



# Millfield Primary School

## Special Educational Needs and Disability Policy

**2015**

**This policy takes full regard of the SEND Code of Practice 2014**

**Policy last reviewed and agreed by stakeholders:** January 2015

**SENCO:** Mrs Lauren Read - Fully Accredited with National SENCo Award, full member of the School Improvement Team in school.

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## **Compliance**

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

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England, Key Stages 1 & 2 (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO in consultation with the school's SEN Governor, a parent working group and school staff reflecting the SEND Code of Practice 0 – 25 (2014) guidance.

## **SECTION 1**

All children are individuals and have varying needs throughout their time at Millfield School. All staff recognise that every child has gifts, abilities and weaknesses, which need to be adequately addressed by their class teacher. We believe that "every teacher is a teacher of every child or young person including those with SEN" (Nasen, 2014) and, in line with the SEND Code of Practice 0 – 25 (2014) class teachers are responsible for the learning and progress of all children. The school's SENCO and Intervention Team support teachers and pupils with additional provision and strategies to ensure all pupils make progress.

This policy includes children who have significantly greater difficulty in learning than the majority of children of the same age and those with a disability where any special provision needs to be made.

All children must have an equal opportunity to take part in a broad and balanced curriculum, including the National Curriculum, and in all activities of the school. The National Curriculum is the starting point for planning a school curriculum to meet the specific needs of individuals and groups of pupils. Where necessary, special arrangements may need to be made for those children with specific needs, e.g. hearing impairment, communication difficulties, physical disabilities. Those who have additional needs will be encouraged to develop their strengths, take responsibility and be helped to become as independent as possible.

This policy links with the school's policy on children with significant medical needs.

## **SECTION 2 – Our Aims and Objectives**

### **Aims**

Millfield School aims to:

- Raise the achievement of all children
- Promote the self-esteem and motivation of all children
- Listen to children's views and involve them in planning their education
- Work in partnership with parents

## Objectives

The above aims will be realised in the school environment as follows:

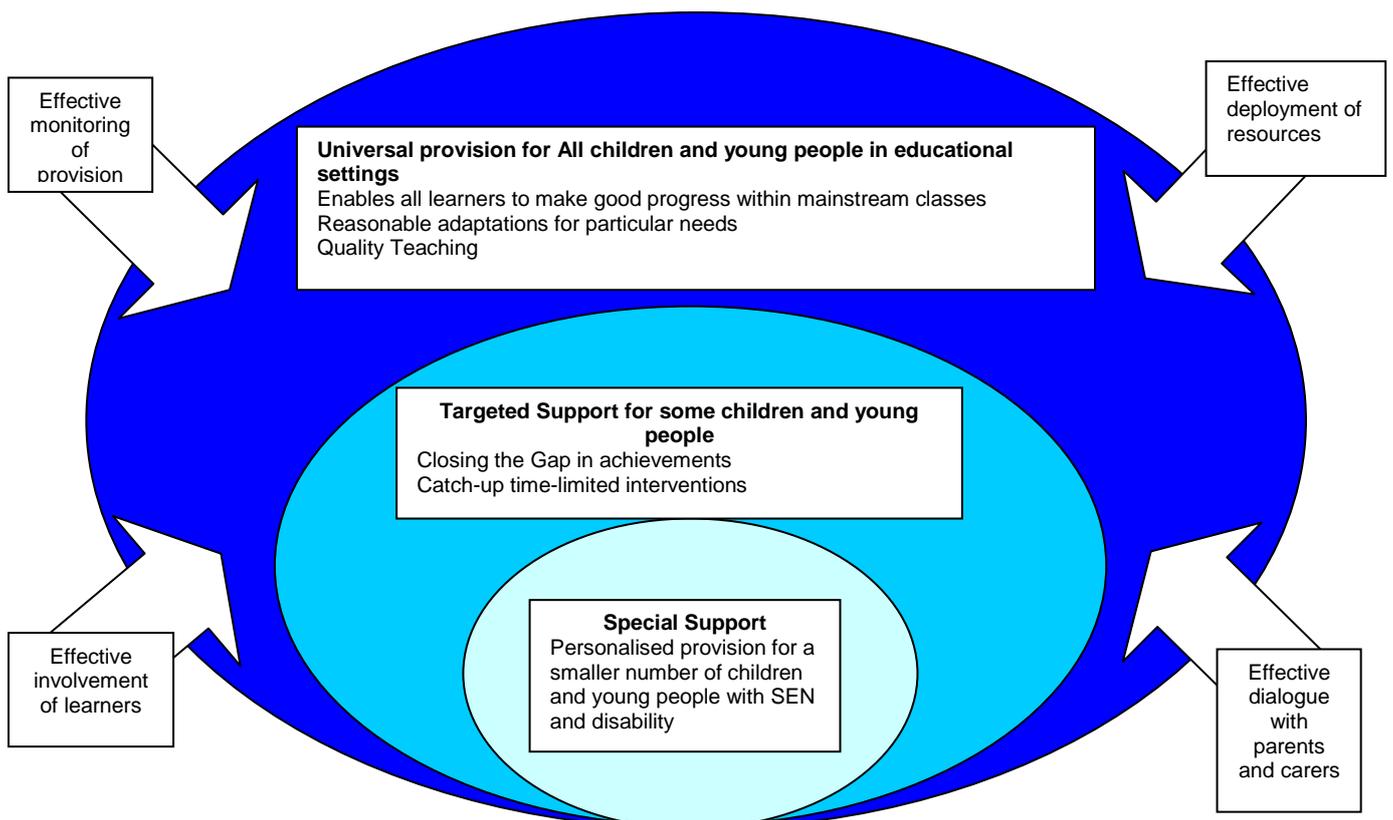
- The curriculum, for those with additional needs, will be fulfilled by breaking down work into smaller steps so that the level of the task matches the ability of the child
- All pupils will have access to a broad and balanced curriculum using appropriate learning objectives from the scheme of work
- Specific individual needs will be taken account of at the planning stage
- Various groupings will be used to create opportunities for children to take on different roles
- The SENCo and class teachers will organise effective use of people, interventions, resources and time to maximise the learning of all children
- The school will liaise with other agencies e.g. Specialist Teaching Team, Educational Psychologists, Health and Social Care, Education Welfare Service and any voluntary organisations to provide more specialist support.

