

## Milton on Stour Primary School

### Special Educational Needs and Disability Policy

#### **Definition of Special Education Need and/or Disability (hereafter referred to as SEND)**

*A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age has a learning difficulty if he or she:*

*Has a significantly greater difficulty in learning than the majority of others of the same age*

*Or*

*Has a disability which prevents or hinders him or her for making use of facilities of a kind generally provided for others of the same age in a mainstream school.*

SEN Code of Practice 2014

#### **Definition of Disability**

*Many children who have SEN may also 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'*

SEND Code of Practice 2014

#### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

#### **Special Educational Needs and Disability (SEND) School Information**

The Headteacher has overall responsibility for Special Educational Needs and Disability at Milton-on-Stour Primary School.

The designated teacher responsible for coordinating SEND (SENCO) is: Tamar Shanks. Contact either by telephone 01747 822588 or via email – [office@milton.dorset.sch.uk](mailto:office@milton.dorset.sch.uk) Mrs Shanks is a member of the Senior Leadership Team.

The governor with oversight of the arrangements for SEND is Chris Heal who you can contact via email [office@milton.dorset.sch.uk](mailto:office@milton.dorset.sch.uk).

## **OUR SCHOOL VALUES**

### **Love, Hope and Joy**

Our values inform all that we do at Milton and are the underpinning of our curriculum and inform our Golden Threads which weave through all of our learning. Our golden threads are Embracing Diversity, Developing Character, Ambitious readers with assured oracy. We have high expectations of all children and believe that a Special Educational Need is no excuse and that the right support at the right time should enable every child to succeed.

*“Allowing a student with a hidden disability - like ADHD, ASD, Anxiety or Dyslexia – to struggle academically or socially, when all that is need for success are appropriate accommodations and explicit instruction, is no different than failing to provide a ramp for a person in a wheelchair.”*

Our Christian and inclusive atmosphere welcomes every child and family. We focus our approach on the parable of The Lost Sheep, where we aim to care for all and where all must feel a valuable part of the school community.

## **AIM AND OBJECTIVES**

Milton-on-Stour Primary follows a whole school approach to SEND, where all teachers are teachers of SEND and where successful inclusion for SEND children is a whole school responsibility. Inclusion does not mean all children having the same, but rather every child has what they need to succeed.

We have high aspirations for all children and we want them to leave primary school with skills, confidence and self-efficacy to go on to successfully transition into adulthood and to lead fulfilling lives. We work towards aspirational outcomes where all adults have the knowledge and understanding to scaffold, support and challenge children to be the best that they can be.

## **AIMS**

All children with SEND make good progress.

Quality first teach is of a very high standard, offering a rich curriculum which is accessible to all and which demands the very best from our children. Expectations are high in all areas and appropriate classroom adjustments, scaffolding and support address barriers to learning and success.

To create a whole school approach to SEND, ensuring an inclusive, compassionate and knowledgeable approach in all areas of school life. Every teacher and teaching assistant is able to develop knowledge and expertise to work in the very best way with all children, so that all children can participate in all aspects of school life.

We aim to identify any difficulties early and respond quickly and appropriately.

We aim to work closely with families at each stage of our graduated approach.

Work in close partnership with outside agencies, seeking advice and guidance where appropriate.

Ensure that children are central to the planning and monitoring of their support, and that systems are in place to ensure that their voice is heard.

## **OBJECTIVES**

To identify and provide for pupils who have special educational needs and additional needs

To work within the guidance provided in the SEND Code of Practice 2014

To operate a whole school approach to the management and provision of support for special educational needs

To provide a Special Educational Needs Co-ordinator (SENCO)

To provide support and advice for all staff working with special educational needs and or disability pupils.

## **ROLES AND RESPONSIBILITIES**

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Milton-on-Stour Primary School's arrangements are published on supporting disability and medical conditions, equality, school and SEN information pertinent to the SEND policy. Together with the Headteacher they will review these arrangements annually.

Rhiannon Tidby – Headteacher has overall responsibility for the leadership, management and standards achieved by all pupils.

Tamar Shanks – SENCO: delegated responsibility for the quality of provision for SEND pupils. The role of the SENCO incorporates strategic direction and development of SEND identification and provision across the school and raising standards for all children, in partnership with the Senior Leadership Team and Governing Body. Key facets of this include, supporting teaching and learning, effective use of additional support, involvement in aspects of the financial management of the notional SEND budget and whole school professional development.

