



# Special Educational Needs and Disability (SEND) Policy

Reviewed: September 2016

Next Review: September 2017

## SECTION 1

### **Philosophy:**

1.1 At TMA the spiritual, social, moral and cultural development of all our children and being safe is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development.

### **Roles and Responsibilities:**

#### Head teacher:

1.2 The head teacher has responsibility for the day to day management of all aspects of the school's work including provisions for children with special educational needs. The head teacher keeps the governing body informed whilst working closely with the school's Head of Pupil Support (SENCO)

Head teacher: Mrs Sarah Bennett.

#### Governing Body:

1.3 The Governing Body must:

- Do their best to secure that the necessary provision is made for any pupil who has special educational needs.
- Secure that, where the 'responsible person'-the head teacher or the appropriate governor has been informed by the LEA that a pupil has special educational needs, these needs are made known to all who are likely to teach him or her.
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs.
- Consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Report to parents on the implementation of the school's policy for pupils with special educational needs.
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupil who do not have special educational needs, so far as that is reasonable practical and compatible with the pupil receiving the

special educational provision their learning needs all for the efficient education of the children in the school with whom they are educated and the efficient use of resources.

(Section 317, Education Act 1996)

Governor with responsibility for SEND: Mrs Sam James

### SENCo

1.4 The SENCo at Two Mile Ash is responsible for determining the strategic development of SEND policy and provision within the school. This involves the day to day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

Head of Pupil Support /SENCo with Statutory Responsibility: Mr Martin Gallop

Qualifications:

- BSc (Hons) in Countryside Management
- National Award for SEND Coordination.

Contact: 01908 562262

### Class teachers:

1.5 Within our school, every teacher is a teacher of every child, including those with SEND, therefore we believe it is paramount to create an inclusive environment for all children within the educational setting. All teachers are therefore responsible for the progress and development of pupils in their class. Their role will involve identifying, assessing and making provision for pupils with special educational needs, liaising with the SENCo and Pupil Support Team as and when appropriate to the needs of the child. They are also responsible for completing relevant documentation and paperwork under the direction of the SENCo and Head of Pupil Support, including provision maps and pupil profiles.

### **Policy Development and Review:**

1.6 In 2014 the government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted

on the 13th March 2014 comes into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

1.7 The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Milton Keynes that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

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

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEND Information Report (2016-2017)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Safeguarding and Child Protection Policy (2016-2017)
- Accessibility Policy and Plan (2016-17)
- Teachers Standards 2012
- Equity Policy (2016-2017)

It was created by the school's SENCO and Head of Pupil Support in liaison with SEND Governor and is shared with parents and families via the school's website.

1.9 This policy should be viewed in conjunction to the Inclusion, Equity and Safeguarding Policy as well as the Accessibility Plan. It will be reviewed annually and updated with amendments in light of national, local and school changes.

## SECTION 2:

### Aims:

2.1 At Two Mile Ash, we are passionate about **all** children receiving the best possible education and developing their full potential, in line with their individual needs and abilities. We endeavour to always provide a positive and nurturing environment whereby our children feel able to build upon their strengths and have the confidence to work on their areas of development.

2.2 We aim to ensure that each child is fully included in all aspects of school life. Fundamental to this aim is the belief that each child has a right to access a broad, balanced, relevant and challenging curriculum appropriate to their individual needs and full access to all extra-curricular activities on offer. At TMA we aim to raise the aspirations of and expectations of all pupils with SEND. We remain unashamedly focused on the outcomes for children with a view that they are unique and part of our role is to foster independence. We do this by setting appropriate learning outcomes and using a range of teaching strategies, which are personalised to the individual rather than being focused on hours and numbers.

### Objectives:

#### 2.3

- To identify and provide for pupils who have special educational needs and additional needs, focusing on the specific needs of the individual.
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a whole school approach to the management and provision of support for pupils with special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) and Pupil Support Team who will work within the SEND Policy.
- To provide support, advice and training for all staff working with pupils with special educational needs.
- To ensure parents/carers and pupils are at the centre of all decisions.
- To provide provision that is tailor made and bespoke to the needs of each child.
- To regularly review interventions and adapt accordingly to the needs of the individual.