## SECTION 3 – Identification of Need

The needs of all individuals and groups will be met by:

- Setting suitable learning challenges within a broad and balanced curriculum, for all children
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

The school will use the graduated response as laid out in the SEND Code of Practice 0 – 25 (2014) as follows:



Using teacher's assessments and discussions with parents, the SENCo and class teachers will meet half termly to discuss the provision needs of the pupils in their class at **Universal**, **Targeted** and **Special Support** levels. Consideration will be given to the academic achievement of each pupil, the progress made and the mental and emotional resilience demonstrated by each pupil including the behaviour exhibited in school and reported behaviours from home.

Where these meetings identify children making less than expected progress for their age and individual circumstances, "*characterised by progress which:*

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap"*

*(SEND Code of Practice 0 – 25, 2014, p95)*

the SENCO and class teacher will consider **Targeted Support** regardless of whether they are deemed to have SEND. See appendix 1 (a description of the types of intervention in place and the criteria for their use).

A pupil will be deemed to have Special Educational Needs "*where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*" (SEND Code of Practice 0 – 25, 2014, p94) A pupil's Special Educational Need will be identified in discussion with parents and, where appropriate, with pupils.

At Millfield Primary School we will endeavour to identify pupils with SEND at an early stage in their education although we recognise that some pupils' needs will only become evident as they develop.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2014) into the following four headings:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision.

We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need. For example:

- their attendance and punctuality
- their health and welfare
- having English as an Additional Language (EAL)
- being in receipt of the Pupil Premium Grant
- being a Looked After Child (LAC)
- being a child of a serviceman/woman

## **SECTION 4 – The Graduated Approach to SEN Support**

The school use the **ASSESS – PLAN – DO – REVIEW** model outlined in the SEND Code of Practice 0 – 25 (2014).

