



Updated January 2019

REVIEWED ANNUALLY

STATUTORY POLICY

Available on website in pdf form

This policy is maintained and updated by J. Whittington (SEND coordinator – SENDCo).

Special Educational Needs and/or Disability Policy

SEND POLICY

Julie Whittington SENDCo
Neil Small Executive Head
Sophie Gosden Headteacher

INTRODUCTION

This document is a statement of the aims, principles and strategies for special educational needs at The Mill Primary Academy. It complies with the statutory requirements laid out in the SEND code of practice 0 – 25 (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 years (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2014)
- Children and Families bill (2014)
- Safeguarding Policy (The Mill) 2018
- Teachers Standards (2012)
- Education Endowment Foundation (2016)

As from Sept 2018 the person responsible for managing The Mill's response to the provision that we make for children and young people with SEND is Ms J. Whittington (BA; MA; PGCE ESOL). Ms Whittington is a member of the senior management team.

At The Mill, all children, regardless of any learning difficulties or disabilities that they may have are encouraged to aim high, expand their minds, and develop self-belief. We work hard to raise expectations for all our pupils, and encourage them to be Forever Proud with their achievements.

We are committed to developing inclusive practice, and every teacher is a teacher of every child, including those with SEND.

We aim to remove any barriers that may prevent our pupils access learning and social opportunities in school. We do this by:

- Recognising that different children have different needs and interests, and that these may change over time
- Adapting what we do to meet the learning, physical, social and emotional needs of all children
- Adapting the environment to meet the learning, physical, social and emotional needs of all children
- Celebrating difference and encouraging positive interactions amongst all school members

Our aim is therefore to:

- Identify and assess individual pupils' needs as early as possible
- Match the provision of the curriculum to the needs of individual pupils
- Ensure all pupils experience a broad, balanced, relevant and differentiated curriculum
- Structure teaching groups in order to match as closely as possible the needs of the pupils

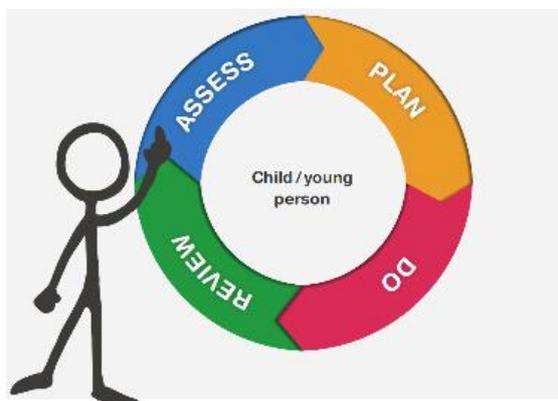
THE MILL PRIMARY ACADEMY SEND POLICY

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

What we do to achieve our aim

The Mill Primary Academy adopts a graduated approach to managing inclusion, with the child at the centre of everything that we do. This approach is recommended in the SEND code of practice (2015) and can be applied to all aspects of inclusion.

Pupils and their parents are the centre of all inclusion support, and their views and wishes will be taken into account at every step.



The Graduated Approach to managing SEND

Step 1: Assess

Identification of Special Educational Needs or Disabilities

Early identification of SEND enables the school to plan specific support and adaptations, thus removing any barriers that may prevent a child from the opportunities within school.

The SEND Code of Practice 2015 describes a single category of school-based support called *SEN Support* with four main areas of need:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical (S&P)

A child is likely to be identified as having SEND if they meet one or more of the following criteria:

- They have “a learning difficulty or disability which calls for special educational provision to be made for him or her” (SEN Code of Practice 2015)
- They have an identified “disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream” (SEN Code of Practice 2015)
- Their attainment is consistently 2 or more bands below Age Related Expectations (ARE) in two or more core subjects, despite appropriate interventions having been put into place, and taking into consideration previous schooling history.
- This may include EAL (English as an Additional Language) speakers, if, after having been in school for at least one year, they fail to make expected progress in learning English, or they fail to make progress in two or more subjects. This may indicate the likelihood of additional learning needs. In this case it is likely that a first language assessment will be carried out and parental/carers advice will be sought as to the child’s previous educational background, before any conclusion will be reached.

