent helpers, Headteacher or students. It may also include individualised or small group activities adapted to suit their particular need.

Other examples of support:

- Children with hearing/vision problems will be seated/grouped in such a way as to maximise participation in activities.
- Sensory diets to allow children to self regulate
- Children with motor control problems may have use of apparatus supplied by outside agencies such as keyboard, writing stands etc. or use of school apparatus such as thick pencils, wide lined paper etc.
- Children with emotional/behavioural problems may work in partnership with the learning mentor or a particular member of staff and use is often made of individual contracts to modify behavioural difficulties.
- Parents will be invited to discuss any strategies it may be possible to implement at home, including such activities as extra homework, with staff.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

Roles and Responsibilities**The SENCO**

The senco will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- 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 plans
- 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
- Advise on the graduated approach to providing SEN support
 - Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Although the SENDCO has overall responsibility for the identification of pupils with SEN in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

The SEN governor

- 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
- The Headteacher and SENCO provide a termly SEND report on the number of pupils on the SEND register and their progress, as part of the Headteacher's report to governors

The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The Class Teacher:

At the heart of the work of every class is a continuous cycle of planning teaching and assessing which takes account of the wide range of abilities aptitudes and interests of children.

Each class teacher is responsible for:

- The progress and development of every pupil in their class , monitoring children with SEND within their own class and for implementing individual programmes of work drawn up in collaboration with SENCO, parents and outside agencies. This approach is referred to in the Code of Practice as Assess, Plan, Do, Review
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching .
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision The Senco and class teacher will have Pupil Progress Meetings each term to monitor progress and attainment of those children with SEN.
- Ensuring they follow this SEN policy

Supporting Children with SEND- Graduated Approach to Support

1.Quality First Teaching including differentiation

- Interventions to support , CPD for staff to understand the needs of the child.
- Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Completion of Pupil Progress Meetings and Cohort planning and reviews to identify the pupils at risk.
- Completion and identification of need within the year groups. Completion of provision map for interventions and any additional support. Some children will have individualised provision maps who have been identified with specific targets/outcomes from specialist support teams

2.Specialist support and external assessment

- Next steps for those pupils who are identified:-
- High quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil's record on the school information system and given to the parents. Schools should also tell parents and young people about the local authority's information, advice and support service. (Wired and LA information on the school website)

3. Graduated Response

- Assess, support, plan, do, review.
- Completion and/or review of the One Page Profile.
- Provision Maps to be individualised with specific outcomes from specialist advice.
- Completion of Additional Support Plan –(include 2 reviews of the plan before it can be escalated – not necessarily 2 terms).
- Multi Agency Meeting to decide on next steps – should be part of the review, taking into account on services which are supporting the child.
- EHCP process to start- 20 week period to find out whether or not it has been successful

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The Local Authority is the admitting authority for Millfields CE Primary School. Millfields C.E. Primary is a fully inclusive school. All children will be treated according to their needs in line with the school policy for equal opportunity. Where a child has a particular need, e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met. Millfields CE Primary school complies with relevant accessibility requirements. The building can be accessed by wheelchair users and includes a toilet for disabled, changing and shower facilities. The Local Authority makes the final decisions on admissions.

Transition Arrangements

At Millfields CE Primary School, we hold a 'Transition day during the summer term where children get to meet their teacher for the following year, learn about the curriculum and have any questions answered. An enhanced transition programme, where necessary, is put into place for SEND children to ensure a smooth and successful move is made into the next class.

Children transferring to High School have a planned transition programme and if appropriate have access to an enhanced programme. The SENCO and Year 6 teacher liaises with a member of staff from the receiving High School to ensure all information and records are passed on including an individual Record Sheet for SEND pupils with brief description of the needs of individual child and strategies adopted by Millfields C.E. Primary School for meeting those needs.

In the event of a pupil transferring to a Special School it is our policy to support both pupil and parents whilst this transition is taking place. This procedure is generally the responsibility of the Headteacher and SENCO.

If a pupil changes school before the end of Year 6 all records and evidence of his/her work are sent to the new school within two weeks of it being requested.

Full records including the Initial Statutory Record are sent before the end of Summer Term to Secondary Schools.

