



MPA SEN Policy

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Responsible Committee:	Local Advisory Board
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SENDCo: Miss Emma Wilson

Objectives of the SEN policy

The purpose of this policy document is to:-

- Clearly define the precise meaning of the term Special Educational Needs with reference to the pupils of Milton Primary Academy, the City's guidelines and the DfE's regulators.
- Confirm the procedures to be adopted in establishing the recognition of those needs.
- Confirm the provision available to staff and pupils to address these needs.

Policy development

The policy was devised and developed by all members of staff with added information drawn and based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(January 2015\)](#), knowledge gained from the Special Educational Needs and Disabilities Co-ordinators' (SENDCo) special needs training and the following legislation

- [The Special Educational Needs and Disabilities Regulations 2014](#) which sets out the school's responsibilities for education, health care (EHC) plans, SEN coordinators (SENCOs) and SEN information report.
- DfE (2015) 'supporting pupils at school with medical conditions'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working together to Safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

Principles

- A child with special education needs should have their needs met
- The special educational needs of children will normally be met in mainstream schools or settings.
- The views of the child and parent should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

Aims

The aims of the special educational needs provision at Milton Primary Academy are:-

- To enable pupils to reach an appropriate level of cross-curricular reading and spelling commensurate with their ability, but not necessarily their chronological age.
- To support pupils with greater difficulty in learning than the majority of children of that year group
- To define the need as early as possible in the pupil's education and as soon as the need becomes evident
- To address the individual needs of children with specific learning difficulties through a structured and well-defined system.
- To enable our children to experience success and achievement alongside their peers

The Role of the Special Educational Needs Co-ordinator (SENCo)

- Children may enter the school with a SEND and the parents are invited to discuss their child's needs with the SENDCo.
- Teaching staff identify children with SEN and discuss their concerns with the SENDCo and parents.
- The SENDCo is there to advise and support teaching staff and parents with the necessary support.
- The SENDCo works with and seeks advice from external support partners (see section 12) to support
- The SENDCo monitors, evaluates and reviews SEND practice in the school.

Management

The school demonstrates the effective implementation of the policy by ensuring that:

- The staff successfully operate a target and review system
- The children are making progress towards their potential
- There is good liaison between the Headteacher, staff, parents and the SENDCo
- Advice from outside agencies is being used with effect
- Classroom assistant support is working effectively
- SEND practice to be monitored by the Headteacher and SENDCo
- SEND attainment and data is tracked and monitored closely by the Headteacher and SENDCo.

Admission

- Children will be admitted to the Nursery and the school without reference to ability or aptitude.
- Where applications for admission exceed the number of places available, the LEA Admissions criteria will be applied.

Specialisms

Milton Primary Academy does have:

- Ramp access for wheelchair access to all areas.
- Two toilets that have been adapted for the less able.
- The staff welcome all children and parents into the school and are prepared to work with all agencies to allow access to the National Curriculum.
- The school fosters very good links with the NHS Hub/Stoke-on-Trent Social Services and local groups.
- Arrangements for policies to be printed in other languages/Braille can be offered by the LA.
- The staff will work as effectively as possible to assist all children educated at Milton Primary Academy.

Allocation of resources to and among pupils with SEN

- Specialist equipment assessments, books, schemes and programmes of study including ICT are held in the Staff Room and welfare office. These are available to the whole staff.
- A class provision map allocates time for children receiving additional 'school support' either individually or in reinforcement groups.
- Classroom assistant time is used to support children with special educational needs for structured interventions or classroom support.
- The Headteacher ensures that funds available through the school budget are used effectively providing staff support for pupils with SEND and specialised equipment.
- Where 'Education, Health and Care (EHC) Plans are in place, the designated funds are allocated by the Headteacher and LAB appropriately for the specified needs of the children.
- Every child on the SEND register will have their own Pupil Passport to advise all staff of their needs

Identification of those children with SEND

All children may at some stage of their education develop a special need that should be addressed. This may often be dealt with within the context of the normal day to day curriculum delivery by the class teacher and support staff. In addition to this, children may have access to specialised interventions or programmes of study to help support and underpin their specific area of need.

