



“We want our children to be happy and healthy today, fulfilled in the future and able to make their world an even better place.”

POLICY DOCUMENT	Special Educational Needs and Disability
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Lead Member of Staff	Mrs Alison Hall
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Purpose	This policy sets out Milton Road Primary School’s approach to meeting the needs of children who experience barriers to their learning. At Milton Road Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve their full potential
Supporting documents	SEND Information Report, Accessibility plan, Relationships and Behaviour policy, Supporting children

Milton Road Primary School



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Policy confirmed by the Governing Body of Milton Road Primary School on:

Date: 1st July 2024

Signature: _____

To be reviewed: June 2025

MILTON ROAD PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY
Contents

PRINCIPLES	4
PRACTICE	4
OBJECTIVES	5
ARRANGEMENTS FOR CO-ORDINATING PROVISION	6
ARRANGEMENTS FOR ENSURING EFFECTIVE PARTNERSHIPS WITH PARENTS/CARERS	7
ROLES AND RESPONSIBILITIES	7
ADMISSIONS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS	10
TRANSFER FROM THE SCHOOL	10
SPECIAL FACILITIES AT THE SCHOOL	10
IDENTIFICATION, ASSESSMENT AND PROVISION OF SPECIAL EDUCATIONAL NEEDS	11
PARENTAL CONCERNS	11

**MILTON ROAD PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

Head teacher:	Mrs Rae Snape
Inclusion Manager:	Mrs Alison Hall
Governor Scrutiny:	Teaching & Learning Committee
Child Protection Officers:	Mrs Rae Snape, Mrs N Burton, Mrs Alison Hall

INTRODUCTION

Aims: We want our children to be happy and healthy today, fulfilled in the future and able to make their world an even better place.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, ability, attainment and background. We believe that every teacher is a teacher of Special Educational Needs and Disabilities (SEND), that the principle of inclusion extends to society as a whole and is the responsibility of all pupils, parents, governors, staff and the wider community. We have high expectations for all learners.

Milton Road Primary School is committed to providing a values-led, high quality education to all children who attend our school. Our whole school policy is underpinned by our school values **Courage, Responsibility, Excellence and Wisdom**. Being part of crew, whether as a child or an adult, encourages a strong sense of belonging. The image of everyone in the same boat is displayed in classrooms and around the school and reinforces a central idea of our shared ethos. **We are crew not passengers**.

Everyone has unique talents and skills and everyone has a part to play in making our school a happy, healthy and brilliant place to work, learn and have fun

We believe that all children have a common entitlement to access a broad and balanced curriculum, and to be fully included in all aspects of school life. We support a strong respect for diversity; we promote shared values, including our four key values, and encourage our children to actively engage with others to understand what they all hold in common. We seek to ascertain the views of children about their needs and aspirations through a number of activities. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe and secure. We aim to address issues of 'how we live together' and 'dealing with difference', however controversial and difficult they might sometimes seem. We strive to promote community cohesion across different cultures, ethnic, religious or non-religious and socio-economic groups.

In accordance with Cambridgeshire's local Offer for Children and Young People with Special Educational Needs and Disability, <https://www.cambridgeshire.gov.uk/residents/children->

and-families/local-offer, we aim to ensure inclusion and participation in all aspects of family, school and community life by involving parents in every decision about their child and by seeking their views at all stages of assessment and provision. We will liaise closely with the parents of children with special educational needs and encourage them to ask questions about the school and the provision for their child.

This policy sets out Milton Road Primary School's approach to the way in which we meet the needs of children who experience barriers to their learning. At Milton Road Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

This policy covers much of the information outlined in the school SEND Information report and should be read in conjunction with this report.

