

**Milton Road Primary School**  
**Special Educational Needs (SEN) Policy**

# **1 Introduction and Definitions**

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1.1 Milton Road Primary School endeavours to ensure that each child receives a broad and balanced curriculum to enable all children to achieve standards which reflect their capability. We aim to raise the achievement of all children through our strong ethos of inclusive education with special provision for a wide variety of groups. We recognise that all children with Special Educational Needs (SEN) have a right to be educated in a mainstream school. All children have an equal opportunity to participate in the full curriculum of the school and all its activities.

1.2 The National Curriculum is our starting point for planning which meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements which could create barriers to learning.

1.3 We work closely with parent and carers to foster genuine communication and partnership. We listen to the children and involve them as much as possible in planning their work. Children with SEN are encouraged to become independent learners and to take responsibility within the school.

1.4 This policy takes account of the Special Educational Needs and Disability Act 2001 and is based on the Code of Practice for Special Educational Needs 2001.

1.5 Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children with the same age; or
- Have a disability which prevents or hinders them making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority; or
- Are under compulsory school age and fall within the either of the definitions above or would do so if special educational provision were not made for them.

1.6 Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

## **2 Aims and objectives**

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2.1 The aims of this policy are:

- To recognise the right of children with Special Educational Needs to be educated within a mainstream setting by creating an environment which meets the special educational needs of each child and reduce the barriers to learning;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To see the process as a partnership between professionals, parents or carers and child and to make clear the expectations of all partners in the process when planning and implementing the child's Special Needs provision;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum, and to have the opportunity to be involved in and contribute to their Individual Education Plans.
- To give parents or carers the opportunity to be involved in and contribute to their child's Special Needs Programme;
- To raise the achievement of all children.

## **3 Admissions and inclusion**

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3.1 The governors have noted that in the SEN Code of Practice (2001) it states:

"All schools should admit pupils with already SEN as well as providing for pupils not previously identified as having SEN Admission authorities may not

refuse to admit a child because they feel unable to cater for their special educational needs."

3.2 Children with statements of educational needs will be included in this school except where the child's inclusion would be incompatible with the efficient education of other children.

## **4 Access to the Curriculum**

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4.1 Through appropriate curricular provision we respect the fact that children

- Have an entitlement to a broad and balanced curriculum
- Have different educational needs and aspirations
- require different strategies for learning
- Have varied learning rates and styles and need a range of teaching styles and learning experiences

4.2 Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children understand the relevance and purpose of learning activities and experience feelings of achievement and success. All children identified as having Special Needs have an Individual Education Plan (IEP).

4.3 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

4.4 Every effort will be made to accommodate children with physical disabilities.

- The school has ramps at two entrances to allow easy access to the building for those in wheel chairs.
- Blinds have been installed in several classrooms to assist those who are visually impaired.

## 5 The Role of the Class Teacher

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- 5.1 Teachers respond to children's needs by:
- Providing support for children who need help with communication, language and literacy as well as other curriculum areas;
  - Planning to develop children's understanding through the use of all available senses and experiences;
  - Planning for children's full participation in learning, and in physical and practical activities;
  - Helping children to manage their behaviour and to take part in learning effectively and safely;
  - Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## 6 The Role of the Special Needs Coordinators

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6.1 The Special Needs Coordinators (SENCOs) are Mrs Sheila Hiley, Foundation and Key Stage 1 and Mrs Sue Smith, Key Stage 2.

- 6.2 In our school the Special Educational Needs Co-ordinators:
- Manage the day-to-day operation of the policy;
  - Co-ordinate the provision for and Manage the responses to children's special needs;
  - support and advise colleagues;
  - Maintain the SEN register (The new Code of Practice makes no requirement to do this but this school believes it is a useful list.)
  - Contribute to and manage the records of all children with Special Educational Needs;
  - Manage the school-based assessment and completes the documentation required by outside agencies and the LEA;

- Act as the link with parents or carers;
- Maintain resources and a range of teaching materials to enable appropriate provision to be made; this includes I.C.T. resources;
- Act as link with external agencies and other support agencies;
- Maintain a collection of briefing and policy documents from outside bodies and information booklets for parents or carers;
- Monitor and evaluates the Special Educational Needs provision and reports to the Governing Body;
- Manage a range of resources, human and material, linked to children with special educational needs.
- Contribute to the professional development of staff
- Manage the work of Teaching Assistants in consultation with class teachers;
- Monitor the progress of children with the SEN
- Chair Annual Review Meetings for children with Statements

6.3 The SENCOs hold regular meetings (at least every two weeks) in order to coordinate their activities and ensure that all documentation is consistent between their two areas of responsibility.