Where a child has been identified as have SEND, support will be put into place as follows:

- The class teacher will remain responsible and accountable for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupils.
- The class teacher and SENCO will meet to discuss the individual needs of the child and to discuss possible strategies and intervention programmes to support the child on a half-termly basis.
- The class teacher will meet with the parents of the child to discuss and agree the strategies to be used in school and strategies that could be used at home. This will be recorded on an Individual Education Plan (IEP) (appendix 2). This will be reviewed on a termly basis.
- The SENCO will deploy appropriate support through intervention programmes or individual support from the Interventions Team (appendix 3) and will monitor the quality of that provision.
- Regular feedback between class teacher and intervention staff will ensure continuity in learning for the child.
- The SENCO will keep records of the progress made through interventions and will track the cost of these.
- The class teacher will use formative assessment strategies to monitor progress made towards IEP targets and adapt where necessary. This will take place at least fortnightly.

Following review meetings between teachers and parents, the SENCO will review the impact of interventions and strategies used to date. Where adaptations are required the SENCO and class teacher will discuss these and make adjustments to the provision. It may be decided that further investigation is required by the school SENCO in identifying specific difficulties whereby in-school assessments will be used (appendix 4).

Where the SENCO and class teacher, in consultation with parents, feel that further advice or input is required, the SENCO will refer the child to an external agency via the Common Assessment Framework (CAF) procedures (appendix 5). A CAF will also be raised where assessment for an EHCP is requested.

All forms of intervention begin with an entry assessment and end with an exit assessment allowing for direct comparison thus enabling the SENCO to measure the impact of interventions on the progress of children undertaking the intervention.

## **SECTION 5 – Managing Pupils Needs on the SEND Register**

The SENCO will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs. This will be reviewed half termly following the meetings held with class teachers.

All pupils on the SEND register will also be categorised by the level of support received: either **SEN Support** or **Education Health and Care Plan** (until 2018 this may also include the category **Statement**).

A pupil categorised as receiving **SEN Support** may only be supported by school via the IEP or they may have involvement from an external agency (appendix 6).

Where a pupil has been identified as having complex SEND and requires significant additional provision which exceeds the cost of £6000 (payable from the school's designated funding), the school may consider requesting assessment for an Education Health Care Plan (EHCP) to secure additional funding. Parents may make their own request for assessment for an EHCP.

Pupils with existing Statements of Special Educational Need will be gradually transferred over to an EHCP via annual review procedures. This will be completed by 2018 (appendix 7).

Where the SENCO, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap; and no longer require provision that is additional to and different from that of their peers, will be exited from the SEND register.

## **SECTION 6 – Supporting Pupils and Families**

Parents can find information about how the Local Authority seek to support families via the school website or by following the link: [www.cambridgeshire.gov.uk/send](http://www.cambridgeshire.gov.uk/send)

Parents may also wish to read the school's SEN Information Report which is published annually. This document will inform parents about the types of provision in place and the progress that children make in our school.

The school works with a variety of external agencies to ensure children and families receive the support they need (appendix 6).

At points of transition (i.e. between classes or moving from nursery to primary school, or primary school to secondary school, or between primary schools), the school offer additional support to parents of pupils with SEND: the SENCO can, where necessary, support parents to visit alternative settings, e.g. special schools or secondary schools, to discuss their child's specific requirements. Pupils will also be offered additional visits to their new setting and opportunities to discuss and develop strategies for dealing with the changes.

## **SECTION 7 – Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have a statement or EHCP which brings together health and social care needs, as well as the special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

For more information regarding supporting pupils with medical needs see the school's Medical Conditions Policy.

## **SECTION 8 – Monitoring and Evaluation of SEND**

There are a number of processes in place to ensure the quality of provision and the equitable application of the SEND policy:

The Governing Body will monitor, evaluate and review the provision for pupils with special educational needs. The governor with a special interest in special educational needs and inclusion will meet with the SENCo at least twice a year to consider the following success criteria:

- The effectiveness of the school in meeting all children's SEN
- Any child's SEN are identified early
- Intervention programmes comply with best practice
- The wishes of the child are taken into account
- Educational professionals and parents work in partnership
- IEPs are reviewed regularly
- Equal access to school activities for all pupils
- The extent to which standards have improved generally across groups of children with SEND – measured by SATs, APP, P-scales and PIVATs
- Numbers of children who move between different levels of the graduated response – including the number who are removed from the Special Needs List.