AIMS

1. To ensure the following statutory legislation and guidance is implemented effectively across the school:
 - SEN and Disability Act 2001
 - Education Act 2005
 - Education and Inspections Act 2006
 - Equality Act 2010
 - Children and Families Act 2014
 - Special Educational Needs and Disability Regulations 2014
 - SEND Code of Practice (2015).
 - Cambridgeshire Local Offer for Children and Young People with Special Educational Needs and Disability
2. To have high expectations of all pupils, ensuring equality of opportunity for and eliminating prejudice and discrimination against any child.
3. To ensure that inclusive provision is positively valued and accessed by all staff and parents/carers.
4. To provide full access to the curriculum (unless declared inapplicable through an Education Health Care Plan) through Ordinary Available Provision (OAP), adaptive teaching and making reasonable adjustments to ensure inclusion of all children.
5. To monitor and record the progress of all pupils through marking and ongoing teacher assessment, as well as more formally, termly using summative assessment data to identify needs as they arise and to provide support as early as possible in consultation with Parents/ Carers and the child. Where the school's usual summative assessment processes do not provide a suitable assessment tool for a child's needs, alternative references, such as Pre-Key stage descriptors, will be used.
6. To identify needs at any time, with a focus on early identification, through teacher observation and assessment, reference to checklists, discussions with children, Parents or Carers and reference to hard data entered on the school's assessment system.
7. To involve parents/ carers and children at every stage of planning and decision making.

8. To ensure intervention strategies are provided at any time and wherever appropriate, for a range of reasons, including to address the needs of those pupils who are at risk of not making expected levels of progress and those whose emotional needs make accessing whole class learning difficult. Some of these interventions may occur outside the classroom for small groups or individual children.
9. To provide specific, personalised input, in addition to differentiated class room provision as required.
10. To measure and record the impact of interventions at all stages through baseline assessments before and after the delivery of a specific intervention.
11. To provide access to specialist support when the child's needs cannot be met by normal differentiation and inclusive practice, including building relationships with professionals who provide specialist support, valuing their input, taking into account their professional advice and learning from them for the benefit of all children. This access will be clear and transparent for children, their Parents and Carers.
12. To ensure that statutory reviews are carried out following Local Authority guidelines and to ensure that professionals and parents have adequate notice of review meetings.

IDENTIFICATION, ASSESSMENT AND PROVISION OF SPECIAL EDUCATIONAL NEEDS (See also appendix 1 p13 for Response to Need stages)

Defining Special Educational Needs

According to the SEND Code of Practice (2015) children have a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders the child from making use of the 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 definitions above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, the school recognises that reasonable adjustments must be made in order to ensure that children with English as an additional language are included.

Special educational needs and provision can be considered as falling under four broad areas as outlined in the SEND Code of Practice (2015).

- Cognition and Learning
- Communication and Interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation in place. Learning difficulties cover a wide range of needs and encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty communicating their wants and needs, 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. Children with 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.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated or displaying challenging and disruptive behaviour. These behaviours can occasionally reflect underlying mental health difficulties such as anxiety or depression. Disorders which may be diagnosed include: Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder (AD).

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or impedes them from accessing the educational facilities generally provided. These difficulties can be age related and may change over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Graduated Response

The school has a graduated response approach to providing help for pupils with special educational needs, as recommended by the SEND Code of Practice 2015. This approach recognises that there is a *continuum* of special educational needs and, where necessary, brings increasing specialist expertise to offer guidance to allow school to reduce the barriers to learning that a child may be experiencing.

High Quality First Teaching –

The teacher has the highest possible expectations for all the pupils in their class and all teaching builds on what the child already knows, can do and can understand. Having identified that a child's behaviour is raising a concern or the child is making less than

expected progress in one or more of these areas, the first course of action is for the class teacher, in discussion with the Inclusion Manager, to adapt the teaching and if needed put in place additional support that is targeted where a child may need extra input. This support is known via Ordinary Available Provision which could be within the class and/or an intervention programme may be identified to help them 'catch up', which may be delivered out of class, either individually or as part of a small group. This may involve using more practical resources to support learning, activities at an appropriate level to support progress within class and extra in-class adult support from the teacher and any support staff. School will monitor the child's progress and speak to parents on a regular basis about progress and any further steps of support which may be needed. If a pupil has specific needs relating to one of the four areas stated above, then the process outlined on the Support for Children with SEND Flowchart (appendix 1, p13) will begin.

