



# Milecastle Primary School

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

**SENCO:**

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### **Rationale:**

At Milecastle every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

Throughout this policy, and the following policies, we will ensure steps are taken to prevent disabled pupils from being treated less favourably than others: Accessibility Plan, Anti-Bullying Policy, Behaviour Policy, Equality Policy, SEN Information Report, SEN Policy, and Annual SEN Report.

Milecastle is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

### **Objectives:**

- To ensure equality of provision for pupils with special educational needs (SEN) and disability.
- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2023, Supporting pupils at school with medical conditions 2017, Working together to safeguard children 2018.
- To provide full access for all pupils to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To enable pupils with SEN to achieve their potential.
- To ensure parents / carers are fully engaged in decision-making.
- To take into account the views, wishes and feelings of pupils.
- To provide advice and support for all staff working with pupils with SEN.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN.

### **Admission Arrangements**

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.

## **Roles and Responsibilities:**

The Special Educational Needs Coordinator (SENCO) is responsible for:

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEN
- liaising with the Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date.

The class teacher:

- set high expectations which inspire, motivate and challenge pupils
- promote good progress and outcomes for pupils
- plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEN
- work closely with support staff in the planning and monitoring of interventions
- make accurate and productive use of assessment to inform the four-part cycle
- manage behaviour effectively to ensure a good and safe learning environment
- fulfil wider professional responsibilities in relation to SEN e.g. the effective deployment of support staff, professional development, acting on specialist advice
- communicate effectively with parents with regard to pupils' achievements and pupils' well-being.

The governor responsible for SEN is Mrs Samantha Watson.

The designated teacher for child protection is Mrs Suzanne Richardson, Mrs Clare Dillon and Mrs Kathryn Chirnside.

The designated member of staff responsible for managing pupil premium is Mrs Clare Dillon.

## **Children in Care (CiC)**

The SENCO and designated teacher meet regularly to ensure that arrangements are in place for supporting pupils that are looked after and also have SEN. SEN reviews and PEP meetings are co-ordinated and, where possible, meetings are held on the same day.

The designated member of staff for children in care is Mrs Suzanne Richardson. See [CiC policy](#)

## **Access to Facilities and Provision**

Please refer to school's accessibility plan which outlines how we:

- increase access to the curriculum for pupils with a disability
- improve and maintain access to the physical environment
- improve the delivery of written information to pupils

Milecastle is a single storey building which has two disabled toilets. One has an accessible shower. Medicines are securely stored in the Medical Room. See [Accessibility Plans](#)

## **Allocation of Resources**

The head teacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium funding to provide high quality appropriate support for pupils with SEN. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

## **Access to the Curriculum**

All pupils should have access to a broad and balanced curriculum. All pupils receive inclusive, quality first teaching that is accessible to meet individual need. Identifying, assessing, planning and review is part of Quality First teaching. Our parents/carers' SEN Information Guide and Annual SEN Report provides a clear description of the details of what is available for all children with SEN through Quality First Teaching and what is additional and different provision.

Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities. See [Teaching and Learning policy](#)

## **Identification, Assessment, Planning and Review Arrangements:**

Milecastle follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012).

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map / intervention map outlines all SEN support and is updated each term.

The four broad areas of need:

- Communication and Interaction (including Autistic Spectrum Disorder (ASD)).
- Cognition and Learning (including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD)).
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical Needs.

The following are **not** SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN).
- Attendance and punctuality.
- Health and welfare.
- English as an additional language (EAL).
- Receipt of pupil premium.
- Being a child in care.
- Being a child of service personnel.
- Behaviour (any concerns relating to a child's behaviour may be due to an underlying response to a particular need which should be investigated).

### **SEN support - four-part cycle**

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO.

### **Assess**

The class or subject teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be notified by the class teacher and asked to contribute to the assessment.

## **Plan**

Parents will be formally notified as part of the termly review process. Adjustments, interventions, support and a review date will be agreed with staff, parents and pupil. This will be recorded on the school provision map. SEND mainstream guidance is used to support planning.

## **Do**

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any support assistants or specialist staff involved. The SENCO will support the above. SEND Mainstream Guidance implemented.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. School liaises with the following services - Educational Psychology Service, School Health, School Effectiveness SEN Team, Special Educational Needs and Disability Outreach Service (SENDOS) and, when appropriate, Social Services and Looked After Children Team. School purchases additional services from Behaviour Support Consultant and Kalmer Counselling.

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress; then school or parents will consider requesting an Education, Health and Care assessment. School will provide the Local Authority with evidence of the action taken as part of the SEN support.

**Further details on provision for pupils with SEN can be found in the Parents/Carers' SEN Information Guide.**

## **Parent/Carers' SEN Information Guide**

This guide and the Annual SEN Report can be found on the school website. A paper copy is available on request. These outline the provision Milecastle makes for all pupils with SEN and within the four broad areas of need - communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical. The Annual SEN Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEN.

## **Transition Arrangements**

Transition into, within and beyond Milecastle is carefully planned. In order to ensure successful transition both within school and from school to school the pupils and parents/carers will be fully involved in planning for transfer to the new setting.

Key information about SEN provision will be shared with the next school through the review process. See [Transition Policy](#)

## **Partnership with Parents/Carers:**

Milecastle has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about Newcastle's Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education, Health and Care Plan. Parents are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare. Early Help (formerly known as Common Assessment Framework) is used to coordinate support for children and their families who have a range of needs.

## **Pupil Participation:**

The views of all pupils are valued. Wherever appropriate, pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. The pupil review sheet is completed with the parents on a termly basis.

