

MILLWOOD SCHOOL, BURY

POLICY: SEND POLICY AND ACCESSIBILITY

DATE: FEBRUARY 2017

DATE ADOPTED BY GOVERNING BODY:

This policy should be read in conjunction with Millwood Equality Policy, Millwood SEND Information Report, The Children and Families Act 2014 (Section 69 (2)), The Special Educational Needs and Disability code of Practice: 0-25 years, the Special Educational needs and disability Regulations 2014, the Equality Act 2010, "Keeping children safe in education" (DfES, 2016), United Nations Convention on the Rights of the Child.

Millwood School provides for children's learning needs as defined in the Code of Practice 2015. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a 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 schools.

Millwood's ethos

1. We will ensure that each child feels safe and secure in a stable school environment.
2. We will create a sanctuary of learning, enshrining respect for each individual child.
3. We will always act in each child's best interests without fear or favour.
4. We will teach and encourage each child to respect all other people, all living things and the planet Earth on which we live.
5. Taking as our starting point the child's needs, aspirations and goals, we will remove barriers to learning for each child.
6. We will value each child and promote safe learning partnerships which are key to early learning and development.
7. We will provide an exciting and stimulating curriculum for each child underpinned by communication and independence.
8. We will continue to provide a myriad of memorable experiences for each child to ensure a life-long love of learning.
9. We will celebrate each child's progress and achievement.
10. We will encourage each child to fulfil their full and unique potential

If children and young people with SEN or disabilities are to achieve their ambitions and the best possible educational and other outcomes, including getting a job and living as independently as possible, local education, health and social care services should work together to ensure they get the right support.

Millwood School works with the local authority and health, social care and other external agencies to ensure:

- the participation of children, their parents and young people in decision- making

- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning.

Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability (Articles 12 and 13 of the United Nations Convention on the Rights of the Child). **Millwood School Council** enables pupils to exercise this right.

Millwood School aims to provide **support for pupils with SEND** in collaboration with local mainstream primary schools and with specialist providers. A link is available on the website to Bury Council's **Local Offer**.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Autism - children and young people with ASC, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing 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 attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a **physical disability (PD)** require additional ongoing support and equipment to access all the opportunities available to their peers.

Planning should start with the individual and local authorities **must** have regard to the views, wishes and feelings of the child, child's parent or young person, their aspirations, the outcomes they wish to seek and the support they need to achieve them.

If a child's parent or a young person makes a request for a particular nursery, school or post-16 institution the local authority **must*** comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

*In cases where the number of admissions is so great that it risks exposing children currently on role to a compromised education and/or provision, Millwood School would consider whether to challenge appeals which parents and carers make to Tribunal.

(Efficient education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have. Where a local authority is considering the appropriateness of an individual institution, 'others' is intended to mean the children and young people with whom the child or young person with an EHC plan will directly come into contact on a regular day-to-day basis.)

Education, Health and Care Plans

EHC plans must specify the outcomes sought for the child or young person. EHC plans should be focused on education and training, health and care outcomes that will enable children and young people to **progress in their learning and**, as they get older, to be well prepared for adulthood. EHC plans can also include wider outcomes such as positive social relationships and emotional resilience and stability. Outcomes should always enable children and young people to move towards the long-term aspirations of employment or higher education, independent living and community participation.

Children with EHC plans can attend more than one school under a **dual placement**. Dual placements enable children to have support from a mainstream primary and Millwood school for one afternoon/morning a week under the Millwood Project.

Annual reviews of EHC plan

Reviews of the EHC Plan are held at Millwood School. Millwood school staff know the child or young person best, will have the closest contact with them and their family and will have the clearest information about progress and next steps. Reviews aim to engender confidence with the child, young person and their family. There may be exceptional circumstances where it will be appropriate

for the review meeting to be held by the local authority in a different location, for example, at a child's home where they are too ill to attend Millwood.

Attendance at annual review

- The child's parents/carers
- the child if s/he wishes to attend
- the child's teacher and/or HLTA or TA
- a local authority SEN officer
- a health service representative usually the school nurse
- local authority social care representative
- a member of the senior management team at Millwood School who will chair the meeting
- a member of the Millwood office team who will take minutes

must be invited and given at least two weeks' notice of the date of the meeting. Other individuals relevant to the review should also be invited, for example, a speech and language therapist or a child's consultant. All invitees may present a report.

The meeting **must** focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan, and on what changes might need to be made to the support that is provided to help them achieve.

Curriculum

All pupils follow the National Curriculum and any other curricula which the governors at Millwood approve to best meet the learning and care needs of the pupils.

Resources

Millwood School (through its DSG) and Pennine Care provide funding for a range of specialist resources which enable pupils to access the curriculum. However, Millwood School is unable to provide every piece of equipment which is needed due to the exceptionally high cost of the range of equipment available.

Pupil premium / Sports premium

Please see **Pupil Premium report** on the school website and **Sports Premium report** on the school website.

Planning, Teaching, Learning, Assessment, Recording, Reporting

All planning is monitored termly by the senior management team. Curriculum leaders ensure that Schemes of Work cover all aspects of the National Curriculum. Individual targets form a part of the school day and are embedded in the provision for pupils.

All pupil work is assessed and recorded; pupil progress is reported to parents and carers regularly; the termly governing body report provides whole school progress and other information; progress is reported more formally each year through the annual report to parents, parents' and carers' evenings, parent coffee mornings and class sharing, and in the annual review.

Teaching is monitored and evaluated by the senior management team and by curriculum leaders on a continuing weekly basis with records kept and acted on by the SMT and the headteacher.

All staff have induction including safeguarding, Prevent, Team Teach behaviour management, risk assessment, medical awareness and training in specific support.

Monitoring and evaluation

The termly governing body report provides the key summary of all monitoring and evaluation of the School Improvement Plan. This includes monitoring and evaluation of transition, inclusion, outreach, staff training.

Working with parents and carers

A child and family worker is available to support families who have difficulties. She works closely with the Children's Disability Service. All teachers and class teams and medical, therapy staff provide support and communication about pupils' progress, enjoyment and engagement at least daily in the home/school diary. A weekly newsletter is distributed each Friday which records the main activities that week for each class. The website provides ongoing information and a newsfeed for time-related activities and events.

Parents and carers are able to access **Bury Parents' Forum** for additional support.

Multi-agency working

A weekly multi-agency Vulnerable Children's meeting ensures that all children and families who require support and assessment have the right help or signposting. It is led by the CAF worker and attended by the senior management team, the school nurse, therapists. The aim is to share the best possible information at the time in order to provide the best possible interventions to support the family and to remove barriers to learning for the child.

Accessibility

The school building is fully accessible with parking bays, specially designed toilets and hygiene rooms, wide corridors, outdoor access to a range of high quality experiences. The curriculum is fully accessible to all pupils and the school aims to provide appropriate communication systems or aids and to support their maintenance. A Variety of teaching styles and interventions ensures that no pupil is excluded from the opportunities provided in the curriculum. Friday afternoons allow pupils to extend and enhance their learning and skills in an area of the curriculum in which they have a high interest.

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