

SPECIAL EDUCATIONAL NEEDS POLICY

Rationale

Milton Abbey aims to provide the kind of educational experience which can potentially bring out the best in everyone, nurturing and celebrating talents and abilities as well as enabling pupils to address their specific areas of need and to achieve as much as they may be able, despite their differences.

This policy:

- Has been developed to meet the special needs of our pupils
- Recognizes that all pupils have individual needs
- Provides a framework for the on-going development of best practice in meeting pupils' SEN
- Aims to support staff in the identification and assessment of pupils' needs and in the provision and monitoring of appropriate teaching and learning programmes
- Meets the statutory requirements of the 1996 Education Act and is informed by: the Disability and Discrimination Act (1995); the SEN and Disability Act (2002); 'Every Child Matters' (2004); special educational needs and disability code of practice. 0-25 years (2015)
- Enables pupils to engage in all activities together with pupils who do not have SEN
- Operates in conjunction with other key policies

Definitions

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provisions to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) 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.

Disability:

A person has a disability if she/he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities (Section 1 (1), Disability Discrimination Act, 1995).

Principles

This policy is based on key principles which underpin the **Code of Practice (COP):**

- All pupils have the right to a broad, balanced and relevant education
- The recognition of a continuum of need
- The importance of early intervention
- Responsibility for SEN lying collectively with all staff
- The use of best practice to minimize the impact of SEN
- Pupil participation in decision-making
- Parents as partners in education
- Integration of all agencies involved with the pupil

It is also underpinned by the principles embodied in **'Every Child Matters' (ECM):**

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her potential. This is achieved by ensuring the wellbeing of all pupils in relation to:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving social/economic wellbeing

This SEN policy details how Milton Abbey will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavors to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs and allow pupils with learning difficulties and/or disabilities to join in the activities of the school, together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the pupil receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the Code of Practice when carrying out its duties toward all pupils with learning difficulties and/or disabilities and ensure

that parents are notified of a decision by the school that SEN provision is being made for their child.

Essentially, the two main aims are:

Entitlement and Access

- To ensure there are equal opportunities for all pupils
- To ensure that ECM outcomes are a fundamental part of every aspect of school life
- To give pupils a voice regarding their SEN provision and progress. Involve pupils via Assess Plan Do Review
- To identify pupils with SEN on entry in Year 9 through Baseline Assessments involving standardized screening tests
- To analyse and use whole-school data to identify pupils with SEN
- To develop good diagnostic assessment to inform personalized teaching and learning approaches
- To consider evidence from teacher observation and assessment
- To evaluate pupil performance against the level descriptions within the National Curriculum
- To use a graduated approach to SEN intervention pupils may need to study a reduced number of subjects
- To provide opportunities for all staff to develop their awareness and skills to identify and provide for the needs of pupils with SEN

These aims are extended and explained more fully in the following:

Provision for pupils with learning difficulties and/or disabilities is a matter for the school as a whole. In addition to the governing body, the school's Headmaster, Housemasters, SENCO and Learning Support team, all other members of staff have important responsibilities.

We believe all teachers are teachers of pupils with learning difficulties and/or disabilities.

Teaching such pupils is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with learning difficulties and/or disabilities, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

If a pupil is known to have special educational needs when they arrive at the school, the Headmaster, SENCO and Housemasters will:

- Use information from the feeder school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class
- Ensure that ongoing observation and assessment provides feedback about pupil's achievements, to inform future planning of the pupil's learning and ensure opportunities for the pupil to show what they know, understand and can do through the pastoral programme
- Involve the pupil in planning and agreeing targets to meet their needs

Monitoring pupil progress

Teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consult the SENCO to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. Consideration should then be given to helping the pupil through providing extra lessons. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the pupil and the pupil's 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 pupil'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 pupil's behavior
- is likely to lead to appropriate accreditation
- is likely to lead to participation in further education, training and/or employment.