Identification and Early Intervention

If the initial and appropriate differentiation has not led to adequate progress, then the graduated response may then include an Assess, Plan, do Review plan (APDR) to outline individual support via OAP and monitor progress. This is shared by the class teacher with the child and parents. Progress continues to be carefully monitored and recorded on the APDR using a graduated approach to meeting children's needs. These are reviewed and discussed termly during SEND meetings with the teacher and inclusion manager.

Seeking External Advice

For those children whose progress continues to be a cause for concern, the school may request support and advice from external agencies. Advice on new strategies and targets will be implemented by the class teacher, in consultation with the Inclusion Manager. Parents are invited to share and discuss strategies, and consideration is given to whether the child meets the criteria for Statutory Assessment. Progress continues to be monitored and reviewed regularly.

Statutory Assessment – when there is a significant cause for concern

Where the child's progress continues to be a significant cause for concern, a request may be made for an Education, Health and Care needs assessment by the school, to the Local Authority (LA). The LA uses information about the child's progress over time to consider the need for an assessment and, if appropriate, makes a multidisciplinary assessment.

Education, Health and Care Plan

The LA considers the need for an Education and Health Care Plan (EHCP) and if appropriate will provide additional resources to allow the school to support a child at a 1:1 level as required.

ARRANGEMENTS FOR CO-ORDINATING PROVISION

1. The Inclusion Manager will meet with each class teacher at least each half term to discuss pupils' additional needs and any new concerns, and to review and record progress against Interventions and Additional Support.
2. At other times, the Inclusion Manager and Parents/ Carers will be alerted to newly

arising concerns. The Inclusion Manager will discuss arising issues with all relevant personnel and Parents/ Carers at the earliest opportunity.

3. Targets arising from meetings and reviews will be used to inform and support whole class approaches to inclusion. These targets will also be used to inform individual APDR documents, planning for 1:1 and small group work.
4. The Inclusion Manager, together with the Headteacher and SLT, monitor the quality and effectiveness of provision and interventions for pupils with SEND through discussion, work-scrutiny and classroom observations.
5. SEND support is primarily delivered by class teachers through adaptive teaching methods, although in some cases class teachers will set individual targets for children and plan specific work recorded in an individual plan. In some cases teachers will oversee teaching assistants assigned to individual children in their class. Additional support is coordinated by the Inclusion Manager and delivered by various personnel throughout the school, including trained teaching assistants (TAs), class teachers and the Inclusion Manager, funded from the school's annual budget with additional individual support funded by EHCP allocations from the LA.
6. The support timetable is reviewed regularly by the Inclusion Manager, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. There is also additional individual support funded through individual allocations from the LA.

ARRANGEMENTS FOR ENSURING EFFECTIVE PARTNERSHIPS WITH PARENTS/CARERS

To this end we will:

- Regularly liaise with Parents/ Carers as required and at parent consultations, as a minimum.
- Report on progress annually and termly for individual APDR documents for those with higher level of need.
- Ensure and support parents/ carers to engage fully with the assessment and annual review process for those with high levels of need supported by EHCPs.
- Use a Home School Communication Book as required for those children with low social, communication and language skills.
- Ensure that extra-curricular opportunities are communicated to the Parents/ Carers of children with special educational needs or disabilities.
- Discuss pupil participation in relevant activities outside of school which may involve absence from school.
- Communicate the school's provision on our website and through various communications such as newsletters.
- Work together with parents on transitions between the phases of education and new events through the use of social stories and effective communication on changes in the school environment.

ROLES AND RESPONSIBILITIES

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Governing Body:

- Set and promote the values and ethos of the school
- Promote equality of opportunity
- Be mindful of unconscious discrimination
- Promote an inclusive policy
- Ensure the school follows the practice outlined in this policy
- Ensure resource organisation and management is appropriate to enable provision outlined in the policy.
- Request and monitor appropriate data relating to vulnerable children's progress
- Participate in appropriate training
- Fulfil the duties to pupils with SEND, as set out in the SEND Code of Practice
- Make sure the school complies with relevant legislation and follows guidance effectively.

