



Mylnhurst

Preparatory School & Nursery

IAPS Co-Educational Day School : Ages 3-11
A Catholic Foundation Welcoming Families of All Faiths

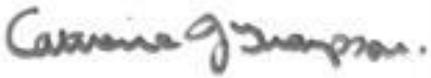


Mission

To maximise the potential of our children through partnership
Within a challenging and supportive Christian community

Vision

A centre of educational excellence preparing children in a
Christian environment for life's opportunities

Signed on behalf of the Senior Leadership Team by	Signed on behalf of the Board of Directors by
	
Kirsty Holland	Catherine Thompson
Senior Leadership Team	Chair of Directors
Date: 11th April 2019	Date: 11th April 2019

Mylnhurst School Policy for Special Educational Needs and Inclusion

Section 1

Ethos

Mylnhurst School is committed to inclusion. We believe that all children, including those identified as having Special Educational Needs and Disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be fully included in all aspects of school life. Every teacher in the school is a teacher of every child, including those with SEND.

Policy Formation

This policy was developed in accordance with the SEND Code of Practice 2014 and under advice from The National Association of Special Educational Needs (NASEN). All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical, child protection and curriculum policies.

Responsibilities

Mr Chris Emmott, the head teacher, has an overview of all aspects of Inclusion.

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best.

All other enquiries can be addressed to Mrs Catherine Madin, who is the SENCo and takes the lead role in relation to SEND. Contact details: (cmadin@mylnhurst.co.uk)

Mrs Catherine Madin and Mrs Melanie Jackson, SEND teachers, offer individual and small group support targeting a child's specific needs.

Mrs Catherine Thompson is the SEND governor.

Section 2: Purpose of school approach to SEND

Aims

- To raise the aspirations and expectations of all children with SEND.
- To focus on outcomes for children and not just hours of provision or support.

Objectives

1. To provide a Special Educational Needs Co-ordinator who will promote the policy and practice specified in the SEND policy.
2. To identify and provide for pupils who have special educational needs and additional needs through early identification.
3. To ensure that every child experiences success in their learning and achieves to the highest possible standard.
4. To enable all children to participate in lessons fully and effectively.
5. To work within the guidance provided in the SEND Code of Practice 2014.
6. To value and encourage the contribution of all children to the life of the school, ensuring a caring and inclusive environment.
7. To use the 'Assess, Plan, Do, Review' approach (in line with the SEND Code of Practice 2014) in order to reach a high level of achievement for all.
8. To provide support and advice for all staff working with SEND pupils.
9. To work in close partnership with class teachers, support staff, outside agencies, parents/carers and the pupils themselves sharing support and advice.
10. To ensure that SEND and inclusive provision is positively valued and accessed by staff and parent/carers.
11. To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.

Section 3: Identifying SEN

Early Identification

We believe that pupil's needs should be identified and met as early as possible. We identify the needs of the pupils by considering the needs of the whole child, not just the SEND needs. Members of staff or parent/carers may raise an initial concern, or the school tracking data may identify pupils needing additional support. Pupil Progress meetings are held termly between the SENCo, class teachers and parents if they wish, to closely monitor progress and identify pupils' needs. The SENCo also meets teachers termly to review the SEN register, identify barriers to learning and identify pupils for interventions.

Within the SEN 2014 Code of Practice there are 4 main categories of need which are considered as SEND needs. These are:

- Communication and interaction
- Cognition and learning
- Social emotional and mental health needs
- Sensory and/or physical needs

The following are considered not to be SEND but may impact on progress and attainment:

- Attendance + punctuality
- Health + welfare
- English as an Additional Language
- Looked after children
- Child of Service man or woman

Identifying behaviour as a need is no longer an acceptable way of describing SEND in the code of Practice 2014. Any concerns relating to behaviour will be described as a response to one of the main 4 categories of need described above.

Quality First teaching

Our school provides 'Quality First Teaching,' which includes personalising learning to meet individual needs through differentiated tasks, modifying learning objectives and teaching styles and providing access to resources.

Section 4: A Graduated Approach to Interventions

SEND Register and Monitoring Pupil Progress

Pupils are identified as having SEND needs if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. (p.88 Section 6.37 Code of practice 2014)

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

All pupils' progress is monitored closely by class teachers. If teachers/parents/carers have concerns about the progress a child is making, the teacher will complete an Initial Note of Concern.

