



Mill Hill Primary School **Special Educational Needs Policy**

Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (April 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (April 2014)
- Schools SEND 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 Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCo with the SEN Governor in liaison with the SLT and all members of staff.

Special Needs Co-ordinator

The Special Needs Co-ordinator for Mill Hill Primary School is Mrs Claire Branscombe. She is responsible for co-ordinating the day to day provision of education for pupils with special education needs and disability. Our SENCo, is a member of the SLT and successfully completed the National Award for Special Educational Needs in July 2016.

Contact details:

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This policy should be read in conjunction with the school's SEND information report.

Vision:

“Individualised provision with a holistic approach, based on understanding and partnership.”

Mill Hill Primary School is an inclusive mainstream school with a core purpose to provide the best educational experience for every child. We believe children learn best when they are happy, well cared for and secure in themselves. Relationships within the school are therefore based upon mutual respect.

Our aim is to nurture respectful, aspirational learners who are successful at their highest possible level. We consider each part of our school day from the experiences of our most vulnerable learners and ensure we design our systems, procedures and learning experiences with this in mind. Every morning a number of our children will begin their day taking part in a sensory circuit to ensure they are calm, alert and focused ready to learn or take part in a mindfulness mornings group which aims to calm any anxieties and ensure children are in a positive mindset, ready to learn. At Mill Hill Primary School, we aim to ensure that every member of the school community willingly and actively participates with enjoyment, confidence and a sense of security.

Aims

We value the achievements and contributions of all pupils. We are committed to making the full curriculum accessible to every pupil through differentiation of tasks, varied teaching styles and resources suited to individual needs. We will involve parents, carers and the pupils themselves in discussion about any difficulties and in planning appropriate actions.

The school follows the **Special Educational Needs and Disability Code of Practice: 0 -25 years (DfE & DfH 2015)** when carrying out its duties for all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Objectives

- To ensure all pupils with special educational needs are identified and assessed at the earliest possible stage so that appropriate provision can be made and their attainment raised
- To plan an effective curriculum to meet the needs of all children including those with special educational needs
- To work in close partnership with, and involve, parents/carers of children who have special educational needs; for example, in the identification and review of individual targets
- To ensure that all staff involved with pupils are aware of the procedures for identifying their needs, supporting and teaching them
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs

Definition of Special Educational Needs

As specified in the Code of Practice (2015), a child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them (xiii, p15), has 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 (xiv, p15-16).

A child's difficulty can be in one or more than one of the following areas:

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

Communication and Interaction

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

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

Cognition and Interaction

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 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

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

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.

Physical and/or sensory

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, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

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.

Other factors

There are other factors which may impact on a child's ability to make 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 SEND)
- Attendance and Punctuality
- Health and Welfare
- Children for whom English is an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

We also recognise that behaviour is communicating an underlying need. Where a child is showing challenging behaviours, we will look to identify the underlying need and see whether it constitutes SEND.

Graduated Approach to Support the Identification, Assessment and Monitoring of Pupils with Special Needs (in accordance with Hampshire Agreed Criteria for SEN)

Ordinarily Available Provision:

All teaching is planned so that the learning taking place meets all the needs of pupils in the class. This may mean adaptations to resources or tasks that are different from or in addition to the ordinarily available provision that all pupils receive.

The class teacher remains responsible for planning and teaching all SEN pupils.

Individual provision maps will be drawn up by the class teacher, with the support of the SENCO, to show targets set, frequency of support in or out of class and review of targets at least once every term. This follows the Assess, Plan, Do, Review approach to SEN provision (see Appendix 1).

Assess

Mill Hill Primary School will assess each child's current levels of attainment on entry to school 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 need, this information will be transferred from the Early Years setting and the SENCO and the child's teacher will use this information to:

- Provide starting points for the development of support to access the curriculum
- Identify and focus attention on action to support any learning difficulties
- Involve parents in implementing a joint learning approach at home
- Continually observe and assess the child's achievements to inform planning the child's next steps of learning

Plan

Our school's assessment procedures will provide information about areas where a child is experiencing difficulty. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

Where possible we will try to meet every child's needs within the classroom by ensuring ordinarily available provision where our planning and teaching approaches meet the needs of all the children in the school. However, where a child is not making adequate progress, the class teacher will consult the SENCO for additional support. They, together with the child, and parents/ carers, will review the strategies/ approaches that are currently being used and the way these might be developed.

Do

If additional support to the ordinarily available provision is needed, additional interventions may be necessary. Intervention for pupils with SEN may take many forms. The deployment of extra staff for 1:1 tuition may not necessarily be the most effective way to help a pupil. It may be more appropriate to provide further, differentiated, different or additional learning materials or special equipment; to introduce some group, peer or individual support; or to devote extra time to devising the planned intervention and monitoring its effectiveness. Intervention may include support from the Pastoral Wellbeing Team.