All Staff:

- Act on the principle that every member of staff is directly responsible for meeting the needs of all pupils.
- Work in partnership with the Inclusion Manager, the pupil, the parents and external agencies to ensure that the needs of all pupils are met.
- Participate in appropriate training and ensure through liaison with support staff that skills and knowledge is shared.
- Ensure equal opportunities for all to succeed at the highest level, striving to remove barriers to access and participation in learning and wider activities.
- Will be sensitive to the social and emotional needs of children with special needs and siblings of such children.
- Promote equality and avoid discrimination against anyone for reasons of disability or special need.
- Deal with incidents of discrimination based on disability or special educational needs, and are able to recognise and tackle bias and stereotyping.
- Keep up to date with the law on discrimination and take training and learning opportunities.

Class Teachers:

- Within weekly and medium-term curriculum planning and through Quality First and adaptive Teaching, help children to learn to understand others and to value diversity.
- Ensure high expectations and equal opportunities for all to succeed at the highest level, striving to remove barriers to access and participation in learning and wider activities.
- Take steps to identify children with a special educational need in their class as soon as possible.
- Organise assessment with the Inclusion Manager and gather data to identify further strategies and support which can be employed.
- Support children at all stages of identification and provision, including gathering evidence for Statutory assessment and reviewing of this.

- Work in partnership with the Inclusion Manager, the teaching assistants, the pupil, the parents and external agencies to ensure that the needs of all pupils are met and that progress is good.
- Agree, plan and implement appropriate provision and support strategies through consultations with Parents/ Carers.
- Use a Home School Communication Book for those children with low social, communication and language skills.
- Maintain up-to-date knowledge of the SEND policy and attend training offered.

Inclusion Manager:

- Oversees and manages the day-to-day operation of the school's SEND Policy.
- Supports and advises staff on how the children might meet planned learning objectives.
- Co-ordinates provision for pupils with special educational needs
- Maintains and updates the school's special needs records, including those relating to children with more complex needs, following Local Authority guidelines
- Liaises with Parents/ Carers of children with SEND, alongside the class teacher.
- Liaises and works in partnership with external agencies, staff, governors and any other relevant professionals
- Researches, manages and maintains suitable resources and keeps themselves up to date with developments in this field.
- Ensures that all teachers keep appropriate assessment records and information regarding children with SEND and that these records are transferred to the next year group or school as appropriate.
- Tracks and reviews that pupil progress is good and is involved with pupil progress meetings to ensure that the needs of all children are being met.
- Deliver or coordinate CPD in this area of practice for all school staff.
- In consultation with the leadership team deploy teaching assistants, outside experts, specialists, mentors and other members of the community as appropriate.
- Promote awareness of SEND policy and offer training opportunities to the wider staff.

Leadership Team:

Under the Equality Act 2010 we aim to have due regard of the need to:

- Eliminate unlawful discrimination
- Promote equality of opportunity

The leadership team will ensure that there is allocated time for regular provision mapping, target setting and tracking of male and female pupils and of various groups of pupils who may be considered as vulnerable. The curriculum and curriculum resources are geared to appeal to both boys and girls, whilst ensuring equality of opportunity.

Head teacher:

- Has overall responsibility for the management of the policy, for assessment and provision for all children and for keeping the governors informed on performance of children with SEND, any changes in management or policy. Any complaints about general or specific provision will be referred to the head teacher in the first instance.

- Ensures that there are regular and robust records to deal effectively with incidents of discrimination that are based on disability or special educational need.
- Makes sure that all relevant policies related to inclusion are readily available and that the governors, staff, pupils and their parents know about it.
- Makes sure all procedures are followed.
- Makes sure all staff know their responsibilities and receive training and support in carrying these out.
- Takes appropriate action in cases of harassment and discrimination.

