Special Educational Needs and Disability Policy

Date of issue	September 2024
Date of review	July 2025

Millennium's Special Educational Needs Policy

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

- SEND Code of Practice 0-25 (July 2014)
- Equality Act 2010: advice for schools DfE February 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Part 3 of the Children and Families Act 2014
- The Engagement Model 2020

Other policies that should be read in conjunction with this policy:

- Anti-bullying
- Behaviour
- Safeguarding Policy
- Homework Policy
- Complaints Procedures
- Accessibility Plan

This policy was developed by the school's SENCO in liaison with both SLT and the SEND Trustee and other representatives from the school community.

Name and Contact Details of the SEND Co-ordinator

Cara Took is the Head of School at Millennium Primary School and can be contacted on 020 8858 0394.

Ariadne Blyth is the named SENDCo (qualified National Award SENDCo 2021)

At Millennium Primary School, and in line with the Graduated Approach (0-25 Code of Practice July 2014) a child's class teacher is always the first person to talk to about anything to do with learning; Special Educational Needs and/or disability.

Introduction

It is the policy at Millennium Primary School to try to meet the needs of all children. We endeavour to provide a caring, happy and secure environment where each child's true potential can be fulfilled.
We endeavour to work with the "the whole child" by giving consideration to the child's academic, physical, emotional and social needs.
OfSTED recognise our efforts to ensure that the children attend school and enjoy both their time here and their recreation.
We are committed to narrowing the attainment gap between SEND and non-SEND children. This may include learning interventions developed on an individual needs basis.
We monitor progress carefully and work in partnership with parents and outside agencies to ensure we raise the level of achievement of all our children. We are committed to creating opportunities to enable all our children to succeed. This is achieved by promoting positive feelings of self-worth, high esteem, confidence and mutual respect. We are committed to an inclusive practice to ensure that children can work happily and co-operatively alongside each other.

Decisions on the admission of pupils with an Education Health Care (EHC) Plan are made by the Local Authority, in consultation with the school.

The admission arrangements for pupils without an EHC Plan does not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

Aims

The aims of this policy are*:*

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum

- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

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, 2015
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To commit to delivering a SEN inclusion policy coordinated by the Special Educational Needs and Disability Co-ordinator (SENDCo).
- To provide support and advice for all staff working with special educational needs pupils.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEN coordinator and individual teachers to ensure all children have equal access to succeed.

Identifying Special Educational Needs

Definition of SEND, Code of Practice (2015)
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.
A child of compulsory school age or a young person has a learning difficulty or disability 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 from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Special educational provision should be matched to the child's identified SEN and are thought of in the following areas of need and support:

- communication and interaction

- cognition and learning

- social, emotional and mental health
- sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. If necessary, a detailed assessment of need would be carried out to gain a full understanding of their particular strengths and needs and use interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Teachers' responsibility and accountability:

- For the progress and development of the pupils in their class.
- Plan lessons taking into consideration barriers to ensure the children can access the lesson, so children can, where possible, access National Curriculum.
- High quality teaching and differentiated work for individual pupils.
- Liaise with the SEND team to discuss strategies and knowledge to support all children and identify potential areas of difficulty
- Provide all children with a broad and balanced curriculum
- Set high expectations for every pupil, whatever their prior attainment
- Use appropriate assessment to set ambitious targets

The Head of School and SENDCo will be responsible and accountable for:

- Regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.
- Provide opportunities to improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN
- SENCO's work closely in partnership with outside agencies such as the Speech and Language Service, Educational Psychology and Autism Outreach team and implement their educational advice regarding individual children.

- Early identification and intervention is paramount in how we recognise pupils who may need additional help.
- Regular meetings are held with class teachers and the SENDCo to discuss children who may need extra support and appropriate intervention is directed. The child's response to these interventions will determine whether additional support is needed.
- A clear date for reviewing progress will be agreed with the parent, pupil and teaching staff for the pupil to reach the expected outcomes.

There will be times that even with the high quality first teaching and interventions, some children will continue to not make the expected progress. It will then be in with the parents, child and teaching staff that alternative strategies and provisions are

discussed and if consultation with outside agencies are necessary to provide a more specialised and targeted support for the child.

When identifying SEND, we must:

- Consider all factors for the child and to not automatically assume that low attainment and lower than expected progress are a reflection of SEND.
- Consider whether the child has a disability, issues around attendance and punctuality, issues with health and welfare and whether or not English is an additional language for the child.

A graduated approach to SEN Support

Regular meetings are held with the SENDCo to discuss the progress of children that are not making expected progress. Millennium follows the Assess, Plan, Do, Review model as set out in the Code of Practice, 2015. If a child is identified as not making expected progress, extra provision will be provided relevant to the child's needs and a time scale will be set to monitor that progress.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. Using the model, it will be judged as to whether the additional support has had an impact.

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

'The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one to one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.' (SEND Code of Practice 0-25 years, p.101 para 6.52)

SEND Register

Pupils with an identified additional need will be on SEND register under the single category of 'SEND Support' during their time at Millennium if:

- the child has an EHC Plan
- the child's EHC plan is removed under the direction of the Local Authority but the school deems there remains barriers to learning

- an intervention has achieved all its desired outcomes, but barriers to the child's learning remain

All actions will be in agreement with parents/carer, school staff and external professionals.

Managing Pupil's needs on the SEND support register

Once a pupil is identified as needing extra support or provision, a meeting is arranged with the class teacher, parent, and child and SENDCo. Personalised learning targets will be set by outside agencies and in discussion with class teachers and the SENDCo. It will be discussed what strategies and/ or interventions will be used to ensure that these targets are met. The class teacher will then review these targets termly and new targets with be set if needed. The timescale is flexible as some children will require shorter targets more regularly.