Parents are informed if their child has been identified as having SEND.

Assessments that support the identification of SEND

Early identification is vital. Many of the children who join us have already been in early education and in some cases, join us with their needs already assessed. However we recognise that children come into school from a variety of educational and social backgrounds, and we strive to identify possible additional needs as soon as possible, with the help of parents and carers, and of any previous educational or health establishment.

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.

The Mill has a rigorous assessment cycle which tracks attainment and progress of all pupils over time in reading, writing and maths. Half-termly review meetings between class teachers and SMT members help identify pupils who are not making expected attainment or progress.

Results from other whole school assessments such as Phonics screening, Reading and Spelling-age tests, Maths tests and, in the Early Years, speech and language screening, are taken into account, and support is planned to meet the individual pupils’ needs.

Further individual assessments are made as required, by the SENDCo, and/or external professionals, to identify and assess the progress, welfare and specific abilities of SEND pupils. This may include The Boxall profile, SNAP tests, language and maths based tests as well as

cognitive or other tests conducted by an Educational Psychologist or Speech and Language assessments as requested by the SALT service.

The school sets attainment targets for every pupil to reach by the end of the year. Teachers plan the curriculum, learning activities, resources and additional support with the aim of all their pupils reaching their end of year targets.

Referral to External Agencies

To meet some children's needs, advice may be sought from the West Sussex external agencies such as the Speech and Language Therapy Service, the Learning Behaviour Advisory Service (LBAT), the Child Development Centre (CDC) or the Educational Psychology Service. These services provide some specialist assessments and will make recommendations for the school to follow to support the child. On some occasions, they will provide their own personnel to work with a child. Some children may have difficulties that require a referral to medical services such as the School Nurse, The Child and Adolescent Mental Health Service (CAMHS). Others may require the services of a Play Therapist or Counselling e.g. for Bereavement or Anxiety.

When there are difficulties affecting the whole family, the school may refer to the Multi-Agency Safeguarding Hub (MASH) for family support and intervention. This may lead to Early Help through the aid of a family Support Worker.

Parents will always be consulted prior to any referral for SEND or for Early Help. Safeguarding referrals will be made in line with our Safeguarding Policy.

Step 2: Plan

Half termly progress review meetings provide the opportunity for senior leaders and class teachers to discuss children who may not be making expected progress. Plans for adapting the learning and support that the child receives in class are made. **This is called Wave 1 provision.**

For some pupils, adapted support in class may not meet their needs and they may require more tailored support for a short time, to catch up. In these situations, **Additional (Wave 2)** support is planned for pupils. This may be delivered by class teachers and teaching assistants, or by a member of the Inclusion Team.

Some children, with complex needs, will have support tailored to meet their needs. External agency advice would be gained, and the SENCO would work with parents and teachers to plan a tailored programme of support. **This is termed Wave 3 support.**

Step 3: Do

Pupils receive the support that they need at Waves 1, 2 or 3, and parents are consulted .



Wave 1 Support: Quality First Teaching

SEND pupils are included in all aspects of school life. The differing needs of pupils are supported in class by our skilled teachers and teaching assistants; learning is differentiated; resources and additional support provided, and the classroom and school environment adapted to meet the needs of all our pupils.

The SENDCo and other senior managers ensure high quality learning and support for pupils with SEND. This is achieved through a continued professional development programme for staff, regular monitoring of classroom practice, review of pupil progress and pupil's work, and listening to pupil and parent views.

The Mill provides quality Phonics instruction for Early Years and KS1 through Read Write Inc. We train staff to deliver this across all of Reception and KS1 on a daily basis.

Maths Mastery and Ninja Maths likewise are part Quality First Teaching across the school.

Speech Link screening takes place for all Reception children.

Wave 2 Support: Targeted Small Group

Some children, with or without SEND, may require additional, targeted support to enable their learning and access to school life.

Wave 2 support consists of targeted interventions provided on a group basis for children who need support to catch up with, or consolidate, their learning.

These support programmes are delivered by the class teacher or a trained teaching assistant. They may occur within or outside the classroom, and typically run for one or two terms, although some may continue for longer periods.