A child will be considered to have a special educational need which needs additional recognition and provision if she/he:

- Has a significantly greater difficulty in learning than the majority of children in that particular year
- Has a disability which either prevents or hinders the child from making use of the educational facilities of a kind provided for the children of the same age
- Displays a mismatch between general intellectual skills and literacy and numeracy skills
- Has a social, emotional or mental health difficulty which may or may not affect his/her academic progress.

Identification

Initial concerns recognised by the class teacher will be addressed in the first instance in class by the class teacher. He/she will liaise with the SENDCO to discuss suitable targets and add the child's name to the class provision map. The class teacher will discuss the concern with parents or guardians. If concerns continue and outside agencies are involved, the child will be entered onto the Special Educational Needs Register under the appropriate SEND area of concern.

Assessment

All children are assessed to reveal their reading age and spelling age within English.

Assessment may be requested from other professional bodies e.g. Educational Psychologist, School NHS hub, Specialist Advisory Service and Inclusive learning services.

Children found to be below the level expected are set SMART (Small Measurable Achievable Relevant Timed) targets.

Diagnostic tests may be given to highlight areas where additional support is needed. All assessments are age appropriate.

Standardised assessments may be carried out for further investigation into a specific area of need.

Monitoring and Review

- Milton Primary Academy uses Edukey as an efficient management tool to support with the setting and monitoring of targets.
- Children are monitored in relation to the 'assess, plan, do and review' model
- Children are set programmes of work towards set targets. They are monitored by class teachers and in reinforcement groups on a day-to-day basis.
- The review of targets for children on the SEND register usually takes place termly. New targets are set by the class teacher with the child and parents, where appropriate, in conjunction with the SENDCO.
- Targets on the Pupil Passports of children identified as having an SEND area of need or an EHC plan will usually be reviewed termly. They will also be reviewed on the advice of outside agencies and following an annual review of an EHC plan.
- EHC plans will be reviewed annually.

- The class provision map is drawn up by the class teacher after liaison with the SENDCo.
- The pupil passport is drawn up by the class teacher in liaison with SENDCo, outside agencies, parents/guardians and, where appropriate, the child.

School based support

A class provision map with appropriate SMART targets will be drawn up by the class teacher in discussion with the SENDCO. The parents and, where appropriate, the child will be invited to be involved in the development of the targets. The targets will be reviewed half termly. If advice has been given from outstanding agencies, this will be taken into consideration when developing these targets.

What is an Education, Health and Care Plan?

An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. An application will be made when a child's needs present as more severe and/or complex. The plan is drawn up by the local authority after an EHC needs assessment. An EHC plan can be issued to a child or young person between the ages of 0 and 25 years. For more information on the EHC needs assessment. For more information on what an EHC Plan is, you can follow this link to the Local Authorities 'Local Offer' website:

https://search3.openobjects.com/mediamanager/stoke/directory/files/what_is_an_education_health_and_care_plan_leaflet.pdf

Education, Health and Care Plans

Meetings will be arranged at the school to review annually the EHC plan. Staff, the child, parent/guardians and all outside agencies involved will be invited.

- The SENDCo will liaise with the class teacher to timetable additional individual and group sessions to fit suitable with National Curriculum subject times.
- The SENDCo will liaise with classroom assistants to support and monitor delegated activities.
- The SENDCo will keep the Headteacher and Inclusion Lead informed of the progress and relevant information regarding children on the Special Needs Register
- The SENDCo will schedule yearly reviews of the EHC outcomes and ensure that external agencies (e.g. SENDMAS), Parents and the child is a part of the review

Curriculum

Pupils who demonstrate a need for special needs support will have access to a balanced and broad curriculum. All children are encouraged to take a positive, active part in the academic, social and spiritual aspects of their education working towards their potential, activities are suitably differentiated where necessary.