Chris Heal – Nominated Governor for SEND

## **ADMISSIONS**

Milton-on-Stour Primary uses the local authority arrangement for school admissions.

The arrangement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, securing admission to school. In addition, Milton-on-Stour Primary would always aim to make appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Milton-on-Stour Primary liaises with the local authority, health services and parents to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the Local Authority's website: [SEND Local Offer - Dorset Council](#)

## **FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS/DISABILITY**

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed 'The Equality Act 2010 and School (May 2014)'. We comply with the requirement to support children with disability as defined by the act.

At Milton-on-Stour Primary School we draw on expertise from within the school and from outside agencies and provide training to ensure that provision matches with any special educational needs. We incorporate advice and guidance provided as a result of assessments and strategies described in a child's Education and Health Care Plan (EHCPs).

## **SEN INFORMATION AND LOCAL OFFER**

The school website holds information about SEND and specific information on how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice 0 – 25. This information is kept under review and updated regularly in liaison with children, parents, governors and staff.

## **PARTNERSHIP WITH PARENTS AND CARERS**

We recognise that parents will provide a crucial and unique insight into their child and we will always seek to develop a close working relationship in order to achieve the best outcomes for children.

Consultation with parents of children on the Special Educational Needs Register will happen informally as required. Additional more formal consultation will be made available at parents' meetings or at a mutually convenient time, three times throughout the year.

Parents of children with EHCPs will also participate in an annual review.

## **IDENTIFYING AND MANAGING SPECIAL EDUCATION NEEDS**

The SEND Code of Practice: 0 to 25 (July 2014) identifies SEND under four broad areas of need:

- i. Communication and Interaction
- ii. Cognition and Learning
- iii. Social, emotional and mental health difficulties
- iv. Sensor and/or physical needs

Children may have needs in more than one category of need and we aim to ensure that distinct plans match individual learning requirements.

At Milton-on-Stour we aim for early identification of special educational needs and disabilities, so our assessment process begins as soon as a child starts our school. School staff use a wide range of tools to assess to ascertain a sound understanding of the type and level of need:

At Milton-on-Stour Primary we assess and monitor children constantly to review progress and inform plans for children's next steps. In addition, once a term, teachers will use performance in class and formal assessment to summarise progress. These summative assessments are shared with senior leaders who track children's progress, and enable rich discussion at termly pupil progress meetings. Part of this tracking approach includes statutory assessment opportunities at the exit point of reception year, year 1 phonics test, year 2 end of Key Stage 1 assessments, year 4 times tables tests and year 6 end of Key Stage 2 assessment.

At the earliest stages, where progress may begin to raise concern, we plan and put in place additional support to enable pupils to 'keep up' (in consultation with parents). This may include an increase in the class teacher 'checking in' with that child during the lessons, considering seating arrangements, writing tools, pre-teaching or an increase in visuals to support learning.

If progress then goes on to become insufficient we would first consult with parents and then adopt a 'graduated response' (SEND Code of Practice 2014), where we would put in place additional support to enable pupils to 'catch up'. Additional support may include: 1:1 paired reading, additional group or individual reading, precision teaching, pre-teaching, motor skills programmes, ELSA. The aim would be to close the attainment gap, so that the child is no longer behind. These interventions and strategies will be reviewed regularly, so that we can see if they are working.

Some pupils may continue to make insufficient progress, despite high-quality teaching and targeted adjustments. For these pupils, and in consultation with parents, we will consider the child's strengths and also use a range of assessment tools to determine the cause of any difficulties. At Milton-on-Stour Primary we are experienced in using the following assessment tools: British Picture Vocabulary Scale, Wide Range Intelligent Test, Wide Range Achievement Test, Boxall Profile, Dyslexia Profile, YARK, HAST.

The purpose of these more detailed assessments is to understand what additional resources and different approaches are required to enable the pupil to make better

progress. The advice and recommendations from all professionals will be shared with parents and will be used to develop leading to appropriate outcomes.

**At this point, in consultation with parents, we will have identified that the pupil has a special educational need because the school is making provision for the pupil which is additional to and different from what is normally available. The child will be added to our special educational needs register, and parents/carers will be formally notified by letter. A one page profile will be created alongside the child.**

Appropriate outcomes and small steps will be used to write a Support Plan, sometimes referred to as an ADPR form (assess, plan, do, review). Children and parents will be able to work with staff to agree what is needed and what good outcomes for the child will look like. Support plans will be collaboratively and regularly reviewed and new outcomes set in light of any new assessment information.