Children entering school in FS1 and FS2 visit the school prior to the beginning of the new school year. Parents meet the teaching team and pass on information relevant to the development of their child. Pre-school providers have a transition meeting, where appropriate, with the class teacher and SENCO to highlight any relevant information.

Managing 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 trips and physical education. 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 children may also have special educational needs and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

At Millfields CE Primary School, we support children, where possible, with medical conditions. Staff will receive training as the need arises.

Refer to policies for Health & Safety, Accessibility, , First Aid & Administration of Medicines in School

Partnership through supporting Parents and Families

We listen to and act upon the concerns of parents. All staff are alert to the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the Parent Partnership Services available as part of the LA Local Offer and keep our school website up to date with relevant information.

Further information can be found on the Wirral website (<http://localofferwirral.org/>) about the Wirral Local Offer, which outlines service provision in the county and support available to parents and children with SEND.

Wired - Wirral SEND Partnership website (<https://wired.me.uk/services/wirral-send-partnership>)

Parents are involved on both formal and informal bases. Parents' Evenings (group and individual) in the autumn term and the Annual Report to Parents provide regular information exchange opportunities. An open afternoon is also held in the summer term. Parents can be asked into school for confidential meetings to discuss problems and strategies to support individual pupils with the class teacher, Head Teacher or outside agencies. Parents have access to copies of reports written by outside agencies, individual provision maps and one page profiles. Staff are available to discuss progress and individual work programmes informally before and after school. Parents can make an appointment to see the Teacher, SENCO or Headteacher at any time.

Consultation with Children

All children are given the opportunity to be involved in making decisions right from the start and parents are encouraged to support this. Taking into account the child's

evolving maturity, children are encouraged to make choices and to understand that their views and concerns are valued and considered at all stages of support. We ensure that outcomes are achievable, and discussed with the child so that they understand why they are working in a particular way and what the expected outcomes are. One page profile are written in close consultation with the individual child.

Special Needs Register/Records

The school keeps a register of children's special educational needs which is updated termly in line with School Census SEND data requirements. The register records type and level of need(s) which are closely monitored and adjusted when necessary, in accordance with a graduated response model. In addition to the register the school maintains in files a more detailed record for each child with special educational needs.

This Pupil Record or Profile contains:

- Descriptions of the child's difficulties by the child's teacher or teachers;
- Reports from previous schools or classes. If these have not been provided, the school should make efforts to obtain the necessary information;
- Supporting information from within the school, including copies of provision maps, National Curriculum levels, test scores – reading, spelling, maths etc.
- One page profiles, Individual provision maps and EHCP if appropriate.
- Reports from other agencies where appropriate, eg. Social Services, Support Services, Educational Psychology Service, Education Welfare, School Medical Officer.

Funding and Resources

The school budget supports pupils with Special Educational Needs in the following ways:

- Provision of extra teaching support for pupils with Special Educational Needs
- Provision of resources, particularly for English , Maths and Emotional support
- Provision of In-service training and supply cover for staff, teaching and non-teaching

The notional SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes and enhancing provision for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact.

The LA provides some additional funding for pupils through Individual Pupil Funding as well as those with Education Health Care Plans.

Continuing Professional Development (CPD)

All teaching and support staff are encouraged to attend or access courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENDCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

Monitoring and Evaluation

Pupils' progress is monitored using standardised tests as well as teacher assessment and progress trackers. Upon entry to the school, all pupils' attainment is measured against a variety of induction materials designed to give the class teacher the best possible indication of pupils' needs. Quality of teaching is monitored through

lesson observations, learning walks, book-scrutiny and pupil interviews. Interventions are evaluated for their effectiveness, impact and value for money.

Arrangements for Considering Complaints

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues this should be referred to the Headteacher, who will try to resolve the matter and can advise on formal procedures for complaint. At all stages parents are able to seek advice from Parent Partnership Service.

Review

This policy is to be reviewed annually but will be reviewed earlier in the case of any key personnel changes or to reflect new statutory legislation.

The next review is due in July 2022.

The school's Special Educational Needs Co-ordinator (SENDCO) is Mrs Pamela Yates. To contact her please visit the school office or phone 0151 327 1722. Our SEND governor is Mrs Asquith