



Millbrook Primary School

Special Educational Needs

June 2020

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# 1. References

[Ref 1]

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## 2. Definitions

**Special Educational Needs (SEN):** Millbrook Primary School adopts the definition of SEN taken from [Ref 1]: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of other of the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

**Special educational provision:** From [Ref 1]: For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

## 3. Introduction

Millbrook Primary School will deliver a high quality educational provision that is accessible to all children, including those deemed to have a special educational need (SEN). This, legally required, policy document sets out how the school will deliver this provision. This document is owned and approved by the governing body, prepared by the appointed Special Educational Needs Coordinator on behalf of the Head Teacher.

## 4. Objectives

The school seeks to identify and monitor children's individual needs from the earliest possible opportunity to ensure the most appropriate provision is made to ensure, so far as is reasonably possible, a child's attainment is raised in line with national expectations.

The school aims to provide a high quality and effective curriculum to meet the needs of all children, including those with identified SEN.

To involve children and parents/carers in the identification and review of individual targets set for each child and to work in close partnership with parents/carers of children who have special educational needs and in partnership with outside agencies to support the needs of those children.

## 5. Roles and Responsibilities

### 5.1. The Governing Body

The Governing Body of Millbrook Primary School will:

- ensure that the school has adequate policy on the provision to be made for children with special educational needs, that the policy is approved and published, and that the provision is delivered in line with that policy;
- have due regard to the needs of children with SEN when setting other policies;
- appoint a named governor, Kelly Hunt, to oversee the work of school in delivering the provision and to provide regular reports to the governing body concerning that provision;

receive monitoring reports from the named governor in accordance with this policy;

ensure the school publishes all required information relating to SEN provision and how it meets the public sector equality duty in the time frames required by relevant law;

- provide required input to the local authority's 'Local Offer' as required ([Ref 1])

### 5.2. The named governor

As lead governor for SEN, Kelly Hunt will:

- be the governing body's authority on relevant code of practice, particularly [Ref 1], § 6 and the responsibilities of the governing body towards children with identified SEN;
- lead the work of the governing body in ensuring the school delivers a high quality educational provision for children with an identified SEN in accordance with relevant code of practice;
- work with the head teacher to ensure the annual SEN information report is prepared and published in accordance with the requirements;
- work with the head teacher, special educational needs coordinator, and other teaching staff to provide regular reports to the governing body on the work of the school relating to SEN;
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own on behalf of the governing body, this policy and other relevant documentation.

### 5.3. The Head Teacher

The Head Teacher will:

- appoint a qualified teacher, Hannah Thompson, to act as the Special Educational Needs Coordinator (SENCO) for the school and ensure that the SENCO is given the time and resources to perform their role effectively;
- ensure that, when a special educational need has been identified for a child, all staff likely to teach them have been informed of that need;
- ensure that all teachers in the school are aware of the importance of identifying and providing for children who have special educational needs;
- advise parents when the school first identifies a child who may have an SEN and explain the interventions identified for their child.

### 5.4. The Special Educational Needs Coordinator

The special educational needs coordinator, Hannah Thompson, will:

- oversee the day-to-day operation of this policy;
- coordinate, on behalf of the head teacher, the work of the school in providing a high-quality educational provision for children with an identified SEN including working with other staff and maintaining specific resources for special educational needs;
- contributing to the leadership of, and recommending relevant continuing professional development (CPD) for staff;
- in conjunction with the class teacher, liaising with parents/carers of children with identified SEN;
- provide a point of contact, within the school, for outside agencies supporting the needs and provision for children who have identified SEN and liaise with potential next providers to ensure a smooth transition for children with SEN through the education system;
- monitoring, evaluating and reporting on the provision for children with SEN, and liaising with the lead governor to provide reports to the governing body on the effectiveness of the educational provision;
- review this policy at least annually and work with the governing body to ensure it is kept up to date;
- represent the school locally with regard to matters relating to SEN provision and practice.

## 5.5. Teaching and Support Staff

Staff will:

- identify and monitor individual children's needs to ensure they progress at the appropriate rate to raise their attainment;
- plan an effective curriculum to meet the needs of all children including those with SEN, including adopting a differentiated approach to teaching where it is deemed to be beneficial;
- ensure all children with identified SEN are fully involved in the activities of the school, so far as is reasonably practical and compatible with their needs, the other children in the school and the efficient use of resources available;
- work in partnership to involve children and parents/carers in the identification and review of the individual targets set for those children who have an identified SEN;
- have regard to the code of practice at [Ref 1] when carrying out their duties toward all children with identified SEN.

## 6. Evaluating the success of the policy

The effectiveness of this policy will be evaluated against the objectives in § 4 above through:

- an analysis of all teachers' planning by subject leaders/head teacher/SENCO ensuring that a differentiated approach is taken and that the needs of individual children are reflected in their plans;
- feedback from parents of children with identified SEN, specifically relating to their involvement with setting targets for their children;
- quantitative measurement of progress and attainment of children with identified SEN and comparison with local and national trends.

## 7. Complaints

All complaints are handled in accordance with the school complaints policy. No special provision is made in relation to this policy.

## 8. Document Control

<b>Document Title:</b>	Special Educational Needs
<b>Document last reviewed:</b>	June 2020
<b>Next review due:</b>	1 Year