The Governing Body will receive a brief report from the named governor on the outcomes of these meetings.

The SENCO:

- observes the Intervention Team to monitor the quality of intervention teaching available. Feedback is given and follow-up observations are used where teaching is considered to 'Require Improvement'
- line manages the Intervention Team Teaching Assistants through appraisal target setting and review
- attends School Improvement Team meetings weekly to discuss issues arising and to enable whole-school planning for provision
- uses a working group of parents to seek opinion and discussion around the school's policy and practice surrounding pupils with SEND
- meets with the Headteacher and Deputy Headteacher at least fortnightly to discuss individual pupils and families for whom further action is required
- monitors the planning for (including weekly plans and IEPs) and scrutinises the books of children who are in receipt of additional provision
- agrees all IEP targets, including strategies and provision, before these are finalised
- monitors books and planning to check IEP targets are being taught

The Headteacher:

- discusses and agrees the provision map
- monitors and compares progress and attainment of all groups
- line manages the SENCO and holds to account through appraisal target setting and review

## **SECTION 9 – Training and Resources**

Governors will allocate funds to meet the needs of pupils with special educational needs to the sum of £6000 per child. When a child requires a sum greater than £6000 per year to meet their needs, the SENCO will request assessment by the local authority for an EHCP.

The Intervention Team are a highly trained team of teachers and TAs who deliver intervention across the school. They maintain high levels of training to ensure that the quality of intervention reflects best practice.

New staff to school will have an induction meeting with the SENCO to discuss the needs of the children throughout the school, school policy and practice and pupils with specific needs that the staff member may encounter.

The SENCO attends regular briefings and network meetings in order to keep up-to-date with local and national updates in SEND.

Teaching and Learning resources are available from the SENCO but are stored throughout school. The SENCO manages the budget allocated by the governors for SEND consumables and for the Intervention Team.

### **SECTION 10 – Storing and Managing Information**

The SENCO will hold central records relating to pupils with SEND. This will include copies of all IEPs, EHCPs, CAFs and advice from external agencies. Where appropriate school based assessments will also be kept. These files will be locked in the filing cabinet in the SENCO's room.

The class teacher will have a SEND folder with copies of IEPs and recent advice from external agencies. These records will be kept in a file that is stored out of sight i.e. in a cupboard or drawer.

### **SECTION 11 – Reviewing the Policy**

This policy will be reviewed and agreed annually by staff, a parent working group and governors.

### **SECTION 12 – Accessibility**

See the school accessibility plan.

### **SECTION 13 – Complaints**

Complaints under this policy fall under the school's General Complaints Procedure, which as a general rule promotes informal resolution of difficulties before more formal procedures are required.

Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for statutory assessment or assessment for EHCP, separate procedures apply. Advice for parents can be sought from the LA or from the Parent Partnership Service.

