

**Policy for Special Educational Needs and
Disability**
(Statutory)



Heronshaw School

October 2014

'A Foundation for Learning'

Heronshaw School is a mainstream, co-educational community infant school for pupils aged from 4-7 years (Foundation Stage to Year 2). We believe that all children have a right to be educated alongside their peers. We welcome all children irrespective of disability or need (subject to the admissions policy requirement of local residency). We are fully committed to meeting the needs of those pupils with Special Educational Needs so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. No child will be discriminated against on entry into school because of their individual needs. Each child will have equal right to be admitted to Heronshaw School and then be given equal access to the Foundation Stage curriculum and National Curriculum as appropriate to their needs.

In meeting these responsibilities, Heronshaw School has due regard to The Revised Code of Practice (DfE, April 2014) Every Child Matters (2003), the Milton Keynes LA SEN/D Guidance (2014) Special Educational Needs and Disability Regulations 2014, Equality Act 2010. This policy will be reviewed annually by the Headteacher, SENCO and the SEN Governor.

Our aims are for all our children :

- To be caring, thoughtful and considerate
- To acquire a wide range of skills that will enable them to develop as individuals
- To foster a joy for learning
- To be responsible and caring members of our multi-cultural society
- To have the confidence to make informed choices and be independent learners
- To rise to the challenge of individual goals and to fulfil their potential
- To encourage and celebrate achievement in themselves and others

Definition of Special Educational Needs

Heronshaw School follows The Revised Code of Practice (DfE, April 2014) definition: 'Children have Special Educational Needs if they have a learning difficulty, which calls for special educational provision to be made for them.'

Children have a learning difficulty if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority.

Children should 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 are taught.

Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority.

There are 4 broad categories of SEND :

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

See Appendix 1- Glossary of SEND categories

Objectives :

In providing for those children defined as having Special Educational Needs and Disability (SEND), at Heronshaw School we seek to:

- ◆ ensure that all children know they are valued equally
- ◆ encourage every child to reach his or her potential
- ◆ nurture a pleasure in achievement within a positive environment
- ◆ communicate effectively and work in close partnership with parents/carers and children
- ◆ listen to the voice of the child and involve him or her in the planning of their education
- ◆ ensure that Special Educational Needs and Disabilities are identified and assessed as early as possible
- ◆ ensure the most appropriate and effective provision for each child
- ◆ ensure that all children have access to a relevant, broad, balanced and differentiated curriculum
- ◆ work proactively with Milton Keynes Council, including Children and Families Practice, Social Services, parent support groups, educational psychologists and medical services, in identifying, assessing and meeting Special Educational Needs and Disabilities
- ◆ maintain and develop a range of expertise within the school
- ◆ monitor, review and evaluate policy and provision on a regular and systematic basis

Partnership with parents plays a key role in enabling children to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with Special Educational Needs and Disabilities will be treated as partners and supported to play an active and valued role in their children's education. Parents of children who have, or who may have a special educational need or disability can receive independent information, advice and support by contacting Milton Keynes Parent Partnership Service on (01908) 254518 or email parent.partnership@milton-keynes.gov.uk

Children with Special Educational Needs often have a view about what sort of help they would like, to help them make the most of their education. They will be encouraged to participate in all the decision-making processes and to contribute to the assessment of their needs, the review and transition processes.

Admissions and Inclusion

No child will be discriminated against on entry into school because of their individual needs. Each child will have equal right to be admitted to Heronshaw School and then be given equal access to the Foundation Stage curriculum and National Curriculum as appropriate to their needs.

We aim to provide a broad and balanced, creative curriculum for all our children. Heronshaw School has due regard to the Primary Curriculum 2014. We strive to:

- set appropriate learning targets.
- respond to pupil's diverse learning needs.
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

We aim to fulfil all children's entitlement to learning support and enable all children to participate in the life and work of the school and together with parents we hope that the education we provide will help them to achieve to the best of their abilities, whatever their needs.

Detailed arrangements for admission are described in the school's brochure and Admissions Policy. Pupils with Special Educational Needs and Disabilities are welcomed to the school as the school values each child and endeavours to meet the needs of all its pupils through inclusive practice.