## **Monitoring and Evaluating the Success of Provision- for further details see Annual SEN Report:**

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the senior management team.
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils.
- Assessment records that illustrate progress over time - e.g. reading ages.
- Pre and post assessments for those pupils who are withdrawn for targeted interventions.
- Success rates in respect of individual targets.
- Monitoring by the governor with responsibility for SEN.
- The views of parents/carers and pupils.
- Regular meetings between Class Teacher, SENCO, SENSA and Headteacher.
- Provision Mapping - used as a basis for monitoring the impact of interventions.
- LA SEN Review to externally validate provision and outcomes for pupils with SEN.

### **Staff Development:**

The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Where appropriate, specialists are used to deliver training. Early career teachers (ECT) are offered support and in school training by the SENCO. See Annual SEN Information Report for details.

### **Medical Conditions**

Milecastle will follow the recommendations of the Children and Families Act 2017 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan. See Medicines in School policy Staff responsible for medicines are: Michele McDine and Lynne Cottrell.

### **The Complaints Procedure**

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCO and /or head teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary, the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

See Complaints Procedure

**Related policies: Admissions, Accessibility Plan, Annual SEN Report, Anti-Bullying Policy, Children in Care, Medicines In School, Safeguarding, Teaching And Learning, Transition, Positive Handling Policy.**



## GUIDELINES FOR THE GRADUATED RESPONSE

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from additional/specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. However, for some children, a different approach may be necessary and 'The Graduated Response' should be applied.

	Procedure followed:-
Assess	<p>When a class teacher has concerns about a child, he/she should:</p> <ul style="list-style-type: none"> <li>• begin to gather evidence regarding concern.</li> <li>• discuss evidence of concern with SENCO.</li> <li>• complete/organise assessments if appropriate.</li> <li>• review assessment information and discuss further actions with SENCO.</li> </ul> <p><i>Code of Practice 2014 states:</i></p> <p><i>In identifying a child as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.</i></p> <p><i>This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.</i></p> <p><i>In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.</i></p>

Plan	Procedure followed:
	<p data-bbox="304 98 1177 136">Once assessments stage is completed, the next steps are:</p> <ul data-bbox="352 174 1442 533" style="list-style-type: none"> <li data-bbox="352 174 1442 257">• Class teacher should inform parents and agree that the child is being placed on SEN support (sign form).</li> <li data-bbox="352 295 1442 378">• Agree support to be put in place and expected outcomes with all stakeholders to meet identified needs.</li> <li data-bbox="352 416 1442 454">• Record on SEN Support Plan.</li> <li data-bbox="352 492 1442 533">• Agree review date.</li> </ul> <p data-bbox="304 645 671 683"><i>Code of Practice 2014 states:</i></p> <p data-bbox="304 712 1465 929"><i>Where it is decided to provide a pupil with SEN support, the parents <b>must</b> be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.</i></p> <p data-bbox="304 965 1465 1070"><i>All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.</i></p> <p data-bbox="304 1106 1437 1211"><i>The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.</i></p> <p data-bbox="304 1247 1469 1397"><i>Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information set out in 6.39 should be readily available to and discussed with the pupil's parents.</i></p>

Do	Procedure followed:					
	<table border="1"> <thead> <tr> <th data-bbox="288 91 887 181">Role of the teacher</th> <th data-bbox="887 91 1485 181">Role of the SENCo</th> </tr> </thead> <tbody> <tr> <td data-bbox="288 181 887 719"> <ul style="list-style-type: none"> <li>• To remain responsible for working with the child on a daily basis.</li> <li>• Where interventions involve group or one-to-one teaching away from the class, they should still retain responsibility for the pupil.</li> <li>• To communicate regular with any staff delivering interventions to ensure they are informed about progress.</li> </ul> </td> <td data-bbox="887 181 1485 719"> <ul style="list-style-type: none"> <li>• To support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.</li> </ul> </td> </tr> </tbody> </table>	Role of the teacher	Role of the SENCo	<ul style="list-style-type: none"> <li>• To remain responsible for working with the child on a daily basis.</li> <li>• Where interventions involve group or one-to-one teaching away from the class, they should still retain responsibility for the pupil.</li> <li>• To communicate regular with any staff delivering interventions to ensure they are informed about progress.</li> </ul>	<ul style="list-style-type: none"> <li>• To support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.</li> </ul>	
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<p><i>Code of Practice 2014 states:</i></p> <p><i>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.</i></p>						

Review	Procedure followed:
	<p>Teachers continually review pupils' progress, formally and informally, and this should be no different for pupils with SEN.</p> <ul style="list-style-type: none"> <li>• Class teacher should review child's progress against SEN Support Plan by agreed date (once per term) or earlier according to need and make any changes necessary to teaching approaches or provision.</li> <li>• Class teacher should consult SENCO regarding progress and proposed amendments to the Plan.</li> <li>• Class teacher should consult with parent/carer regarding progress and proposed amendments to the Plan (ideally this should be part of the parent consultation process with a double slot booked to allow time).</li> <li>• Provide parents and SENCO with an annotated copy of SEN Support Plan.</li> <li>• Cease Plan or begin/continue agreed interventions.</li> <li>• When a child continues to make little or no progress despite targeted interventions, consideration should be given to the involvement of external specialists.</li> </ul> <p><i>Code of Practice 2014 states:</i></p> <p><i>The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.</i></p> <p><i>The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.</i></p> <p><i>Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.</i></p> <p><i>Where a pupil has an EHC plan, the local authority <b>must</b> review that plan as a minimum every twelve months. Schools <b>must</b> co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans.</i></p>