They are included and encouraged to demonstrate their skills in class and in school assemblies and in many sport and music opportunities.

Pupils SEND needs would be met through a variety of contexts; High quality, differentiated teaching from the class teacher; in-class support and withdrawal to intervention/booster groups.

Integration

As an inclusive school we follow the following principles:

- Setting suitable learning challenges
- Respond to pupils diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils
- Ensure children experience success and achievement

By applying these principles we cater for the whole child at all times of the day, ensuring curriculum integration and a full range of social activities at school.

Where possible support is given in the classroom, where children are withdrawn, the staff room, library, sensory room or community room is used.

Complaints Procedure

The SEN complaints procedure follows a staged approach:

- The parent/guardian takes the matter up with the member of staff involved. The SENDCo may or may not be directly involved at this point but should always be kept fully informed.

If this does not fully resolve the complaint:

- The parent/guardian takes the matter up with the Key Stage lead. Again, the SENDCo should be kept fully informed.

If this does not fully resolve the complaint:

- The parent/guardian takes the matter up with the SENDCo.

If this does not fully resolve the complaint:

- The parent/guardian takes the matter up with the Headteacher.

If this does not resolve the complaint:

- The parent/guardian puts the complaint in writing to the Local Advisory Board.

In the very rare case that this does not resolve the complaint:

- Parents have the right of appeal to the LА and, ultimately, to the Secretary of State of Education.
- Parents should know the time-frames within which decisions should be reached and should be kept informed how things are progressing.
- Special Educational Needs & Disabilities Information & Advice Service (SENDIASS) is a support service for parents who have children with Special Educational Needs.

Staff training

- Information on courses offered by City of Stoke on Trent – LА and private bodies are circulated to the staff
- Courses are attended by both the SENDCo and the classroom assistants
- Information is disseminated to other staff members at staff meetings and INSET sessions
- We have a close link with the LА SEND services (Special Educational Needs Disability Service).
- The SENDCo attends termly SENCo and information meetings
- We make use of the Speech and Language Therapy Department, Occupational Health Department and Physiotherapy Department.

External Support

Sources of additional support:

- Inclusion Services
- Educational Psychologist
- School Nurse Hub
- Educational Welfare
- Speech and Language Therapy
- CAMHS
- Any other services available

External Relations

When children on the Special Needs Register at Milton Primary Academy move to another school, every effort is made to ensure the receiving school is aware of difficulties the child may be having in order that support may continue.

Advice and information is gathered from Health and Social Services, Educational Welfare and other agencies as the need arises.

Partnership with Parents

At Milton, pupils are assessed routinely and regularly as part of the ongoing curriculum. These assessments form part of our ongoing tracking in which the progress of each child is monitored. This tracking of pupils enables the early identification of any pupil who is not making expected progress. Any concerns regarding progress or attainment will be raised with parents at the earliest convenience either in informal discussions or at formal parents' evenings which occur twice per year.

If concerns continue despite class teacher intervention, the school will speak to parents and discuss the next steps which may involve entering your child onto the Special Educational Needs register.

Parents are kept informed of concerns staff may have and are made aware of their children's targets, which are usually reviewed termly and their comments invited. Parents are encouraged to become involved with any additional support through home-school liaison.

On Pupil Passport reviews, views of the child and parents are obtained, valued and listened to.

Implementation of the policy

Our school will manage implementation of this policy with the support and guidance of the Local Authority.

Policy Success Criteria

- Pupils with SEN are thriving in school
- Increased differentiation of the curriculum is provided to meet diverse individual needs. Staff understand the objectives of their curriculum planning for pupils with SEN.
- Reasonable adjustments to be made by staff to ensure that all children are accessing the curriculum
- Regular monitoring and reviews of individual needs is to take place with clear records kept of action taken.
- Good home/school communication is established and maintained.
- SEN policy is regularly reviewed, updated and monitored.