The school's parent/carer contact form completed upon entry provides past history both educational and medical. Liaison with other agencies and schools provides continuity if a need has been identified.

The Practicalities of Implementation

Roles and Responsibilities:

Provision for pupils with Special Educational Needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and Special Educational Needs Co-ordinator all members of staff have important responsibilities. All teachers are teachers of children with Special Educational Needs. Teaching such children is therefore a whole school responsibility.

The Governing Body

- The Governing Body, with the Headteacher and staff at Heronshaw School, has agreed this policy and the procedures for meeting the needs of those pupils with Special Educational Needs and Disabilities, with or without a Statement or Education, Health and Care Plan (EHC). The Governors determine the staffing and funding arrangements and generally oversee the school provision and work.
- The delegated Governor responsible for SEND is Mrs. Faye Rozzier, who liaises with the SENCO to insure the implementation of this policy. The SEN Governor monitors and reports of the policy's effectiveness to the Governing Body.

The Headteacher

The role and responsibility of the Headteacher, Mrs. Melanie Saunders-Short is:

- To have a clear overview of special education provision in the school, and to provide strategic direction for SEND provision;
- To be responsible for delegating the effective management of SEND provision, including providing support and time to enable the SENCO to fulfil the duties set out in this policy;
- To ensure teachers are aware of the importance of early identification of, and effective provision for, special educational needs;
- To ensure that teachers are enabled to meet the requirements of **The Revised Code of Practice (DfE, April 2014)**, including further training as appropriate.
- To review the SEND policy annually, and to incorporate the policy into the School Development Plan;
- To report annually to the Governing Body on how the needs of children with special educational needs and disabilities are being met;
- To satisfy parents of children with special educational needs that appropriate provision is being made;

- To monitor and evaluate the effectiveness of SEND access and provision, and identify its contribution to the overall effectiveness of Heronshaw School in raising standards for all children.

The SENCO

The named SENCo for the school is Mrs. Karen Chilton. The duties of the SENCo are:

- To be responsible for the daily operation of the SEND policy, and the monitoring of its effectiveness.
- To set up and maintain an appropriate procedure for identifying children's special educational needs and disabilities, and to monitor their progress.
- To maintain the SEND register, updated and annotated monthly.
- To liaise with teachers to review children's progress, and to give support in preparing new IEPs if required.
- Working with parents to develop home/school links to aid progress;
- To liaise with outside agencies e.g. Educational Psychologist, Behaviour Emotional Social Difficulties Specialist Teachers, Cognition and Learning Specialist Teachers, Communication and Interaction Specialist Teachers, Speech and Language Therapy Service, Child and Adolescent Mental Health Service etc.
- To arrange meetings between parents and outside agencies within school.
- To effect the administration of reviews.
- To liaise with the SEND governor.
- To be available for appointments with parents to consult on matters of concern, as far as is practically possible.
- To attend SENCO liaison meetings to ensure close partnership with other local schools.
- To keep informed of new developments in SEND through courses, documentation and reading.

At Heronshaw School we acknowledge the importance of this role and the time required for managing Special Educational Needs and Disabilities. ICT is used wherever possible to ensure an efficient use of SENCO and teacher time – proving particularly effective in the monthly update of records, and the preparation of new Individual Education Plans.

'All teachers are teachers of special needs'

The Class Teacher is responsible for:

- Assessing, planning and providing differentiated access to the curriculum;
- Monitoring, tracking and reviewing children's progress regularly;
- Ensuring SEND paperwork is completed and regularly updated.
- Setting SMART targets within IEPs (i.e. Specific, Measurable, Achievable, Realistic, Timed).
- Ensuring the appropriate support is given to each child to enable achievement of targets.

- Highlighting and updating areas for development for each child.
- Reviewing children's progress with parents in December, April and July, as well as during Parents' Evenings and informal daily contact. Informing SENCO of any concerns about children;
- Working with parents to develop home/school links to aid progress;
- Working with outside agencies involved with children in their class;
- Referring pupils for hearing/sight tests by the school nurse when necessary, checking date of last tests with parents prior to internal referral.