## **7 Assessment**

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7.1.1 Early identification is vital. Some children will enter school with a need, physical or cognitive, which has already been identified by the Health Service or the pre-school nursery. In this case the school ensures a smooth continuation of care. In the case of children newly identified the Class Teacher informs the parent or carers at the earliest opportunity in order to alert them to concerns and enlist their active help and participation.

7.1.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices, as follows:

The Foundation Stage Profile begins the process of building up the picture of a pupil's strengths and weaknesses.

Formal and informal assessments from the literacy and numeracy strategies are used.

In Year 3, K.S.1 S.A.T.s results inform planning as do Optional S.A.T.s in years 4 and 5.

7.1.3 Formal assessments may be carried out by the Cambridge Access and Inclusion Specialist Teaching Service (CAISTS) and the Educational Psychologist to determine an appropriate level of support.

Children with emotional or behavioural difficulties will be observed or monitored in order to establish a clear picture of errant behaviour. A behaviour programme will be instigated involving all relevant adults and in consultation with the child.

7.1.4 Where it is thought that a child may have a difficulty with speech and language, hearing, vision or motor control advice from the appropriate service will be sought.

- Relevant information provided by parent or carers.
- We follow guidelines set by the Qualifications and Curriculum Authority (QCA) for supporting children with SEN during end of Key Stage 2 SATs.

7.2 The SENCO works closely with parents or carers and teachers to plan an appropriate programme of intervention and support.

7.3 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.

## **8 The Graduated Response**

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8.1 Children with Special Educational Needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

8.2 The School uses a graduated model to respond to children's Special Educational Needs as detailed in the Revised Code of Practice (2002). This response is based on two key principles:

- Provision for a child with special educational needs should match the nature of their needs.
- There should be regular recording of a child's special educational needs, the actions taken and the outcomes.

8.3 The new SEN Code of Practice states "the key test of the need for action is evidence that current rates of progress are inadequate."

(paragraph 5.41) Adequate progress can be defined in a number of ways.

For example, it might be progress which

- Closes the attainment gap between child and peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

#### 8.4 Enhanced Differentiation

8.4.1 When the teacher identifies a concern, he or she consults the SENCO and parent or carers and ensures that the child's needs are met through a differentiated curriculum in order that adequate progress is made. The criteria for adequate progress has been set out above.

#### 8.5 School Action

8.5.1 When a class teacher identifies that a pupil has SEN the class teacher devises interventions which are additional to and different from those provided as part of the school's usual differentiated curriculum offer:

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. The SENCO may also assist in the delivery of this programme. An Individual Education Plan is written and discussed with the parents or carers and the child.

The SENCO takes the lead in -

- Monitoring and reviewing the action

- Planning future interventions for the child in discussion with colleagues

#### 8.5.2 The triggers for School Action are:

The child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

### 8.6 School Action Plus

8.6.1 SENCOS and class teacher, in consultation with parent or carers ask for help from external services.

- Class teacher and SENCOS are provided with advice or support from outside specialists.
- Additional or different strategies from those at School Action are put in place and an IEP is written.

8.6.2 The SENCOS will take the lead in

- any further assessment of the child
- planning future interventions for the child in discussion with colleagues
- monitoring and reviewing the action taken.

8.6.3 The triggers for School Action Plus are:

Despite having had an individualised programme and/or concentrated support under School Action, the child:

- Continues to make little or no progress in specific areas over a long period of time

- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

## 8.5 Statutory Assessments

8.5.1 If the provision above does not result in successful learning the SENCO may apply to the LEA for Statutory Assessment. Detailed information about the provision at School Action and School Action Plus will be collected as will IEPs, reviews and outcomes. Additional information about the child's health, medical history, National Curriculum levels, attainments in literacy and mathematics, the involvement of other professionals with their reports and the views of the parent or carers and the child will also be sought. The LEA will use this information to decide whether a statutory assessment is necessary. If so, further information will be sought and a Statement of Special Educational Needs will be written by the LEA.

## 8.6 Statement of Special Educational Needs

8.6.1 The Statement of Special Educational Needs is a legal document which details the special educational needs of the child and the provision the authority will put in place for that child. This frequently takes the form of some hours of Teaching Assistant time. School placement usually remains the same. The Statement of Special Educational Needs is reviewed each year at school with the parent or carers, teachers SENCO and other involved professionals taking part.

## 8.7 External Agencies/Support

8.7.1 The SENCO will be the focal point of contact for outside agencies.

These may include:

- Primary Support Service;
- Educational Psychology Service;
- Multi- disciplinary Behaviour Support Service;
- Educational Child Protection Service;
- Multi-cultural Education Service;
- Health Service;
- Hearing-impaired Service;
- Visual-impaired Service.