## SECTION 3

### Identifying Special Educational Needs

3.1 The Code of Practice (2014) explains that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This is due to a 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.

The four main broad areas of SEND are as detailed below:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and /or Physical Needs.

3.2 These areas of SEND offer an overview of the range of needs and in many cases, children do have needs that cover more than one of these areas. The purpose of identification within the board areas is to help in the decision behind the support for the individual and ensure this takes into consideration the needs of the whole child as well as their special educational needs. This allows for the most appropriate intervention to support the individual pupil.

3.3 At TMA, identification is a thorough process, involving the views of the teachers, parents, carers, SENCO, Pupil Support Team and in some cases, as appropriate, external specialists. This ensures that all areas are considered in order to determine if the child has special educational needs or whether the impact on progress and attainment is as a result of other factors listed below:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Funding
- Being a Looked after Child
- Being a child of a Serviceman/woman

3.4 As a school we feel it is extremely important to consider not just the external presentation of behaviour as an area of need, but to look beyond this for an

underlying reason. Information regarding the school's approach to behaviour can be viewed in Two Mile Ash Behaviour Policy.

## **SECTION 4**

### **A Graduated Approach to SEND Support**

4.1 At Two Mile Ash School, we believe it is fundamental that all children achieve and the steps to achieving this, including the graduated approach to SEND support is described below. This approach can be seen in a diagram format in Appendix 3.

### **Quality First Teaching**

4.2 All pupils within school receive first quality teaching within the classroom under the responsibility of the class teacher or set teacher. The teacher is directly responsible for the progress and development of the pupils within their class and will adapt teaching strategies and approaches such as differentiation in order to ensure this for the children. This is the solid foundation for all children's learning whether additional intervention or support is needed. As a school we pride ourselves on the high quality of teaching and regularly review and update teachers' understanding of strategies to identify and support vulnerable children.

### **Identification**

4.3 In school, children's progress is regularly reviewed on a termly basis by the class teachers and overseen by members of the senior management and senior leadership team. Progress and attainment is shared with parents throughout the school year and each term there is an opportunity for a meeting between teachers and parents to review the child's learning.

4.4. If pupils are not making expected progress in line with their peers after a differentiated curriculum and booster intervention, then their needs will be explored further to determine if there is an underlying Special Educational Need that is affecting their progress and performance.

4.5 Children are identified as having SEND through a variety of different ways including:

- Concerns are raised by parents/carers, teaching staff, previous schools.
- Pupil data of progress and attainment.
- There is a change in the child's behaviour or poor self-esteem which impacts on their learning.

- Liaison with external professional.
- A medical diagnosis.

### **SEND Support:**

4.6 If children are identified as having special educational needs, parents will be formally advised of this and they will be placed on the SEND register in school under SEND Support. Alongside the SENCO and Pupil Support Team, the class teacher will then create a one page Pupil Profile with the child and the parents as well as an individual Provision Map. This details strategies of what helps the child with their learning, the desired long term and short term outcomes and the provision that will support the child in achieving these outcomes. This is part of the Assess – Plan – Do- Review approach suggested in the Code of Practice (2014). All stages of the process are conducted through discussion with both parents/carers and the pupils. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### *Assess:*

4.7 The pupil's needs will be assessed, taking into consideration the needs of the whole child. It will identify long term outcomes as aspirations of where children, teachers and parents/carers want the child to be at the end of Key Stage 2. This is then broken down into no more than three short term outcomes for the coming term, which are measurable, specific and achievable.

#### *Plan:*

4.8 An individual provision map will be written for the pupil, describing the interventions that are additional to or different from that received by their peers within the same year group in order for them to meet the short term outcomes. Some of these may be conducted within the classroom and others may be in a small group outside the classroom.

#### *Do:*

4.9 The strategies and provision will either be conducted by a teaching assistants, specialist teacher, pupil support team or class teacher. If these are outside the classroom, in many cases their duration will be no longer than 12 weeks in half an hour or hour blocks. Allocation of intervention and provision is dependent on the child's particular needs and reflects a graduated approach that recognises the continuum of special need.



### *Review:*

4.10 The impact of the interventions will be reviewed at the end of each term by the Head of Year and class teachers. They will be discussed in a termly meeting with the parents and the pupil. The short term outcomes are also reviewed at this meeting and the Assess-Plan-Do- Review process restarts.