Teaching Assistants and Non-Teaching Staff

These colleagues often play a crucial role in the lives of our pupils. We fully expect and encourage our staff to contribute and participate in discussions about pupils experiencing learning difficulties.

Teaching Assistants are able to meet their responsibilities by:

- Working under the direction of the class teachers
- Assisting in the identification of individual needs
- Helping to provide effective learning strategies for 1:1 or small groups
- Responding appropriately to individual pupils
- Contributing to the assessment and review process

An induction programme is in place to induct all new staff, including NQTs, Teachers, Teaching Assistants, non-teaching staff in practices and procedures at Heronshaw.

Identification, Assessment and Provision

At the heart of the work of Heronshaw School is the continuous cycle of planning, teaching and reviewing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have Special Educational Needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified Special Educational Need or Disability, this information may be transferred through SEN Support from the Early Years setting. The SENCO and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.

- Ensure that ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Involve parents in implementing a joint learning approach at home through meetings, regular contact, home-school booklets and/or information about activities or tasks to be done at home.

The identification and assessment of the Special Educational Needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child'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, or arise from Special Needs. Class teachers discuss their concerns with parents, Mrs. Emma Brindle (EAL responsibility), and the SENCo, before a decision is made as to inclusion on the SEND register.

Record-keeping

At Heronshaw School, we acknowledge the importance of keeping records to monitor the progress of individual pupils. The following procedures are followed:

- ◆ Class teachers have responsibility for keeping records of concerns, intervention and progress in the class. These are primarily:
 - Named Individual Provision Maps Waves 1, 2 and 3, highlighted to show support given. These are year-specific. *Appendix 2.*
 - Individual Levels Tracker (levels are also recorded on shared server) – EYFS, School scale or 'P' levels (PSHE) achieved using evidence from EYFS Profile, APP (the Assessing Pupil Progress grids) These are recorded half-termly.
 - An IEP - (Targets and Review) to be updated termly December, April, July.
- ◆ All SEN records (including parental consent and information, correspondence, information received from outside agencies, minutes of meeting, medical reports etc) for children at SEN Support or at Statement of Special Educational Needs / Education, Health and Care Plan are kept in class files in the SEN cupboard in the school office. Teachers and Teaching Assistants may choose to keep copies of targets in their class file.
- ◆ The SENCO is responsible for ensuring that comprehensive records are kept properly and are available as needed.
- ◆ If the school refers a child for Statutory Assessment to the MKC, a record of the child's work, including the resources or special arrangements already used, are made available.
- ◆ On transfer to another educational establishment, the school provides full pupil records to the receiving school, even if the receiving school does not lodge a request. Such records include all the information held by the SENCO, including IEPs (where appropriate).
- ◆ Any contact between school and an outside agency is noted on the yellow / green sheet at the front of each child's file.

Monitoring Children's Progress

At Heronshaw School, the progress of all pupils is monitored throughout the school by the class teacher, who keeps records and provides differentiated work. Progress is monitored using some of the following mechanisms and discussed with the Headteacher and Deputy Headteacher at half-termly Pupil Progress Meetings:

- Achievements recorded half-termly using the school scale/P Levels/APP.
- Writing targets
- Reading targets
- Maths targets
- SATS
- Foundation Stage Profile
- Formative teacher assessments
- IEP reviews and changes to targets
- Views of parents and pupils
- Assessments carried out by external agencies, Educational Psychology Service etc.

Where the teacher is concerned about a child's progress, the following procedures should be followed.

Pre-SEN Category: Teacher Concerns

In order to meet the needs of individual children and gain additional support from other agencies, it is necessary for the class teacher to closely monitor the progress of the pupil in the first instance, before providing a range of intervention strategies and support to meet the needs of the child. It is essential to check that there are no physical problems such as sight or hearing difficulties which could hinder progress, and parents are consulted throughout the process as the acknowledged expert on their child. They are encouraged to contribute their knowledge and understanding, and to discuss any problems or difficulties that may be affecting the child.