8.7.2 A meeting between Headteacher, Educational Psychologist, SENCO and CAISTS Teacher is planned to take place each Autumn Term to identify and plan for the educational provision of those children with Special Educational Needs.

# **9 Pupil Participation**

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9.1 All children have access to all the activities in the life of the school. We listen to the children and value their opinions. We encourage children to take an active part in reviewing their IEPs and taking responsibility to try to achieve their IEP targets. Children with a Statement of Special Educational Needs are encouraged to contribute to the Statutory Assessment Process both at assessment and at annual reviews.

# **10 Partnership with parent or carers**

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10.1 This School acknowledges that partnership with parent or carers plays a key role in enabling children with Special Educational Needs to work towards achieving their potential. We are committed to providing user- friendly information and procedures and taking advantage of parental knowledge and expertise in relation to their child. We gain parental permission before

referring children to others for support. The School Prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The *Governors'* annual report to parent or carers contains an evaluation of the policy in action.

10.2 At all stages of the special needs process, the school keeps parent or carers fully informed and involved. We take account of the wishes, feelings and knowledge of parent or carers at all stages. We encourage parent or carers to make an active contribution to their child's education.

10.3 We have regular meetings each term to share the progress of special needs children with their parent or carers. We inform the parent or carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children

## **11 Monitoring and evaluation**

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11.1 The SENCOS monitor the movement of children within the SEN system in the School and especially whether progress in achieving I.E.P. targets links to an improvement in National Curriculum levels. The SENCOS provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

11.2 The SENCOS are involved in supporting teachers when drawing up Individual Education Plans for children.

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

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12.1 The Governing Body nominates a governor to oversee SEN provision.

12.2 The school's governing body must, " on at least an annual basis, consider and report on the effectiveness of the school's work on behalf of children with special needs. In drawing up their annual report they may wish

to consult support services used by the school, other schools and parents.”  
(SEN code of Practice 2001 para 1.27)

12.3 The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate and ensure that there is an up-to-date SEN policy. They evaluate the progress of children on the SEN Register through monitoring levels attained and report annually to parent or carers on the success of the School's policy for children with special educational needs.

## **13 Allocation of resources**

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13.1 The Governing Body allocates funds to meet the needs of pupils with Special Educational Needs. At a meeting of the Governing Body which approves the budget, the Finance Committee draws the attention of governors to the amounts delegated to the school by the L.E.A. under the special needs heading in the Section 42 Statement, and to the amounts allocated for Special Needs in the proposed school budget. Each annual report to parent or carers also includes this information.

13.2 The Headteacher is responsible for managing the funds allocated by the governors to meet the differing needs of the pupils in the school with Special Educational Needs.

13.2.1 The Governing Body requires the Headteacher and SENCOs to ensure that optimum use is made of all resources. Where a child has support provided through a Statement, it is expected that every opportunity will be taken to use equipment and staff time for the benefit of other pupils, provided there is no disadvantage to the pupil to whom they are nominally allocated.

13.3 Staff development takes account of the training needs for staff involved in the education of children with SEN. The governors themselves are responsible for the priority they give to training on SEN when they compile their own plans for governor training.

13.4 The SENCOs work closely with CAISTs staff to ensure additional provision is complementary to that which the school already provides.

## **14 Transition Arrangements**

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14.1 Transitional arrangements from KS2 to KS3 involve meetings between this school's class teachers and SENCOs and the teachers and SENCOs of feeder or receiving schools, with the purpose of highlighting the particular difficulties each child may experience and to pass on information. The SENCOs of the receiving school (if known) will be invited to attend Y5 and Y6 annual Statement Review meetings. Class teachers pass on information to the receiving class teacher as children progress from year to year.

## **15 Evaluating Success**

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15.1 The success of this policy should be evaluated using the following factors.

- The culture, practice, management and deployment of resources in this school are designed to ensure that the needs of all children are met;
- Children's needs are identified as soon as is practical;
- Best practice is exploited when devising interventions;
- Interventions for each child are reviewed regularly;
- The extent to which standards have improved generally across groups of pupils with identified SEN.

## **16 Concerns and complaints**

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16.1 Parent or carers who have concerns about the Special Needs provision for their child should first raise these with their child's Class Teacher, who will consult the SENCOs and then the Headteacher. In the event of difficulties being unresolved a formal complaint or representation may be made. The complaints procedure is in the School Prospectus and a copy of this may be found in the School office