



# **SEN POLICY**

# **THE MILL PRIMARY ACADEMY**

Date of policy revision  
Next review date

April 2015  
April 2016

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### **SPECIAL EDUCATIONAL NEEDS POLICY**

#### **INTRODUCTION**

This document is a statement of the aims, principles and strategies for special educational needs at The Mill Primary Academy. This policy should be read in conjunction with the accessibility policy.

#### **PRINCIPLES AND OBJECTIVES**

At The Mill Primary Academy we put the children first; we recognise that every child is special and unique and deserves the opportunity to be happy, feel safe, valued and to be successful.

At The Mill Primary Academy we have a fully inclusive, collegiate ethos where we aim to teach the values of good manners, positivity, trying hard, pride and good decision making.

All children have access to a broad, balanced, relevant, curriculum differentiated to meet individual needs. All staff are committed to the school and to teaching and strive for the highest quality of education for our pupils through early identification of needs and tailored intervention. We work in partnership with parents and carers and encourage and support the involvement of individual children.

As a school we follow a graduated approach to special educational needs (SEN) in order to meet the needs of individual children effectively and appropriately.

Wave 1	Quality first teaching	All children
Wave 2	Small group additional intervention	Just below national expectations
Wave 3	Individual or very small group intervention with a trained and supported teaching assistant (TA)	Struggling

Therefore, we aim;

- To identify and assess individual pupils' needs as early as possible.
- To match the provision of the curriculum to the needs of individual pupils.
- To ensure all pupils experience a broad, balanced, relevant and differentiated curriculum.

- To structure teaching groups in order to match as closely as possible the needs of the pupils.
- To ensure appropriate and relevant information is available in order to address the evolving needs of all pupils.
- To ensure that all pupils, staff, governors and parents/carers are aware of the special needs provision within the school and work in partnership.
- To ensure individual pupils and staff receive appropriate support to meet identified special needs.
- To integrate those pupils with special educational needs as fully as possible within the framework of the school.

Children that are identified as having SEN, whether learning, social or emotional needs or a disability have their needs met through provision which is additional to, or different from, the educational provision made for children of their age. Children must not be regarded as having a learning difficulty solely because the language spoken in their home is different from the language in which they will be taught.

### **IDENTIFICATION, ASSESSMENT & REVIEW**

A pupil is defined as having Special Educational Needs if they have a learning difficulty which requires special educational provision to be made for them. A pupil has a learning difficulty if they have a significantly greater difficulty in learning than the majority of pupils of their age or they have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of that age in the Local Education Authority's area.

#### *Identification*

Children with SEN may be identified through parental information, the class teacher or information from other teachers and adults in the class or through referrals from outside agencies. Pupils' progress is monitored by teaching staff through children experiencing difficulties and inadequate progress being made despite differentiation of learning opportunities; these are reported to the SENCo. Concerns expressed by parents and professionals are also monitored by the SENCo who decides upon appropriate external agencies to be involved in assessment.

#### *Assessment*

Early identification is vital. Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Thorough ongoing teacher assessment in Reception and Year One enables early identification of children with SEN. The Development Matters evidence is added to as the Reception year progress, building a comprehensive assessment record for each individual child.

The phonics screening check is an assessment for children at the end of year one to confirm whether individual children have learnt phonic decoding to an appropriate standard. It helps to identify children that need further support with their reading in order to improve their reading skills. Children that do not meet the threshold at the end of year one are retested at the end of year two.

### *School Assessment Process*

Children are assessed for reading during reading lessons, in these sessions adults will work with the children assessing their reading ability and understanding through verbal discussion. Writing is assessed through unaided writing, as well as during daily literacy lessons this is part of the daily literacy scheme, where children learn new skills. Unaided writing is held fortnightly, the children will complete a piece of independent writing based on a given prompt. The prompts are designed to give coverage to a range of genres. Unaided work is assessed using APP (Assessing Pupil Progress) criteria to provide a NC level. Maths is assessed through a skills tracker, this monitors their understanding of the four operations  $+$   $-$   $\times$   $\div$  through a series of progressive assessment question cards. Cards completed are mapped on the tracker allowing support to be given for areas of difficulty. All children have 10 minutes each day of mental maths to develop fluency and quick recall of skills. The activities are adapted to suit each class.

The Key Stage 1 Standard Attainment Tests (SATs) at the end of Year 2 highlight strengths and weaknesses of individual children and can be used to identify need. Children from Year 3 to Year 6 are tested half-termly using QCA tests for reading, writing, mental and written mathematics. Children in years 1-6 are also assessed using summative assessments and these assessments combined with their ongoing teacher assessment provide data which we use to track their progress.

Assessment tools for reading and spelling are used to check pupil's ability and progress. The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation. The SENCo works closely with parents/carers and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

### *Provision*

The school, in line with the Special Educational Needs Code of Practice 2014, adopts a graduated response in order to help children with SEN. Parents knowledge, views and experiences are highly valued and parents are involved at all stages. If the school feels it is necessary to consult with other agencies or professionals, parents are consulted and consent requested before any action is taken.

If our assessments show that a child is not making at least satisfactory progress, then strategies are put in place to support the child. If they continue to make unsatisfactory progress then support is stepped up to:

### *School Support*

This is when the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum.

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. This will be reviewed half termly and the Class Teacher will keep parents and carers informed and draw upon them for additional information.
- The SENCo may become involved and may undertake further assessments to find out what are the barriers to learning for that child.
- The SENCo will support the class teacher in planning future interventions for the child. The impact of these interventions will be monitored.