However, the class teacher might come to feel that the strategies in use are not resulting in the child learning as effectively as possible. In these circumstances, an internal referral form will be completed, and the SENCO consulted. The starting point will be a review of the strategies used and the way these might be developed. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the class. Consideration should then be given to helping the pupil through SEN Support.

The child's name will be placed on the school's Special Educational Needs and Disabilities Register as having one or more areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Progress

The principal test of the need for action is evidence that current rates of progress are inadequate. At Heronshaw School we have high expectations that all pupils with Special Educational Needs will make good progress. However, where progress is not adequate, it is necessary to take some additional, or different, action to help the pupil learn more effectively. Whatever the level of pupils' difficulties the main test of how far their learning needs are being met, is whether they are making adequate progress.

Inadequate progress can be defined in a number of ways; it might, for instance be progress that:

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

The Revised Code of Practice 2014 (paragraph 6:14)

At Heronshaw School a graduated response is used to meet the needs of children with Special Educational Needs and Disabilities. This response is based on the principles that provision for a child with Special Educational Needs should match the nature of their needs. Regular records will be kept of a child's Special Educational Needs, the action taken and the outcomes.

Early Years

The provision for early years children with SEN but no Statement or EHC will be called SEN Support. Parents will be fully consulted about the decision to place their child on the SEND register. When a class teacher or the SENCO identifies a child with SEN, the class teacher should provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum.

Key Stage 1 - Identification for SEN Support

The triggers for intervention through SEN Support at KS1 could be the teacher's or others' concerns. This must be underpinned by evidence about a child whose progress is highlighted as cause for concern, despite receiving differentiated learning opportunities: They will:

- ◆ make little progress even when the teaching approaches are targeted to areas of weakness
- ◆ show signs of difficulty in developing literacy and mathematical skills, which result in poor attainment in some curriculum areas
- ◆ present persistent, emotional or behavioural difficulties that are not ameliorated by the school's behaviour management techniques
- ◆ have sensory or physical problems and continue to make little or no progress despite the provision of specialist equipment
- ◆ have communication and/or interaction difficulties and continue to make little or no progress despite the provision of a differentiated curriculum.
- ◆ can be placed on the MK LA SEN threshold criteria framework.

If a child's class teacher, in consultation with the parents concludes the child might need further support to make progress:

- ◆ the teacher should seek help from the SENCO
- ◆ additional information is sought from the parents
- ◆ the school liaises with other agencies, for example, Health or Social Services, if they are involved with the child
- ◆ the child's class teacher should remain responsible:
 - for working with the child on a daily basis
 - planning and delivering an Individual Educational Programme (IEP)

Nature of Intervention

It is Heronshaw School's responsibility at this stage to provide any support.

The Headteacher, SENCO and the class teacher should decide on the action needed to help the child to make progress.

Intervention strategies could include:

- ◆ deployment of extra staff to enable small group tuition (this will depend on the financial resources and staff availability)
- ◆ provision of different learning materials or special equipment
- ◆ staff development and training
- ◆ SENCO/class teacher/TA's, time spent on devising the nature of planned intervention

The next response in the SEN support and assessment process is when external services become involved.

At an IEP review meeting or interim meeting the school and parents might decide to request help from the external services. Heronshaw School approaches specialist consultants when it acts on behalf of a child when internal strategies are deemed insufficient to support the child's needs. These consultants usually see the child in school, if that is practicable, so that they can give advice to teachers on new IEPs with fresh targets and accompanying strategies. The support could include assessment and writing reports or advice as well. The kinds of advice and support vary according to the needs of the child.

Identification for External Agency Support

The triggers for external agency involvement could be that, despite receiving an individual programme and/or concentrated support under SEN Support, the child:

- ◆ does not make adequate progress in specific areas over 2 terms / 2 IEPs / 2 FACTs
- ◆ continues working at levels substantially below that expected of children of a similar age
- ◆ continues to have difficulty in developing literacy and mathematical skills
- ◆ has emotional or behavioural difficulties that interfere, substantially and regularly, with the child's own learning, or that of the class group, despite having an Individual Behaviour Plan
- ◆ has sensory or physical needs and requires specialist equipment or regular advice or visits by a specialist service
- ◆ has continuing 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 child'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, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Statutory Assessment

The Special Educational Needs of the majority of children in Heronshaw School should be met effectively through SEN Support. However, in a small number of cases, where the child remains a significant cause for concern and usually after intervention from external agencies, the school will ask the MKC for a Statutory Assessment.

