



# MILTON ABBEY SCHOOL

<b>Special Educational Needs (SEN) Policy (and provision for pupils with Educational, Health and Care (EHC) Plans)</b>	
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## Special Educational Needs (SEN) Policy (and Provision for pupils with EHC Plans)

### Rationale

Milton Abbey School aims to provide the kind of educational experience which can 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 any learning difficulties or disabilities they may have.

This policy:

- has been developed to meet the special needs of our pupils;
- recognises that all pupils have individual needs;
- provides a framework for the on-going development of best practice in meeting pupils' Special Educational Needs (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 SENDCo Code of Practice 2014; the SEN and Disability Act (2002); 'Every Child Matters' (2004);
- 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 provision to be made for him or her".

Pupils have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Pupils 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.** (Education Act, 1996. Section 312).

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### 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 minimise 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 policy details how Milton Abbey School 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 endeavours 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.

**Identification, Assessment and Provision for needs**

- To identify pupils with SEN on entry to the school through Baseline Assessments involving standardised screening tests and tight observations .
- To analyse and use whole-school data to identify pupils with SEN.
- To develop good diagnostic assessment to inform personalised 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 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 Headmaster, Housemasters/mistresses (HSMs), SENDCo and Learning Development team, and all other members of staff have important responsibilities.

We believe all teachers have a responsibility to all pupils including those with learning difficulties and/or disabilities. Teaching SEN 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.

### **Graduated response**

Milton Abbey will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a pupil is identified as having special educational needs at the point of joining the school, the Headmaster, the Deputy Head Academic, SENDCo and HSMs 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 the 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.

### **Pupil profiles**

All pupils at Milton Abbey have a personal Pupil Profile which can be accessed by teaching staff. The profile contains a detailed account of each pupil's strengths, weaknesses and difficulties. Where a pupil has specific learning challenges, advice and support strategies are also detailed, individual to each pupil. The profile also has a section dedicated to pastoral needs and support.

### **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 SENDCo 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.

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 behaviour;
- is likely to lead to appropriate accreditation;
- is likely to lead to participation in further education, training and/or employment.

### **Nature of intervention**

The Deputy Head Academic or SENDCo will decide on the action needed to help the pupil to progress in the light of their earlier assessments. 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;
- to provide effective intervention without the need for regular or ongoing input from external agencies.

### **Outside Agencies**

In some cases, outside professionals from health or social services may already be involved with the pupil or the school may identify a need for them to become involved. 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 SENDCo, with the *parent's* permission, will contact them.

When the 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.

If the SENDCo 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.

The SENDCo works closely with visiting Educational Psychologists.

### **Annual review of an EHCP (formerly statement of special educational needs)**

All EHCPs 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 EHCP. The annual review should focus on what the pupil has achieved as well as on difficulties that need to be resolved.

### **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.

### **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)**

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.