For some children the support given in School Support may not generate adequate progress in specific areas. In such cases the class teacher, SENCo and parents will take the decision to consult outside agencies for specialist advice/support.

- Additional or different strategies are put in place – an IEP is written to reflect this.
- The progress of these children will be closely monitored.

### *Education Health and Care Plan*

In a very few cases, when there is significant concern about the child, the decision is made that much more detailed information is needed. After consultation with the parents, class teacher and outside agencies the school may request assessment for an Educational Health and Care Plan. The Local Education Authority looks at the evidence and decides whether the assessment is needed. If an assessment is carried out, it may lead to a formal Educational Health and Care Plan being issued. An annual review takes place within one year of the date of the statement. The procedures for inviting professionals to the meeting and the distribution of advice etc... are followed as is written in the new Code of Practice for Special Educational Needs and Disabilities.

At each stage the SENCo, together with the relevant teacher(s), ensures concise objectives with SMART (Smart, Measurable, Achievable, Realistic and Time related) targets are set for children with SEN. These are targets that employ a small-steps approach. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. These objectives will be monitored and reviewed by the class teacher, support teacher, SENCo and other support staff once every half term. The outcomes are recorded on the IEP along with details of further action to be taken.

## **STAFF ROLES & RESPONSIBILITIES**

### **In our school, the Class teacher:**

- makes initial identification of a child with Special Educational needs;
- differentiates the curriculum in all subject areas where appropriate;
- meets with the parents to notify them of any additional differentiation needed to meet the needs of the child;
- monitors the progress of the child and regularly updates any assessments;
- helps to devise IEPs with the SENCo, parents and pupils;
- ensures that the IEP targets receive sufficient teaching time and resources for the child to achieve them;
- ensures the SENCo is kept well informed of any issues that arise between reviews;
- liaises informally with parents regarding their child's progress towards targets
- maintains on going liaison with the child regarding progress;
- prepares a written report in consultation with Sen Co for children with a statement for their annual review meeting.

### **In our school, the TA:**

- works at the direction of the class teacher and SENCo

### **In our school, the SENCO:**

- manages the day-to-day operation of the policy;
- supports and advises colleagues;
- co-ordinates the provision for and manages the responses to children's special needs;
- oversees the records of all children with special educational needs;
- oversees the writing, distribution and review of Individual Education Plans (IEPs)
- acts as the link with parents and carers;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision,
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.

### **In our school, the Headteacher:**

- ensures that all children make the best possible progress.
- that the Code of Practice is complied with.
- Reports to the Governing Body on the provision for children with special educational needs and disabilities.

### **The role of the Governing Body**

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

### **In our school, the Governors:**

- Monitor the school's SEN policy;
- Ensure they are up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.
- Measure the impact of actions taken and money spent.

## **ADMISSION ARRANGEMENTS**

Children with SEN are welcomed into The Mill Primary Academy. The school makes provision for children with communication and interaction, cognition and learning, social, emotional and mental health difficulties, sensory and/or physical needs. Successful inclusion is ensured by close liaison with parents and professionals in order to ascertain and meet individual need. Prior to admission, it is the school's policy to contact relevant outside agencies to obtain as much information as possible so as to successfully integrate all children into a supportive environment.

Please refer to the admissions policy for further details on applying for a school place.

## **COMPLAINTS PROCEDURE**

Please refer to the complaints procedure policy.

## **ALLOCATION OF RESOURCES**

The Headteacher and the SENCo 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 Educational Health and Care Plans. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. The Headteacher and leadership team agree priorities for SEN including how to use funds directly related to Educational Health and Care Plans. The SENCo draws up the SEN action plan, when the school is planning for the next School Development Plan (SDP). The SENCo is responsible for spending the SEN budget to purchase resources to run interventions throughout the school and to implement the SEN action plan.

## **PARTNERSHIP WITH PARENTS AND CARERS**

At The Mill Primary Academy the involvement of parents is valued and encouraged. When a concern is first expressed in school parents will be contacted by the Class Teacher or SENCo and asked for their views. Thereafter parents are consulted at all stages. Parents are involved in all decision making. We inform the parents/carers of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs. We encourage parents to contact us with details of any medical condition, which might affect their child's education, and to plan with us to meet any such needs. We particularly ask parents to contact us after their children have had hearing or vision tests or school medicals. Likewise, we inform parents/carers at all times of any intention we have of making referrals.

## **PUPIL PARTICIPATION**

In our school, we believe children must feel confident that they will be listened to and that their views are valued. We encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. Children with SEN often have a unique knowledge of their own needs and their own views about what sort of help they would like to make the most of their education. We encourage children to participate, where possible, in decision-making processes including the setting of targets, contributing the assessment of their needs and to the annual review and transition processes. Children are involved at an appropriate level in setting targets and in any review meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

## **EVALUATING EFFECTIVENESS OF THE POLICY**

The success criteria are as follows;

- all staff aware of the contents of the policy and the procedures contained within it;
- children with SEN will be identified early;
- effective provision made for all children with SEN;
- continuous monitoring of children's progress in relation to targets set;
- all children will be given equality of opportunity to participate fully in school activities;
- all staff will work collaboratively to remove barriers to learning and raise self-esteem and achievement;
- all children will meet personal standards of excellence;
- children will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs;
- there will be effective partnership between parents, school and outside agencies;
- the views of the children will be valued and considered.

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