

MILTON CE PRIMARY SCHOOL

Policy on the Assessment of, and Provision for, Pupils with Special Educational Needs

Principles

At Milton CE Primary School our main aim is to provide high quality teaching to enable all of our children to perform to the very best of their abilities. We endeavour to promote a happy school atmosphere with an emphasis on self-respect and respect for others.

The aims of this policy are:

- To create an environment that is inclusive and meets the needs of each child
- To identify, assess and provide for all special educational needs
- To ensure that the children's views of their needs, are identified and taken into consideration
- To ensure that all staff are aware of their roles and responsibilities in providing for children with special educational needs
- To ensure that all children access a broad and balanced curriculum
- To ensure that staff work in partnership with parents to meet the needs of the children.

Those of our children who have special educational needs will be given individual consideration and appropriate provision, working in partnership with others as necessary. All pupils, whether they have special educational needs or not, must have an equal opportunity to participate in the full curriculum of the school (including the National Curriculum) and all activities. Pupils with special educational needs will be encouraged to become independent and take on responsibilities within the school.

What are Special Educational Needs?

Many children at some time during their school career will have special educational needs (SEN) of some kind; the national average is approximately one in five. Having special educational needs means that the child has difficulties that require special help. There could be many reasons for this, including:

- a general learning difficulty
- a specific learning difficulty
- a physical disability
- a problem with sight, hearing or speech
- mental health concerns
- emotional and behavioural problems
- a medical or health problem.

Many needs can be met within the classroom with quality first teaching. Within our school, needs may be met using a range of supports including individually-planned teaching, one to one sessions, small group teaching, and the use of special resources.

Roles and Responsibilities

Provision for pupils with SEN is a matter for the school as a whole. The governing body, the headteacher, the SEN co-ordinator and all other members of staff have important responsibilities.

- All teaching staff are fully aware of the school's procedures of identifying, assessing and making provision for pupils with SEN.
- The SEN co-ordinator (SENCO), Mrs Lorraine Webb, works closely with colleagues, and has responsibility for the day-to-day operation of the SEN Policy. She co-ordinates provision for pupils with SEN. She will also liaise and work in partnership with parents and external agencies to plan an appropriate programme of intervention and support.
- The head teacher has responsibility for the management of provision for children with SEN. She keeps the governing body fully informed. She is the school's Responsible Person, which means that she will be informed by the Local Educational Authority (LA) when it concludes that a child has SEN, and will then ensure that all the appropriate people know about the child's SEN.
- The governing body, in co-operation with the head teacher, determine the school's policy for children with SEN, establish the appropriate staffing and funding arrangements, and maintain a general overview of the school's work in this area. The governing body appoints one governor to take a particular interest in and closely monitor the school's work on behalf of children with SEN. The current governor with responsibility for SEN is Dr Elisabeth Hill.
- Non-teaching staff are advised and consulted where appropriate regarding individual children's SEN.
- The Specialist Teaching Team advises the SENCO, class teachers and teaching assistants. They may provide training, assessments and, on occasion, may work with individual children.
- With the support of the SENCO, teaching assistants work with individual children on the SEN register on a 1:1 or small group basis.
- The parents of children with SEN work in partnership with the school. They have the opportunity to contribute to the assessment and review

procedures. They may support their child's programme of work by helping with home activities. The school values the involvement of parents in their children's education.

- The views of children with SEN will be taken into account when planning provision.

How children with SEN are identified

The class teacher will usually be the first person to observe that a child is having difficulties to the extent where they may require special provision. All teachers at Milton take into account the wide range of abilities, aptitudes and interests amongst the children in their classes when planning and teaching. The curriculum is differentiated to meet the needs of all pupils, including those with SEN.

A child who finds it difficult to progress even with this differentiated framework will be identified as requiring special attention.

Tracking data of individual pupils will also be used to identify or support the identification of a SEN.

In some cases parents may express concern over their child's progress or behaviour, which may result in the identification of SEN.

Where a child has a physical, sensory or mental health condition, emotional and behavioural problems, or a medical problem, the school may be alerted to the child's likely SEN by an outside agency, for example the health or social services.

The early identification of a child's SEN is extremely important to ensure that they receive appropriate support as quickly as possible.

Pupil Participation

All pupils should be enabled and encouraged to participate in all age-appropriate decision-making processes that occur in education, knowing that they will be listened to and that their views are valued. The child will be encouraged to take a role in setting, monitoring and reviewing targets for his/her Individual Education Plan (IEP). All children will, with the class teacher or teaching assistant, give their own evaluation of how well they have, or how far they have come, in reaching their targets. They will also input any other area in which they feel they would like to be supported.

Working in Partnership with Parents

The school will actively seek the involvement of parents in the education of their children. It is recognised that this is a particularly important factor in the achieving of success for pupils who have special educational needs. School will also

communicate regularly with parents and will ask for parental permission before referring to others for support.

Funding

The Governors, through the Finance Committee, will allocate funds to meet the needs of pupils with SEN. At the meeting of the Governing Body which approves the budget, the Finance Committee will draw the attention of governors to the specific funding amounts delegated to the school by the LA under SEN headings, and to the amounts allocated for SEN in the proposed school budget. For pupils with Statements of SEN below 25 hours, the school must fund the first 15 hours of support through the general budget allocated from the LA. The head teacher will manage the funds allocated by the governors to meet the differing needs of pupils with SEN. Medical hours are fully funded by the LA.