Examples of Wave 2 Interventions delivered to a small group for a specific period of time include Fresh Start (in KS2), booster reading sessions, or booster Maths groups.

Speech and Language groups may be set up in any year group if a small group of students with similar language needs are identified.

Wave 3 Support: Pupil Centred Planning

Some SEND pupils have more complex needs that require tailored personal support programmes. The Mill Primary Academy has a pupil centred approach to meeting the needs of such pupils.

Parents and pupils, when appropriate, are invited to regular Team Around the Child (TAC) meetings with the SENCO and class teacher. During these meetings, the needs of the pupil are discussed in detail, previous support and targets are evaluated, and a personal timetable for support is devised. Tailored support is provided for such pupils, to enable them make expected progress, and enjoy access to all aspect of school life.

Individual Interventions based within the school include:

ELSA (Emotional Literacy); Play Therapy; Precision Teaching; NASA – Nurture group for lunch time support; Speech and Language Intervention; Anxiety Management; Counselling.

In certain cases, although rare, it may be necessary to request the support of the West Sussex Alternative Provision College (APC) for support. This may lead to a temporary Dual Placement for the child.

In some cases a child may have significant SEND that requires an individualised approach to the curriculum, in this case it is likely that an Education Health and Care Plan EHCP request will be initiated.

All of the above can only be done after consultation with parents and with parental consent .

Education Health and Care Plan (EHCP)

This is an option for a very small percent of the population – and is generally based on the premise that the child’s needs cannot be fully met under the category of SEN Support. In some cases the parents may be looking for an alternative placement for their child in order to access specialist provision.

After consultation with the parents, class teacher and outside agencies, and after a suitable period of Plan, Do and Review, 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. The whole process takes 22 weeks from request to final issue of the plan. An annual review takes place within one year of the date of the plan, or 6 months if the child is in early years. The procedures for inviting professionals to the meeting and the distribution of advice are followed as stipulated in the Code of Practice (2015). More information can be found on the West Sussex Education Local Offer website.

Step 4: Review

Every term, class teachers review their children's progress and plan for their next steps. The impact of Wave 1 and 2 support is reviewed, and next steps to support behaviour and learning are planned. Members of the senior management team monitor pupil progress and behaviour, and will work with teachers to further support any child whose progress is of concern.

External agency review meetings: External agencies often revisit school to review a child's support and progress. This may involve re-assessment, consultation with parents and alteration of provision.

When additional support has resulted in little progress, then a child may move up to the next Wave of support.

When additional support results in expected progress, then a child will move down to the previous Wave of support.

STAFF ROLES & RESPONSIBILITIES

Class teacher:

- makes initial identification of a child with special educational needs;
- differentiates the curriculum in all subject areas where appropriate;
- monitors the progress of the child and regularly updates any assessments;
- identifies interventions with the SENDCo;
- ensures the SENDCo is kept well informed of any issues that arise between reviews;
- liaises informally with parents regarding their child's progress towards targets
- maintains ongoing communication with the child regarding progress;
- attends regular Team Around the Child meetings to discuss the child's support (for those at Wave 3)

Teaching Assistant:

- works at the direction of the class teacher and SENDCo;
- delivers intervention programmes under the guidance of a teacher;
- supports pupils in class, whilst developing independence

In our school, the SENDCo:

- 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 timetables and plans;

THE MILL PRIMARY ACADEMY SEND POLICY

- acts as the link with parents and carers, external agencies and other support agencies;
- monitors and evaluates the special educational needs provision;
- monitors and evaluates attainment and progress of pupils with SEND;
- 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.
- works in close conjunction with the Safeguarding and Family Support Officer (SAFLO)
- supports the transition of children with SEND from one stage of their education to another e.g. from Reception to Y1, from Y6 to Secondary.

In our school, the Headteacher:

- ensures that all children make the best possible progress;
- monitors teaching, attainment and progress of pupils;
- ensures that the Code of Practice is complied with;
- reports to the Governing Body on the provision for children with special educational needs and disabilities.

In our school, the Governors:

- monitor the school's SEND 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.

This Policy was reviewed and revised in January 2019.