## Appendix 1 – Interventions

Intervention	Entry Criteria & Description
Numbers Count 1	<ul style="list-style-type: none"> <li>• Year 1 – Year 3</li> <li>• Working at least 2 years behind</li> <li>• 40 sessions working 1:1, 1:2 or 1:3.</li> <li>• 4 sessions per week.</li> <li>• With a Numbers Counts teacher</li> </ul>
Numbers Count 2	<ul style="list-style-type: none"> <li>• Year 4 – 6</li> <li>• Working at least 2 years behind</li> <li>• 40 sessions working 1:1, 1:2 or 1:3.</li> <li>• 4 sessions per week.</li> <li>• With a Numbers Counts teacher</li> </ul>
Success at Arithmetic	<ul style="list-style-type: none"> <li>• Year 5 &amp; 6</li> <li>• Working 1 year behind</li> <li>• 3 taught sessions per week with one catch-up session.</li> <li>• 3 children.</li> <li>• 10 week programme.</li> </ul>
First Class at Number	<ul style="list-style-type: none"> <li>• Year 3 &amp; 4</li> <li>• Working 1 year behind</li> <li>• 25 sessions in a group of 4.</li> <li>• 3 taught sessions per week with one catch-up session.</li> </ul>
Talking Maths	<ul style="list-style-type: none"> <li>• Year 2</li> <li>• Children who need to secure specific mathematical language</li> <li>• 3 taught sessions per week with one catch-up session.</li> <li>• 3 children.</li> <li>• 10 week programme.</li> </ul>
Booster Maths	<ul style="list-style-type: none"> <li>• Year 2 &amp; Year 6</li> <li>• Securing age-related expectations</li> <li>• Teacher led – groups can vary and focus can vary depending on what the children need to learn next.</li> </ul>
Early Maths Skills	<ul style="list-style-type: none"> <li>• Year 1 &amp; 2</li> <li>• Securing basic number skills taught in EYFS</li> <li>• Daily sessions for up to 6 children.</li> </ul>
Sir Kitts Quest	<ul style="list-style-type: none"> <li>• Year 3-5</li> <li>• Securing Year 3 reading, writing and spelling skills</li> <li>• 30 weeks</li> <li>• Up to 6 pupils taught daily</li> </ul>
Project X Code	<ul style="list-style-type: none"> <li>• Year 2 – 4</li> <li>• Securing book bands up to Gold band.</li> <li>• 4 sessions with 1 catch-up</li> <li>• Can enter and exit at any point.</li> </ul>
Early Literacy Skills	<ul style="list-style-type: none"> <li>• Year 1 &amp; 2</li> <li>• Securing basic reading and writing skills taught in EYFS</li> <li>• Daily sessions for up to 6 children.</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>• Year 1 &amp; 2</li> <li>• Phase 2 &amp; Phase 3 catch-up</li> <li>• Daily for up to 6 children</li> </ul>
Precision Teaching	<ul style="list-style-type: none"> <li>• Any Year group – advised for specific children by Educational</li> </ul>

	Psychologist <ul style="list-style-type: none"> <li>• Daily. Taught 1:1</li> </ul>
5 minute box	<ul style="list-style-type: none"> <li>• Year 2 – 6</li> <li>• Securing phonic sounds and high frequency words</li> <li>• Daily.</li> <li>• Taught 1:1</li> </ul>
Booster English	<ul style="list-style-type: none"> <li>• Year 2 &amp; Year 6</li> <li>• Securing age-related expectations</li> <li>• Teacher led – groups can vary and focus can vary depending on what the children need to learn next.</li> </ul>
Lego Therapy	<ul style="list-style-type: none"> <li>• Any age</li> <li>• Developing turn taking</li> <li>• 3 children per group</li> <li>• Twice per week</li> </ul>
Social Skills	<ul style="list-style-type: none"> <li>• Any age</li> <li>• Developing a greater understanding of social rules and conventions</li> <li>• Group size will vary dependant on children and skills being taught.</li> </ul>
Mentoring	<ul style="list-style-type: none"> <li>• Any age</li> <li>• Nurturing emotional support</li> <li>• 1:1</li> </ul>
Anger Management	<ul style="list-style-type: none"> <li>• Any age</li> <li>• Taught strategies for dealing with emotions</li> <li>• Group size will vary dependant on children and skills being taught.</li> </ul>
Transition	<ul style="list-style-type: none"> <li>• Year 6 or any age for pupils who find change difficult</li> <li>• Familiarisation with the change approaching and developing coping strategies</li> <li>• Group size will vary dependant on children and skills being taught.</li> </ul>
Sensory Circuits	<ul style="list-style-type: none"> <li>• Any age</li> <li>• Occupational Therapist directed exercises to develop fine and gross motor skills</li> <li>• Up to 4 children per session</li> <li>• Daily – preferably at the beginning of a session</li> </ul>
Write-from-the-start	<ul style="list-style-type: none"> <li>• Any age</li> <li>• Developing handwriting and fine motor skills</li> <li>• Up to 4 children per session</li> <li>• Daily</li> </ul>



Name:

Date of Birth:

Year:

Year Group:

SEN Stage:

Area of Difficulty:

First on SEN list:

**Assessment Data:**

		Autumn		Spring		Summer	
Teacher Assessment	Reading						
	Writing						
	Maths						
Other Assessment	e.g. SWST, Sandwell, YARC, Boxall etc						

**Strengths and Areas for Development:**

Parent Comments	Child Comments	Teacher Comments

**Planned Intervention:**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Individual Targets</b>			
<b>School Based Interventions</b>			
<b>External Agency Involvement</b>			
<b>Outcomes</b>			
<b>Required Actions</b>			