Evaluation of Success

Within the school the success of the policy can be evaluated by staff and governors, as follows:

- Monitoring of classroom practice by SENCO.
- Analysis of tracking data and test results – for individual pupils and cohorts.
- School self-evaluation.
- Monitoring of practice by the SEN governor (Elisabeth Hill) and Governing Body.
- Monitoring of appropriate resource provision.

The Governing Body plays a significant role. At the regular Curriculum & Achievement committee meetings there is an 'SEN Update' item, for which the SENCO prepares a report of the SEN situation since the previous meeting. The full Governing Body receive the minutes of these meetings, which include a summary of the head teacher's report. The governing body will thereby monitor:

- The implementation of the graduated response procedure.
- That the culture, practice, management and deployment of resources are designed to ensure that the needs of all children are met.
- The actual expenditure on, and allocation of resources to, SEN.
- The use of outside support services and agencies.

Stage Procedure

The school adopts the graduated response outlined in the Code of Practice under the Education Act (2001) and recommended by the Cambridge LA. School Action and School Action Plus are school-based. For both Statutory Assessment of Special Educational Needs and Statements of Special Educational Needs, the LA and the school share responsibility.

The majority of children will not progress through the graduated response of assessment and provision since in many cases action taken at one stage will mean the child will not have to move onto the next. The school will only move a child onto the next stage when their progress at their existing stage is giving cause for concern. The school may reverse the procedure in the case that adequate progress has been made.

The Graduated Approach in the Primary Phase

School Action

- When a class teacher identifies that a pupil has SEN then the class teacher will devise interventions, which are 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.
- An IEP (Individual Education Plan) will usually be devised in consultation with parents and the pupil and will provide a small-steps, SMART approach to ensure success (Specific, Measurable, Achievable, Relevant, Timed).
- The SENCO will be informed and will discuss and review actions with colleagues.

School Action Plus:

- The SENCO and class teacher, in consultation with parents, ask for help from external services, such as the Specialist Teaching Team.
- SENCO, class teachers and teaching assistants are provided with advice or support from outside specialists.
- Additional or different strategies to those at School Action are put in place – an IEP will usually be devised or reviewed, changing or adapting targets.
- The SENCO should:
 - Advise on any further assessment of the child
 - Be involved in planning future interventions for the child in discussion with colleagues
 - Monitor and review the action taken.

Statutory Assessment of Special Educational Needs

If the child's needs are not met within School Action Plus, then the head teacher will make a request for Statutory Assessment to the LA. The parents of the child will be consulted before the request to the LA is made. A Statutory Assessment is a very detailed examination to determine exactly what a child's special education needs are and what special help he or she should receive. It is the SENCO's responsibility to provide information regarding the child's needs and evidence of the action taken by the school to meet those needs. The LA considers the needs for Statutory Assessment and, if appropriate, makes a multidisciplinary

assessment. The LA will explain to parents the precise timing of each of the various stages of the assessments.

Statements of Special Educational Needs

Based on the outcome of the statutory assessment, the LA considers the need for a Statement of Special Educational Needs and, if appropriate, makes a Statement, and then monitors and reviews its provision. A Statement of Special Educational Needs is a document setting out:

- The child's difficulties
- The special support he or she should receive
- The long term objectives to be achieved by the support
- The arrangements for short term target setting and progress reviews
- The name of the school the child will attend (which could be the child's present school, another mainstream school or a special school).

At each of the graduated responses a termly review, with outcomes, will be completed.

Admissions

The aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with a Statement of Special Educational Needs, the SENCO will work closely with the LA named officer in coming to a decision about the most appropriate provision for the pupil. No pupil will be refused admission solely on the ground that she or he has SEN.

Facilities

All parts of the school have wheelchair access. Three toilets have been adapted for pupils/adults with mobility needs.

Links with Playgroups and Secondary Schools

The head teacher and deputy head teacher (KS1), as well as the Foundation class teachers liaise closely with the local preschools. Any preschool child who has been identified as having SEN will be brought to the attention of the SENCO so that appropriate provision can be planned in advance of admission.

The SENCO or primary liaison staff from local secondary schools visit the school during the summer term to discuss the needs of all children in Year 6 who have a SEN record. Where appropriate, SENCOs in other secondary schools will be contacted by the Milton CE Primary School SENCO and information and SEN records passed on prior to the child attending that school.

Inclusion

All schools have a statutory responsibility to provide a broad and balanced curriculum for all pupils and to provide effective learning opportunities for all children.

Before any off site activities, risk assessments are undertaken. Staff assess the specific needs of pupils with SEN to ensure inclusion and safety for both the pupil concerned and other children within the group. Parents of pupils attending residential activities will be consulted and appropriate provision provided.

Complaints Procedure

The school has a Complaints Procedure which is available to all parents. If a parent has a complaint about the special educational provision for their child they should usually contact their child's class teacher in the first instance. In some situations, the SENCO, the head teacher, or any member of the Governing Body may be contacted. All complaints will be referred to the head teacher who will then investigate and contact the parent. A complaint about SEN is treated in the same way as any complaint. Further information is outlined in the School's Complaints Procedure.

Information for Parents

The school has copies of the Department for Education Special Educational Needs Guide to Parents and Code of Practice on the Identification and Assessment of Special Educational Needs. These are available to parents, together with copies of this Policy.

The LA provides an information pack to parents of children at the point of Statutory Assessment of Special Educational Needs, if requested.

Policy reviewed annually by SENCO, current school staff and governors
(Reviewed by Curriculum & Achievement Committee, May 2012; Full Governing Body, June 2012)

To be read in conjunction with the Intimate Care Policy and Accessibility Policy.