For children with higher level needs and where it may be necessary to begin the process of statutory assessment, Personalised Learning Plans will be used to show the child's individual needs and steps of support.

The school's local offer found on the school website can give further information.

Funding for SEND pupils:

- This funding is used to support and enhance the high quality of teaching in the school.
- It provides sufficient resources for pupils requiring special educational provision.
- The support offered is matched to the needs of individual pupils with SEN and is evidence based. The amount of support required for each pupil to make good progress will be different in each case.
- In exceptional cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the child lives.
- The Head of School has the final say in the use of the personal budget within the school.

Supporting Pupils and their Families

Parents are able to access the Local Authority local offer at the Royal Greenwich website:
http://www.royalgreenwich.gov.uk/info/200034/disabilities/1671/about_the_local_offer

- Millennium's School based Local Offer is available via our website alongside the SEN Information Report.

- The Assessment Co-ordinator will work with class teachers and the SENDCo to identify pupils who may need additional access arrangements for exams. It will be decided in consultation with the class teachers, what provision needs to be made for individual children.

Supporting pupils at school with medical conditions.

Millennium recognises that pupils at school with medical conditions should be properly supported so that they can 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 may also have SEND and may have a statement, or Education, Health and Care (EHC) plan.
- Trained first aiders will administer medicines, on the written advice of medical professionals. Members of staff are available to assist children if necessary with personal care.
- Please refer to the school policy of Supporting Pupils with Medical Conditions and the Administration of Medication Policy.

Monitoring and Evaluation of SEND

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2015) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

- Class teachers regularly monitor the progress of all pupils to review targets and assess for next steps in learning.
- Children are assessed at different points using a range of methods including Year 1 phonics screening, KS1 and KS2 SATS and the Learning Ladders.
- For children with SEND; more frequent and detailed assessments will be made to inform Personalised Learning Plans.
- We use PIVATS assessment and P levels to assess children in KS1 and 2 who would benefit from more finely tuned gradations of progress.
- If progress is not being made then support will be given as part of the graduated approach which will be reviewed regularly to identify next steps. This will be in discussion with the parents, child and class teacher

For pupils who may have an EHC Plan or Statement of SEND there will be a formal annual review that may involve the multi-agencies working with the children. This will be in addition to termly meetings to discuss the child's targets and set new targets if appropriate.

Children who are involved with external agencies, for example Speech and Language Therapy, Educational Psychology or ASD Outreach will be reviewed by these services and copies of reports provided will be discussed with parents.

School Request for Education Health and Care Plans

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.
The evidence will include:

- Previous personalised learning plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHC plan will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENDCo from the secondary school will be informed of the outcome of the review.

Training and Resources

It is the policy of the school to ensure that all staff have access to appropriate training in order to be able to support the identified needs of the children with whom they are working. This training will take account of The School Development Plan and Performance Management. The training can be provided by

- the SENDCo
- outside agencies, eg speech and language therapy
- co-ordinators within the school
- courses run both in and out of school hours at the Professional Development Centre, or STEPS (Support Team for Education in Primary School)

- RBG SEND staff training programme

http://servicestoschools.royalgreenwich.gov.uk/courses

The school works with a variety of support services in an attempt to obtain advice and extra support for the child with additional educational needs.

The services operate in the following ways,

- To give advice to teachers (for example specialist teams who advise on supporting sensory impaired children)
- To support curriculum development for children with additional educational needs
- To aid the identification, observation and assessment of individual pupils, identified as having or possibly having additional educational needs
- To advise on the use of technology, including information technology, for pupils with additional educational needs
- To give direct teaching/practical support for classroom teachers
- To support the professional development of teachers in working with pupils with additional educational needs and the development of the school's policy on additional educational needs.

Training provided to staff is also listed in the annual SEND information report with the school's local offer.

Interventions delivered in small groups outside of the class teaching are funded using the notional SEN funding provided to the school. The class teacher is responsible for working with the child on a daily basis.

Roles and responsibilities

Roles of the SEND Team

At Millennium, we have a SEND team which is made up of the SENCO, SEND Support Assistant, class teacher and HILTAs.

They will:

- Work with the Head of School and SEND Trustee of Maritime academy to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteachers and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

Role of the SEN Trustee

The SEN Trustee challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.
The SEN Trustee has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The SEN Trustee reviews this policy annually and considers any amendments in light of the annual review findings. The Head of School reports the outcome of the review to the full governing body, including the SEN Trustee.

The Head of School

The Head of School will:

- Work with the SENDCo, including SEND team and SEND Trustee to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SEND team to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

Complaints

Children and young people up to 25 years with special educational needs and disabilities - as well as their parents and carers - can access free and impartial information, advice and support.

The contact details of support services for the parents of pupils with special educational needs is called the Royal Greenwich Special Educational Needs and Disability Information, Advice and Support Service - SENDIASS
sendiass@royalgreenwich.gov.uk
Contact: 020 8921 8402

Parents are encouraged to discuss their concerns relating to the provision for children with additional educational needs with the Head of School, SENDCo and/or the class teacher. It is policy at Millennium Primary School Primary School to involve parents at every stage and to provide ample opportunities for discussion. We put a high value on parental contributions and recognise them as partners in their child's education.

Should we be unable to resolve difficulties in this way and parents feel they wish to pursue a complaint, they should follow the usual official complaints procedure. In the first instance, this can be obtained from the Head of School or on our school website. Confidentiality is always observed.

This policy was developed in consultation with representatives from the school community and will develop as changes are implemented over the coming year and then it will be reviewed bi-annually.