### **Appendix 3 – The Intervention Team**

The Intervention Team constitutes the following staffing:

- 1 x 60% Numbers Count Teacher
  - Teaches pairs, individuals and small groups of children through the Numbers Count Programme
  
- 1 x full-time Social Inclusion Co-ordinator
  - Breakfast Club
  - Lunch Club
  - Supports play at playtimes and lunchtimes
  - Offers pastoral and nurturing support to children
  - Social Skills groups
  - Lego Therapy
  - Mentoring
  - Family support
  - Meet and Greet
  - Sensory Circuits
  
- 1 x full-time HLTA
  - Breakfast Club
  - Lunch Club
  - Social Skills support
  - Meet and Greet
  - Family Support
  - Phonics
  - Early maths and English skills
  - First Class at Number
  - Precision Teaching
  - Word Shark
  
- 2 x full-time Level 2 TAs
  - Talking Maths
  - Success at Arithmetic
  - Sir Kitts Quest
  - Phonics
  - Early Maths and English skills
  - Project X Code
  - Write from the Start

## Appendix 4 – In-school Assessments

Assessment	May be used by	Purpose
British Picture Vocabulary Scale (BPVS)	SENCO, HLTA, SIC	Demonstrates children's understanding of language
Phonological Assessment Battery (PhAB)	SENCO, HLTA, SIC	Indicates difficulties in processing and phonological awareness
Working Memory Test	SENCO	Indicates where children may have difficulty retaining information, remembering and using it
York Assessment of Reading (YARC)	SENCO, TAs	Assesses children's understanding of phonic sounds, their reading pace, accuracy and speed. This test also checks children's understanding in reading.
PERA	SENCO, Project X Code trained TA	Assesses children's phonological awareness, reading accuracy and reading comprehension.
ELKLAN Tests: <ul style="list-style-type: none"> <li>• Information Carrying Words</li> <li>• Vocabulary</li> <li>• Blank Level</li> </ul>	SENCO, TAs	<ul style="list-style-type: none"> <li>• Assesses children's ability to understand and process key words in sentences</li> <li>• Understanding of vocabulary</li> <li>• Understanding of whole sentences</li> </ul>
Sandwell Test	SENCO, Numbers Count Teacher, HLTA & TAs	Assesses children's mathematical understanding focusing on counting, place value, calculation and vocabulary.

## Appendix 5 – Common Assessment Framework Procedures

Where a child or family require support exceeding that which school is able to provide or if additional expertise is required, a Common Assessment should be undertaken following the process:

- SENCO meets with parents to complete the CAF form. This constitutes an assessment based on information about the whole child/family.
- SENCO and parents agree appropriate agencies to engage.
- SENCO completes the CAF form seeking input from staff where necessary.
- Parents check the CAF to ensure accuracy.
- SENCO logs the CAF with the Central CAF Team.
- SENCO sends the CAF to all identified external agencies.
- SENCO calls a Team Around the Child (TAC) or Team Around the Family (TAF) meeting, inviting parents and all agencies engaged with the family OR SENCO takes the CAF to a Locality Assessment and Referral Meeting (LARM) to discuss more complex needs.
- Agencies engage
- SENCO holds half termly TAC or TAF meetings with families and agencies.

## Appendix 6 – External Agencies

<b>Speech and Language Therapy</b>	concerns around speech and communication & interaction
<b>Physiotherapy</b>	for children experiencing physical difficulties requiring exercises
<b>Occupational Therapy</b>	for children who have difficulties with their fine and gross motor skills
<b>Social Services</b>	support for families
<b>Family Worker / Locality Team</b>	support for families
<b>Specialist Teaching Service</b>	for educational advice and strategies to support including managing behaviour
<b>Educational Psychologist</b>	assessing children and providing strategies for support – educational and managing behaviour
<b>Children and Adolescent Mental Health Service (CAMHS)</b>	providing counselling and support for pupils with emotional and mental health difficulties
<b>Community Paediatrician</b>	to assess and diagnose medical conditions
<b>Stars Children’s Bereavement Service</b>	counselling children coping with grief