Once identified as having SEND, the SENCo will monitor that high quality teaching, differentiated for the individual pupil is in place. Training is provided for all teaching staff to ensure they can deliver Quality First Teaching.

Where a period of differentiated support has not resulted in the pupil making adequate progress or where the nature of the pupil's needs are unlikely to be met by such an approach, the pupil will be placed on the SEND register. The SENCo can undertake a range of standardised tests with children to add to and inform teachers' own understanding and assessments of a child. Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. Where appropriate the pupil will be given additional support by the SEND teachers and with permission of parents / carers, the SENCo will refer the pupil to appropriate outside agencies if required.

Examples of outside agencies we access include:

- Early Years Inclusion Team / Learning Support service
- Educational Psychology service assessment (this will be sought on a private basis and will cost in the region of £600. Half of this cost, will be met by the school)
- Speech and language Therapy
- Multi Agency Support Team (MAST)
- Children and Adults Mental Health Services (CAMHS)

Managing Pupils' needs on the SEND register

There is now a single category of support called SEN support, which replaces School Action and School Action Plus.

Once a child has been identified as having a special educational need, the SENCo will organise and co-ordinate a meeting. Parents will be invited to this meeting in order to formally let them know that their child is being placed on the SEN register, to discuss any assessments that have been completed and to agree a plan and provision for the next term.

An SEN evening for parents will be held for all children on the SEND register at the end of each term. This is an opportunity for the class teacher, the SEN teacher, the SENCo and the parents/carers to discuss the progress and needs of individual children and to set new shared targets for ISPs (Individual Support Profiles). Prior to this meeting the teachers will talk to the pupils about their own views of their needs and achievements and these views will be shared using a Pupil Passport.

In cases where a child's needs are complex or more than one outside agency is called upon to help support the child and offer advice on interventions, a My Plan may be used to formalise this support or multi professional approach. Once a My Plan is set up, all professionals working with a child will be encouraged to attend a termly review to jointly monitor progress and to revise targets in order for set outcomes to be achieved.

This intervention programme for SEN children follows the Assess, Plan, Do, Review system set out in the Code of Practice 2014. There is a core expectation that the class teacher holds the responsibility for evidencing progress.

Where pupils are identified as having SEND, provision may be made in a variety of ways, such as

- In class support for a small group with the teacher or TA
- Small group withdrawal with a TA or an SEN teacher
- 1:1 support with a TA or an SEN teacher
- A specific programme of intervention (e.g. DILP / The narrative intervention programme / The vocabulary improvement programme / Clever Fingers / Nurture / Lego Therapy)
- Provision of alternative learning materials/equipment (eg. Numicon)
- Support from external agencies

SECTION 5: Exiting the SEND Register

Once a child is making satisfactory progress they can be removed from the SEN register, but will continue to be monitored by the class teacher and the SENCo for a period of one year. If at any stage concerns arise once more, a child will be re-assessed and placed back on the register if necessary.

SECTION 6: Supporting Pupils and Families

Parents are supported through termly review meetings and are also welcome to meet with staff at any other times to discuss concerns.

Pupils are supported during periods of transition as they move through the school as well as by all members of staff throughout the school day. Pupils with SEND are encouraged to have their say about how they can be best supported.

SECTION 7: Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality and targeted support, we may apply for the child to be assessed for an EHC Plan. An EHC Plan brings together a child's health and social care needs, as well as their special educational provision. Generally we apply for a plan if the child is Looked After and therefore additionally vulnerable, the child has a disability which is lifelong and which means that they will always need support to learn effectively or if we think it is likely that the child may at some point benefit from special school provision.

Children who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school, together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce an EHC Plan which will record the decisions made at the meeting.

If the family wish for their child to remain at Mylnhurst for their primary education, parents will be asked to name Mylnhurst as their chosen school on the plan. Regarding funding for the provision required by the EHC plan, should the Local Authority only be prepared to pay element 3 of the funding (top-up funding), parents will be required to pay elements 1 and 2. Further details of this will be made available by the SENCO as required.

SECTION 8: Children with medical, social, emotional and mental health needs

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

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. Following these assessments, advice from MAST (the Multi-Agency Support Team) may be sought.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Centre).

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEN and disabilities. We will actively investigate all allegations and if there is a cause, work with both the bully and the victim to improve their social skills. A nurture group runs within school to support children's social and emotional understanding, where required.