Identification of need

When a pupil is identified as having special educational needs, Milton Abbey school will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

Pupils with a level of need will require the involvement of external services such as educational psychologists, speech and language therapists etc. A request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the pupil's IEP. External support services will usually see the pupil, so that they can Advise the SEN staff on new IEPs, with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The triggers for *School Action Plus* could be that, despite receiving an individualised programme and/or concentrated support, the pupil:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of pupils 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 their own learning or that of the class group, despite having an individualized behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

When school seeks the help of external support services, those services will need to see the pupil's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. The resulting IEP for the pupil will set out new strategies for supporting the pupil's progress with the strategies specified in the IEP, implemented, at least in part, in the classroom setting. Delivery of the IEP will remain the responsibility of the SEN staff. Some pupils receiving additional support will be part of a group IEP.

If the SENCO and the external specialist consider that the information

gathered about the pupil is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the pupil's parents will be sought.

In some cases outside professionals from health or social services may already be involved with the pupil. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, the SENCO, with the *parent's* permission, will contact them.

Nature of intervention

The SENCO, Housemaster and the pupil's subject teachers should decide on the action needed to help the pupil to progress in the light of their earlier assessment. This might be:

- to provide different learning materials or special equipment
- to introduce some group or individual support
- to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- to undertake staff development and training aimed at introducing more effective strategies
- access to independent support services for one-off, occasional advice on strategies or equipment or for staff training may make it possible
- to provide effective intervention without the need for regular or ongoing input from external agencies

Pupil Profiles

Pupil profiles are written on pupils with additional needs. These are available to subject teachers to alert them to the nature of the pupil's difficulties. The profile also identifies some strategies for teaching that may benefit the pupil

IEP

Pupils having learning support may have an IEP or a set of group targets. The IEP will only record that which is additional to or different from the differentiated curriculum provision and will focus on three or four individual targets to match the pupil's needs. The IEP will be reviewed regularly and the pupil will be invited to contribute to the review process and be involved in setting the targets.

School request for statutory assessment

For a few pupils the help given by schools through *Action Plus* may not be sufficient

to enable the pupil to make adequate progress. It will then be necessary for the

school, in consultation with the parents and any external agencies already involved, to consider whether to ask the pupil's LEA to initiate a statutory assessment.

Where a request for a statutory assessment is made to an LEA, the pupil will have

demonstrated significant cause for concern and the school will provide written

evidence to the LEA detailing:

- the school's action through additional support lessons.
- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the pupil's medical history where relevant
- educational and other assessments, for example from an educational psychologist
- views of the parents and of the pupil
- involvement of other professionals
- any involvement by the social services

When the LEA receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the pupil's school and, as appropriate, other agencies, as to whether a statutory assessment of the pupil's special educational needs is necessary. Where the evidence presented to the LEA suggests that the pupil's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to schools, the LEA will consider the case for a statutory assessment of the pupil's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the pupil's special educational needs is such as to require the LEA to determine the pupil's special educational provision through a statement of special educational needs

A statement of special education needs will include:

- the pupil's name, address and date of birth
- details of all of the pupils special needs
- identify the special educational provision necessary to meet the pupil special educational needs
- identify the type and name of the school where the provision is to be made
- include relevant non-educational needs of the pupil
- include information on non-educational provision

Annual review of a statement of special educational needs. Moving to EHC plan

All EHC will be reviewed at least annually with the parents, the pupil and the school to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the pupil has achieved as well as on difficulties that need to be resolved. As we have pupils from different authorities we are moving pupils from statements to EHC plans at different times according to how they have prioritised.

Welfare

Milton Abbey is committed to supporting the overall welfare and social needs of all pupils, particularly those with a statement. The SENCO, in cooperation with the Housemaster and tutor, ensures success and accessibility to outcomes in the Every Child Matters agenda.

Resources

- To deploy resources effectively and fairly within the school to ensure that pupils' SEN are met.
- SEN is clearly identified as a budget heading.
- Teaching assistants are deployed around the school to help in the classes with the greatest need

Partnership with Parents

- To value the contribution parents make to the education of their children
- To involve parents in all aspects of their children's education and to provide access to information concerning their children's needs and education in school

- To deal sensitively and effectively with any parental complaints about SEN provision

English as an Additional Language

(See separate EAL Policy and Admissions policy)

The identification and assessment of the special educational needs of pupils whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

