



SEND Policy

Summary

This document covers the schools approach to Special Educational Needs and Disabilities.

Introduction:

At Milldene School we believe we have a safe, happy and challenging community where we value every child and their family. We encourage confidence and creativity to enable each child to flourish and reach their full potential.

The school's admissions policy offers all children equal rights to attend the school. We aim to give each child equal access to a broad, balanced and differentiated curriculum that will enable each child's potential to be developed to the full.

The school values the contribution and achievements of all, the importance of pupils experiencing success and raising self-esteem.

School staff have high expectations for all pupils and are expected to respond to the needs of all pupils. All pupils are seen as individuals with differing interests, knowledge and skills.

However, some children may have a special learning need or requirement that will merit a specific educational provision be made for them, additional to, or differing from the general provision made for the majority of their same aged peer group.

'Special Educational Needs' (SEN) is a wide ranging term covering areas such as difficulties with learning, communication, behaviour, emotional and social development, physical and sensory impairments. Many children will present with a special need at some time in their school life and may need some additional help at some point.

This policy reflects current changes in the [SEND code of Practice January 2015](#).

Arrangements for coordinating Educational provision:

It is the intention of the school to ensure full access to all school activities for children with SEN and support integration into the classroom setting for learning, and to ensure all children have equal access to extra curricular activities.

However, where the specific needs of some children cannot be met by working alongside their peers, they may receive individual or small group teaching, and may be further



supported by a Learning Support Assistant (LSA). The school has appointed a number of LSAs through allocated funding.

Class teachers are responsible for enrichment and differentiation of teaching content, and for providing High Quality Teaching. A Special Educational Needs coordinator (SENCO) oversees the support of those children identified as requiring support with their learning.

The name of the SENCO for Milldene School is Ms D.Bishop.

The school governing body has overall responsibility for SEN provision and a named governor meets regularly with the SENCO. The Head Teacher and the SENCO are responsible for the implementation of the school SEN policy.

The SENCO's role will involve working closely with school staff and, in some cases, external agencies to establish learning targets and Educational Health and Care Plans (EHCP) for children identified with SEN. Parents and Carers will be involved at all stages of this process. The school uses the Person Centred Approach to planning for an individual child's needs, this is known as One Planning. All teachers have been trained in this process and this is used to monitor and review a child's progress. The involvement of class teachers, parents/carers and, where appropriate, the child are all involved in the process.

The school uses the [Essex Provision Guidance](#) materials and the [Essex Local Offer](#) to help meet each child's individual needs. Mental Health is very important to us at Milldene and we develop children's mental health and wellbeing as part of our practice. The SENCO and the Well-Being Mentor meet weekly to provide support as necessary. We adhere to the guidance in the document [Promoting children and young people's health and wellbeing](#).

The SENCO also identifies, facilitates and provides appropriate training courses, secures resources and special equipment to support learning programmes in the school. The SENCO attends an extensive range of training courses, cluster meetings and conferences in order to maintain an up to date knowledge of SEN.

Transition between school phases, nursery to infant, to junior, and especially to secondary is carefully managed to facilitate continuity of support.

The school recognises the importance of early intervention, and children admitted to the school are assessed on entry.

At Milldene School we have chosen to include a 'pre' SEN stage, called Additional Intervention and Support. This allows registration of a concern at an early stage to ensure monitoring and possible intervention. The SENCO keeps a register of children on and liaises with class teachers. Small group support is provided where appropriate.

Pupils are identified as having Special Educational Needs by their class teacher using assessments such as the Early Years Foundation Stage Profile (EYFSP), used on entry to the school. End of year assessments, and individual assessments related to Age Related Expectations are used to monitor progress. Results are examined in relation to county guidelines for placement of children with SEN.

There is an annual use of Target Tracker together with termly pupil progress tracking sheets to monitor progress. Further to this, the SENCO ensures that where necessary children in Key Stage 2 will have their Reading and Spelling Age assessed regularly.



The school may also be alerted should a parent raise a specific concern. The SENCO may then initiate an appropriate assessment and/or intervention if required. A suitable learning programme and/or intervention may then be devised in consultation with the parent and child, and drawing on support and resources available to the school.

Children on the SEN register are monitored by the SENCO, class teachers, and LSAs. Where necessary, further support and advice may be sought from external agencies such as Educational Psychologists, Specialist Teachers or medical professionals.

Modifications to the school building have been made to improve wheelchair access, and the accommodation includes a toilet and shower area for children with disabilities. Future planning to improve access is ongoing.

Monitoring and Evaluating Success:

The school assesses each child on entry to the school.

For some children, EHC Plans provide targets for individual children, advice on how the school can support the child and their progress is monitored as a measure of their success. These are subject to Annual Reviews in addition to the termly One Planning meetings.

The SEN register is updated periodically, every half term, or more frequently if an identified child requires additional support.

The effective use of resources is monitored by the SENCO, and audited to identify gaps in support provision.

The Head Teacher has overall responsibility for SEN provision and reports on SEN matters every term to the governing body.

Links with external support services:

When required, the school may seek further advice and support from Educational Psychologists and Specialist Teachers. The additional services are funded by the school.

The school maintains strong links with the health service, and further advice and support may be sought from a range of provisions including: physiotherapists, occupational therapists, speech and language therapists, and the school nurse service.

Support from other services may be sought as appropriate. This is particularly important with regards to mental health concerns and the school takes on guidance to provide support in this area. Details on services available to parents can be found via the [Essex Local Offer](#).

All interventions from external agencies are recorded and reports are copied to parents/guardians/carers.



Parents/Guardians/Carers:

Parents may request access to class teachers and to their children's work before and after school, during Open Classroom sessions or by appointment. Parent consultation meetings are offered at least twice a year. Should concerns be expressed about a child's progress, an assessment of the child's strengths and weaknesses may be initiated and in some cases an EHCP assessment initiated if appropriate.

Parents/Guardians/Carers are invited to attend and contribute to all reviews of those children on the SEN register, and copies of all such reviews are sent to them afterwards. The school operates an 'open door policy' and parents/guardians/carers may request an appointment at any time during the school year should they have concerns about their child. Milldene School encourages parents to contribute to their child's individual programme as part of the One Planning Process.

School staff will contact parents/guardians/carers should they have concerns regarding their child.

Confidentiality:

Information regarding children is kept confidential. This policy works in conjunction with the Safeguarding policy and all other policies relating to the welfare of our pupils.

School Links, entry and transfer procedures:

Pre-School: information regarding children's identified needs is collected from pre-school settings, and passed on to school for early intervention where appropriate. The SENCo visits the local pre-school as necessary.

Transfer to Milldene from other schools: information from other schools, and a child's parent/guardian/carer is collected and used to inform staff at Milldene, an action dated where appropriate.

Secondary Transfer: Information regarding children who are likely to require specific support during their secondary phase is passed on to the SEN support staff at the receiving secondary school. Additional induction visits may be facilitated to the new school if required. Before secondary transfer takes place, staff liaison takes place between support staff at Milldene and the receiving secondary schools to enable discussion and information exchange about individual children.

With parental agreement, copies of existing One Plans and EHC plans are made available to the receiving secondary school.



Document Control:

This policy was originally created:	May 2009
Employees were consulted on this document:	
The Curriculum Committee were consulted on this document:	
The policy was formally adopted by the Full Governing Body on:	20/09/2016
To be reviewed:	September 2017
Review Date: September 2016 Comment: Updated to new format and to follow latest policy/guidance. Links added to official guidance/policies	
Review Date: Comment:	