Pupils:

- Have their feelings about their needs treated sensitively and carefully.
- Are supported to treat others with sensitivity and respect.
- Are provided with opportunities which sufficiently challenge them.
- Take an active part in working towards achieving individual targets.
- Take an active part in reviewing individual targets.

Parents/ Carers:

- Through consultation, work in partnership with the school to help meet their child's needs.
- Work with the school to support their child in achieving targets agreed by Parents/ Carers and the school.

ADMISSIONS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS:

Within the Local Authority admissions policy, the aim of the school is to meet the needs of the child of any Parent/ Carer who wishes to register at the school. Admission authorities may not refuse to admit a child because they feel unable to cater for their special educational needs. Please refer to the Local Authority Admissions Policy for further details.

TRANSFER FROM THE SCHOOL:

The Inclusion Manager or Head teacher will share appropriate information with the child's future school. For children with additional needs transferring to Milton Road there will be appropriate information sharing and liaison with either pre-school settings or other primaries.

SPECIAL FACILITIES AT THE SCHOOL:

The school is a one storey building with wide doorways and corridors as well as a number of toilets allowing for wheelchair access. The outdoor area is flat with paths. The school is equipped with a wet room and shower facilities which allow for wheelchair access. Please see the Accessibility plan for further information.

PARENTAL CONCERNS

If you have any concerns regarding the educational provision for your child, please speak to the class teacher in the first instance. Any unresolved concerns or issues of a more serious nature should be referred to the Inclusion Manager, the Head teacher or the Child

Protection Officers.

Updated June 2024

Appendix 1

Support for Children with SEND Flowchart Movement from one step to another occurs if a child needs further support to make progress. A child may move back a step if good progress is made.

Step Seven EHCP: EHCP is in place, it is reviewed at least once a (school) year and everyone that supports the child (including the child and their parents/carers) will be involved in the review to make sure that the Plan is working well. The child continues to have more detailed support via termly reviews and APDRs.	
Step Six EHCP: School will apply for an EHCP (Education and Health Care Plan) from the Local Authority. All previous evidence must be submitted so that child's needs and support that has been offered so far can be assessed. If successful extra resources will be provided to help school to support learning and development. This process takes around 20 weeks from start to finish.	
Step Five Specialist Support: SENCO seeks permission from parents to discuss the child at SEND Services link meeting. The child's needs are discussed in detail and recommendations are made by the Specialist Teacher/Educational Psychologist. Recommendations are put in place and monitored carefully over at least 2 APDR cycles. Regular meetings will take place between parents, SENCO and class teachers.	
Step Four Targeted Support: An Assess, Plan, do Review plan (APDR) is put in place by the class teacher and Inclusion Manager to outline individual support via OAP and monitor progress. This is shared by the class teacher with the child and parents. Progress continues to be carefully monitored and recorded on the APDR using a graduated approach to meeting children's needs. These are reviewed and discussed termly during SEND meetings with the teacher and inclusion manager. If there is no progress following 2 cycles of APDR and levels/progress are at least 2 years behind age related expectations, move to Step 5.	
Step Three: Discussion of impact of initial strategies (OAP) is held with teacher, parents/carers and possibly Inclusion Manager, the child is placed on SEND list to enable close monitoring. Further additional strategies are put in place and the child accesses in school interventions. These targets and interventions are included on the termly mini-reports to parents/carers. Progress is monitored very carefully and evidence of impact of support is gathered. If no progress, move to Step 4.	
Step Two: Class teacher identifies strategies (from strategies list) to adapt work or the environment to help the child make better progress. This is Ordinary Available Provision (OAP) and is discussed with parent/carers and the Inclusion manager. Progress is carefully monitored to assess the impact of the interventions. If no progress is made a more targeted support may be needed.	
Step One: Concerns are raised by parent/carer or teacher about a child's progression in class. These would be discussed between parent/carers and teachers at an appropriate meeting time.	