With the permission of parents/carers we may seek external advice and assessment from outside agencies to ensure the best outcomes for children.

If a child is identified as having Special Educational Needs the SENCO will:

- liaise with the Class teacher and Head teacher to recommend and implement the right support for each child;
- advise other teachers and teaching assistants on how to help each child and ensure that they have an up to date support plan;
- arrange training for staff as necessary;
- work closely with parents/carers;
- work with other professionals (if necessary) who may be able to help individual children.

If a child's needs are very complex/and or severe we may ask the Local Authority to carry out an Education Health Care Assessment.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that sometimes learning can be affected by other factors:

Attendance and punctuality

Health and welfare

English as an Additional Language

Pupil Premium

Looked after children

Service Children

Disability where there is no impact on progress and attainment

Bereavement and family issues

Vulnerable to bullying or being a bully

## **Monitoring and Evaluation of SEND**

Where a child is identified as having SEND Milton-on-Stour Primary school adopts a process of Assess, Plan, Do, Review (graduated response). The principle is firmly

embedded in working closely with parents/carers and children to agree, appropriate and helpful support.

Every child, including those with SEND, has their progress tracked throughout the school year, against curriculum descriptors of age related expectations. Tracking allows the school to see if pupils are increasing their levels of skills in key areas. In addition, children with SEND will be assessed appropriately and progress will also be measured against outcomes described on Support Plans. Support Plans are working documents and will be formally reviewed by teachers, TA, parents, children and SENCO on a termly basis. This will be a time when we can evaluate the effectiveness of intervention and provision and consider how we may respond if support has not been as successful as we had hoped.

Progress for all groups of children is reported to the governing body.

For children with and EHCP, there will be an annual, child centred review.

### **COMING OFF THE SEND REGISTER**

Children will be removed from the School SEN Register if they have made sufficient progress over a period of time and they are able to fully access the curriculum successfully, making progress in alignment with peers. Following discussion with parents a formal letter will be sent confirming this. Children will continue to be monitored closely.

A child with an EHCP will follow the statutory guidance for ceasing an EHCP as set out in the Code of Practice. The ceasing of an EHCP is determined by the local authority, where a child no longer requires the special education provision as specified in the EHCP.

### **STORING AND MANAGING INFORMATION**

All data including data stored electronically is subject to GDPR data protection law.

All paper records will be held in line with the school's policy and protocol on security of information.

### **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

Milton-on-Stour Primary works within statutory guidance and we will comply with the duties specified under the Equality Act 2010. We recognise that provision relating to disability must be treated favourably and that we are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

### **TRANSITION ARRANGEMENTS**

At Milton-on-Stour Primary School we recognise that transitions can be challenging for children and believe that with the right support, such crucial moments in a child's education, can be managed very successfully.

We will always endeavour to work closely with pre-school (or previous) settings used by pupils before they transfer to us in order to seek information that will make the transfer successful.

We liaise closely with our pupils' onward destination by providing information to their next setting and where possible will meet with a range of key staff, such as SENCO's and representatives from the setting, during the children's final term with us. Where possible, we will arrange additional support for transition, such as additional opportunities to visit the new setting or additional transition activities.

As children move from one year to the next, staff and SENCO will liaise closely to ensure that vital information is shared and understood.

## **TRAINING AND RESOURCES**

We understand that because of our emphasis on a whole school approach to SEND it is crucial that all staff feel confident in meeting the needs of all our learners, and that high quality and focused training will be imperative. Our aim is that all staff will have access to training and development opportunities on a regular basis.

We have key staff who have training or who hold qualifications in the following areas: Specialist Dyslexia Teacher, ELSA, First AID, Special Educational Needs Coordinator Award.

Staff skills audits will be carried out annually (in the summer term) to help us identify focus areas for the year ahead.

## **SEN INFORMATION**

Information relating to SEND and Accessibility can be accessed via the school's website.

All information can be provided in hard copy upon request. The SENCO can take time to share and explain the information face to face if preferred.

## **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. We encourage all our parents to first approach their child's teacher as their first point of contact. However, if a parent/carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

Milton-on-Stour Primary publishes its Complaints Policy on the school website.

### **REVIEWING THE SEND POLICY**

The policy will reviewed and updated every two years or earlier if significant changes in statutory duties are made.

Policy to be reviewed: September 2025