Review

Key evidence taken into account is the current rate of progress and whether the child will meet the national end of year expectation of their year group. Other measures of progress include:

- The attainment gap between the child and their peers
- The child's previous rate of progress
- How successfully they can access the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

Specialised Support

If the pupil continues to make no or little progress then the SENCo and class teacher, in agreement with parents/carers may seek more specialised support for helping to meet the pupils' needs. These needs may be:

- Sensory or physical needs requiring additional specialist equipment or regular advice or visits by the Occupational Therapy service
- Communication or interaction difficulties that impede the development of social relationships and causes substantial barriers to learning which require referral to the Speech Therapy Service
- Specific difficulties with Cognition and Learning which require observations and meetings with the Educational Psychology Service
- Social, emotional & mental health needs requiring in school support using ELSA (Emotional Literacy Support Assistant), TALA (Therapeutic Active Listening Assistant) or adults using counselling skills whilst a referral to CAMHS (Child and Adolescent Mental Health Service) may also be necessary

Request for an assessment of special educational needs – Education, Health and Care Plan

A request for a statutory assessment may be made by either the school or by the child's parents. Where a request for a statutory assessment is made by the school to an LA (Local Authority), the child will have demonstrated significant cause for concern and specialised support will have been sought from the services above. The LA will need information about the child's progress over time and will also need documentations in relation to the child's special needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide evidence which may include:

- Individual action plans for the pupil
- Individual Provision Plans
- Individual Behaviour Plans / Positive Support Plans
- Pupil's individual timetables
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum attainment in English and Mathematics
- Standardised scores, e.g. reading and spelling age assessments
- Educational and other assessments, for example from an advisory support teacher or an educational psychologist

If the assessment is conducted by the LEA, this evidence will input into a pupil's individual Education, Health and Care Plan (EHCP).

An EHCP does not automatically find exclusive 1:1 support for a child, but provides funding to allow the child to access additional support. This may be in the form of additional resources, group provisions or time limited 1:1 intervention.

Exiting the SEND register

Pupil's progress and the effectiveness of support and interventions is regularly monitored. If a child makes sufficient progress, is attaining in line with their peers (and meeting Age Related Expectations) without the need for continued support, the child can be removed from the SEN register, although monitoring will continue to ensure that progress and attainment can be maintained.

Supporting pupils and families

Admission information can be found in our admissions policy <https://primarysite-prod-sorted.s3.amazonaws.com/mill-hill-primary-school-waterlooville/UploadedDocument/e20631b6-8525-401f-9ddb-4a826310744e/admissions-policy-2025-26.pdf> although if you are considering sending your child to our school, please book an appointment to talk to our SENDCO to explore the support available and to help ensure the right support is in place as soon as possible. We want to work in partnership with families so getting as much information as possible at the start of the journey is important.

Transition (both into and out of our setting) is carefully planned.

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years settings. Children are invited to visit us for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and classroom buddies to ensure that they have a smooth transition.

Liaison from Year 6 to year 7 ensures a smooth transition. Staff from secondary schools will visit us and specialist staff from these and other educational establishments will also maintain close liaison which will continue into Year 7.

Where appropriate, further arrangements such as Inclusion Partnership Agreements will be put into place.

Further information to support pupils and their families can be found here:

Hampshire Local Offer

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

SENDIASS <https://www.hampshiresendiass.co.uk/>

Supporting pupils with Medical Needs

As outlined in the **Supporting Pupils with Medical Needs Policy** we aim to ensure that all children with medical conditions, in terms of both their physical and mental health, are properly supported in school, so that they can play a full and active role in school life, remain healthy and achieve their academic potential. This requires that we make arrangements for supporting children with medical conditions. In addition, where children have a disability, the requirement of the Equality Act 2010 will apply, as will the SEN Code of Practice, where children have identified special needs. A medical condition does not necessarily mean the children will have special educational needs, however this may be the case if the medical need affects cognition or where a pupil is absent for long periods as they undergo treatment.

Monitoring and Evaluation of SEND

Through the monitoring and evaluating of our provision the SENCO, with the Head teacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely with the School Improvement Plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff or LSA meetings. The effectiveness of such

professional development will be monitored and evaluated by the SENCO and information provided as part of the school's on-going self-evaluation of the school's SEN provision.

Roles and responsibilities

The Special Needs Coordinator:

- Coordinates and monitors the educational provision of pupils requiring special needs support
- Offers support to learning support staff and teaching staff as necessary, contributing to the in-service training of staff
- Supports the class teacher in keeping parents informed of special educational need provision
- Manages the resources related to the special educational needs budget, including learning support assistants
- Oversees the records of all children with special needs, ensuring these are updated at least termly
- Takes responsibility for leading staff in preparing reports and evidence for the Hampshire special needs annual audit
- Liaises with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies

Governors' Role

The governing body of a community, voluntary or foundation school must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs
- Ensure that where the "responsible person"- the Head teacher or the appropriate governor- has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs
- Ensure that a child with special educational needs is included in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are being educated and the efficient use of resources
- Have regard to the Special Educational Needs and Disability Code of practice (2015) when carrying out its duties towards children with special educational needs
- Consult the LA and the governing body of other schools when it seems to be desirable in the interests of co-ordinated special educational needs provision in the area as a whole
- Have a written SEN policy containing the information as set out in the Special Educational Needs and Disability Code of practice (2015)

- Report to parents/ carers on the implementations of the school's policy for children with special educational needs in the school profile and the school's prospectus
- Include in the prospectus the name of the person responsible for coordinating the school's SEN provision

Governors have a duty to ensure that:

- They are fully involved in developing and monitoring the school's SEN policy
- They are up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the School Improvement Plan and the school's self-evaluation process (SEF)
- The quality of SEN provision is continually monitored
- The SEN policy is reported on the school prospectus and children's' progress is reported in the school profile

Storing and managing information

For further information regarding the storage and use of information, please see the data/GDPR policy

Reviewing the policy

This policy is reviewed annually by the Governing body.

Accessibility

Please see accessibility plan for further information

Complaints Procedure

If parents /carers have a complaint concerning provision for their child, they should discuss this with the class teacher. If this proves unsuccessful, the matter should be referred to the SENCO and /or the Acting Head teacher. Should the matter still be unresolved the parents/ carers should contact the "responsible person" on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/ or Secretary of State.

Bullying

For further information, please see our anti bullying policy

Appendices

Link to our SEND information report

Appendix 1: Assess Plan Do Review cycle