SECTION 9: Transition arrangements

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes – including from the nursery – as smooth as possible. This may include, for example, additional meetings for the parents and child with the new teacher, additional visits to the classroom environment in order to identify where the toilets and pegs are etc. or opportunities to take photographs of key people and places in order to make a transition booklet. Enhanced transition arrangements are tailored to meet individual needs.

For pupils due to move to secondary school, the secondary school SENCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews, e.g. extra visits, travel training etc.

SECTION 10: Monitoring and Evaluation of SEND

It is part of the school's practice to regularly and carefully monitor and evaluate the quality of provision we offer the children; the SENCo, the Senior Leadership Team, and the SEN Governor are all involved in this process.

This is an active process. Discussions with staff, parents and pupils and regular evaluations of interventions promote continual review and improvement of provision for all pupils.

SECTION 11: Training and resources

All staff are encouraged to undertake training and development in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils. The SENCo ensures staff are up to date with current initiatives through staff meetings.

The SENCo attends the Local Authority's meetings in order to keep up to date with Local and National updates in SEND.

SECTION 12: Adaptions to the curriculum teaching and learning environment

We are a Dyslexia Friendly school and all of our classrooms are inclusion-friendly. We aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. All of our children access the full National Curriculum and we recognise achievement and expertise in all curricular areas.

All of our children have equal access to before school, lunchtime and after school clubs. Where possible, we adapt our environment to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

SECTION 13: Roles and Responsibilities

The Role of the Headteacher:

- Should take overall responsibility for implementing the SEND reforms.
- Ensure that the SENCo is able to influence strategic decisions about SEN.
- Ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on the SEN register and any newly identified pupils with SEN.

The Role of the SEN Governor:

- Should have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the Headteacher.
- Must publish information on the school's websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND.
- Ensures that there is a qualified teacher designated as SENCO.
- Co-operate generally with the Local Authority when the school is being named in an EHC plan.
- Must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Role of the SENCo:

The SENCo's role is a strategic one working with the Senior Leadership Team to review and refresh the SEND policy and then with the classroom/subject teacher to review its practice ensuring every child with SEND gets the personalised support that they need. The role involves:

- Overseeing day-to-day operation of school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with designated teacher where a Looked after Child has SEND.
- Advising on graduated approach to SEND Support.
- Liaising with parents of children with SEND.
- Links with other education settings and outside agencies.
- Liaising with potential next providers of education.

- Working with head and governors on Equality Act.
- Ensuring that SEND records are up to date.

The Role of the Class Teacher:

Classroom and subject teachers are at the heart of the new SEN Support system. They drive the movement around the four stages (assess, plan, do, review) of action with the support guidance of the SENCo and specialist staff. They should:

- Focus on outcomes for the child: Be clear about the outcome wanted from any SEND support.
- Be responsible for meeting special educational needs; use the SENCo strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help them.
- Involve parents and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress.

The Role of the Teaching Assistant:

- TAs are part of the whole school approach to SEND working in partnership with the classroom/subject teacher and the SENCo to deliver pupil progress and narrow gaps in performance.
- The school decides how they deploy teaching assistants depending on their level of experience. The support they give is focused on the achievement of specific outcomes within the graduated approach to SEND support agreed with parents in the context of high quality teaching overall.
- TAs can be part of a package of support for the individual child but are never a substitute for the teacher's involvement with that child.

SECTION 14: Storing and Managing Information

Documents are stored in line with the school's confidentiality policy in a locked filing cabinet. When pupils leave the school, a copy of relevant SEN information is sent to their new school and the original is archived for a period of 5 years. Teachers have copies of up to date documents relating to their current pupils which they keep securely in their classrooms and are responsible for keeping up to date.

SECTION 15: Reviewing the Policy

Given the climate of change as we move into the new requirements of SEND for school effectiveness from September 1st 2014 the school will undertake a review of both policy and practice annually.

SECTION 16: Accessibility

Accessibility plans and strategies are in place in line with what is practical with the constraints of our school building.

The school identifies and removes barriers to learning through observations of pupils and discussions between teachers and the SENCo and SEN teachers in pupil progress meetings. The school promotes access to all pupils to the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities and school visits.

SECTION 17: Dealing with Complaints

If a parent/carer wishes to complain about the provision for their child, they should, in the first instance, raise it with the class teacher and/or the SENCo. If the issue cannot be resolved, the parent/carer can submit a formal complaint to the Headteacher, who will respond promptly, in-line with our school's Complaints procedure.