Statutory Assessment constitutes consideration by the MKC, working co-operatively with parents, the child's school and, as appropriate, other agencies, to decide whether a Statutory Assessment of the child's educational needs is necessary. If so, the assessment is conducted in close collaboration with the parents, school and other agencies. The school is aware that Statutory Assessment does not always lead to an Education, Health and Care Plan.

All children with statements of Special Educational Needs will have short-term targets set for them that have been established after consultation with parents and the child, and include targets identified in the statement of educational need. EHC's are now outcomes focussed and will replace Statements from September 2014 with a phased transition. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Individual Education Plan

All children on the Register at the SEN Support stage are entitled to an Individual Education Plan (IEP). Strategies employed to enable the child to progress will be recorded on the IEP. The IEP at Early Years Action/School Action will include information about:

- the short-term targets set for the child
- parental views
- the teaching strategies used
- the provision to be put in place
- any outside agency involvement
- when the plan is to be reviewed
- outcomes and recommendations (to be recorded when the IEP is reviewed).
- success criteria
- a description of rewards and sanctions if appropriate

It is the responsibility of the child's class teacher to draw up and review the plan at this stage. The IEP should record only what is different from, or additional to, the differentiated curriculum. It will focus on three or four targets that match the child's needs using the SMART targets (**S**pecific **M**easurable **A**chievable **R**elevant **T**imed). These will be discussed with the child and the parents.

At the same time as an IEP is prepared, or reviewed, the class teacher will record the level at which the child is currently achieving in PSHE and Reading, Writing and Maths:

This is placed in the child's SEN file, and enables a careful analysis of progress.

IEP

Individual Educational Plans are reviewed three times a year. However there are certain children who might benefit from more frequent reviews. The review meeting should be organised by the class teacher. Parents are invited to the IEP reviews and the targets are discussed. Where possible, the child should also take part in the review process and be involved in setting targets. If a child is not at the review, their views should be considered in any discussion.

Immediate Referrals

Within the Code of Practice, provision has been made for immediate referrals for those children who demonstrate such significant difficulties that the school considers it impossible or inappropriate to carry out in full the chosen assessment procedures. A child, for example, could have a severe sensory or other impairment that, without specialist intervention beyond the capacity of the school, will lead to increased learning difficulties. At Heronshaw School, such immediate referrals to MKC are made as the need arises.

Statements / EHC

When the MKC have completed its assessment of a child, it will decide whether to issue a Statement or EHC. The Statement / EHC should specify clearly the provision necessary to meet the needs of the child.

All children with a Statement / EHC should have short-term targets set out in an IEP. At Heronshaw School, IEPs for pupils with Statements / EHC are prepared by the class teacher, with support from the external agencies and the SENCO.

Where MKC declines to provide a Statement / EHC the school can request a reassessment after six months. Parents, too, have a right of appeal against the decision to the SEN tribunal.

Annual Review

All Statements / EHCs must be reviewed at least annually, when parents, the LA/other Advisory Body, the school and other professionals involved, consider the progress the pupil has made over the previous twelve months and whether any amendments need to be made to the Special Educational Provision. Children will be involved as far as possible in the annual review.

The timing of the review should reflect the circumstances of the child, for example, if moving to a new school.

The purposes of the review are:

- ◆ to assess the child's progress towards meeting the objectives specified in the Statement / EHC
- ◆ in the case of the first annual review, to assess the child's progress towards the targets in the IEP
- ◆ to review the special provision made for the child
- ◆ to consider the appropriateness of the Statement in the light of the child's performance
- ◆ to consider if the Statement / EHC is to be maintained.

At the review in Year 1, the aim should be to give clear recommendations as to the type of provision the child will require at the junior school. It will then be possible for the parents to visit junior schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school should be invited to attend the final annual review in the Infant school of pupils with statements / EHCs, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Resources

Funding for SEN is received into the main school budget based on the previous year SEND census data. It is used to provide the first £6,000 per child of teaching, specialist support assistants, training, pupil resources and materials for individual and groups of SEND children. Where a child requires a significant level of support, a request for top-up funding can be made to the Local Authority including how element 1 and element 2 have been used. There is a separate budget allocated for those pupils with Statements / EHCPs. The high-needs SEND funding is reviewed on a regular basis and reported annually in the Governors' Report.

The SENCO maintains detailed records of all pupils on the Special Needs Register. All teaching staff have open access to this SEND Policy, copies of IEPs for their children and other relevant information. This information is also available to all teaching support staff and supply teachers working with the children. Information relating to the nature of various types of Special Educational Needs and Disabilities, the symptoms expressed and strategies for providing for the need are located in the school office, in the Special Needs filing cabinet, and on the SEND shelf in the staff workroom, as well as a range of resources to support children.

The school seeks to remove the barriers to learning and plans strategically in order to increase access to the premises and the curriculum for disabled pupils. Anticipatory action ensures that pupils are considered and catered for as soon as practically possible.

The school is a one-level building and has access for wheelchairs. The disabled toilet has been modified to include grab rails and a supportive toilet seat. We are flexible to adapt our provision as necessary in order to remove barriers to learning for children with specific physical difficulties. As individual children present with individual physical needs, the school makes full use of the range of services on offer from MKC e.g. radio microphone to support 2 children with significant hearing impairment, regular visits by a H.I. support teacher who helped monitor progress and offer advice, new hall ceiling and an H.I. technician who advised how best to use the specialist equipment provided. For other children we have obtained a wobble cushion and wedge on advice from the Occupational Therapy Department.

Heronshaw School has a Disability Equality Plan in order to:

- ◆ increase the extent to which disabled pupils can participate in the Curriculum
- ◆ increase the physical accessibility of school premises for disabled pupils
- ◆ improve the delivery to disabled pupils of information provided in writing for pupils who are not disabled.

This Disability Equality Plan will be reviewed annually and included in the Governors' Report.

Evaluation

At Heronshaw School we consistently strive to ensure we provide the most effective support for children with Special Educational Needs and Disabilities, and evaluate this by:

- Asking children how they feel about their learning.
- SENCO reports to the Headteacher via a monthly update of SEN provision and developments.
- Discussions between class teachers and teaching assistants pre-IEP review meetings.
- Discussing parents' views at IEP reviews
- Identifying individual pupil progress – ongoing monitoring by class teachers, general overview of IEPs by SENCo, as well as monitoring of achievement through levels awarded through APP.

The school might, from time to time, set specific targets against which the success of particular aspects of the policy can be measured. The policy will be evaluated in line with the Revised Code of Practice which lists critical success factors. Further indicators are also used to measure the success of the policy.

Further Indicators

- The extent to which standards (measured by, e.g. P Scales (PSHE), APP levelling, School Scale, SAT results) have improved generally across groups of pupils with identified SEN
- A reduction in the total number of pupils requiring a graduated response
- An increase in the number of pupils being discontinued at the SEN Support stage.
- An increase in the numbers of pupils at SEN Support and Statements / EHCs, meeting curriculum targets.

Complaints Procedures

In the first instance, parents' complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Whole-School Complaints Policy.

If there continues to be a disagreement with regard to the SEND provision, Milton Keynes Council should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the school. Parents have a right to appeal to a SEN tribunal at any stage.

More detailed information can be found in The Revised Code of Practice (2014)

Updated by Karen Chilton: 6th October 2014

- **Date established** by governing body
- **Date for review**
- **Signature** of Chair of Governors (or Chair of Committee)

Appendix 1 – Glossary of SEND needs and support

Broad areas of need

Communication and interaction

6.25 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.26 Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

6.27 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.28 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.29 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.30 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

6.31 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Information on how to provide services for deafblind is available through the Deafblind guidance.6.32 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2 – Provision Mapping Waves 1, 2 and 3