4.11 Occasionally a child or family may need more specialist support from an outside agency. If the advice of an external Specialist Teacher is required, parents' consent will initially be required for the needs of the child to be discussed. This will then trigger the involvement of the relevant Specialist Teacher. If other external agencies are required, such as Educational Psychologists or Speech and Language Therapists, parents' consent will initially be required and a consultation appointment will be arranged.

4.12 If children receive an EHC Plan or Statement of Special Educational Needs, the same Assess-Plan-Do-Review approach is adopted where the short term outcomes are devised from the Objectives on the Statement or Plan. As well as the termly reviews towards the short term outcomes, an annual review will also take place to review against the long term outcome. This involves the child in a person centred approach.

### **Managing Pupils Needs on the SEND Register**

4.13 At Two Mile Ash School, we have a robust system for assessing, planning, delivering, reviewing and recording provision in school and ensuring that it is personalised to the individual child.

### Assessment

4.14 Early Identification of special educational needs is essential for appropriate provision to be made. Children are identified as having SEND through a variety of different ways including:

- Concerns are raised by parents/carers, teaching staff, previous school.
- There is a change in the child's behaviour or poor self-esteem which impacts upon their learning.
- Liaison with external professional.

- A medical diagnosis.
- An unexplained slower rate of progress that is resistant to intervention.
- Assessment tools such as Salford, SWST, LASS, Boxall, SDQ.

4.15 In order to help children who have special educational needs, the school adopts a graduated response that recognises that there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. If the decision is made that a pupil needs to be placed upon the SEND register, this will be done in full agreement with parents/carers and a placement form is signed. At this stage, an Individual SEND Pupil Profile is drawn up in collaboration with the child and their parents. This document includes details of strategies that support the child within the classroom, celebrates the child's strengths and details long and short term outcomes for the child. The long term outcome looks at the long term aim for the individual child in relation to their area of need. The short term outcome then changes on a termly basis at the review stage in order to provide short term aims for the pupil, also in relation to their area of need.

#### Delivering and Reviewing

4.16 After the individual SEND Pupil Profile has been devised, in conjunction with the pupil and the parents/carers, a personalised provision map will be drawn up for the child. This will detail any interventions that are additional to or different from within the classroom. It will also include any intervention groups that the child will be part of that will take place outside the classroom. These provision maps are living records which are updated each term and annotated by the teacher in terms of the impact of the intervention throughout the term. These documents are the responsibility of the class teacher who records and evidences the progress according to the outcomes described on the SEND Pupil Profile.

4.17 The level of provision decided upon is individual to the child's needs and is provided through the school notational SEND budget or through funding linked to their EHC Plan.

4.18 Each individual intervention is also recorded on a Provision Management Grid in order for the Head of Pupil Support (SENCo) and Head of Year to keep an overall record of the group intervention taking place outside of the classroom. This document details the clear aims behind the intervention and the starting point and reasoning behind its use. The interventions are the overall responsibility of the class teacher and are overseen by the Head of Pupil Support and Head of Year. They are delivered either by teachers or teaching assistants within school.

## Reviewing

4.19 At the end of each school term, the impact of the intervention and provision will be reviewed against the short term outcomes on the SEND Pupil Profile. The impact for individual pupils will be reviewed at a termly review and pupil progress meetings between the class teachers, parents and child. The successes will be discussed and recorded. Also interventions that have not been as successful for particular reasons will be discussed and addressed. At this meeting the short term outcomes are also reviewed and new provision for the next term put in place.

4.20 In addition to the termly meetings, children with EHC Plans will also have a Person Centred Annual Review where there will be a review of the plan or statement. This is organised by the Head of Pupil Support (SENCo) and parents, pupils, class teachers, pupil support team and specialist external professional will be invited.

4.21 Across the whole school, the Head of Pupil Support (SENCo) will review the interventions taking place within each year group using the Provision Management document. The impact of the intervention will be evidenced for the group in relation to the aims and assessment conducted at the beginning. The measure of impact and cost effectiveness will then be analysed. This information will inform subsequently interventions and provision.

4.22 If after the review stages, it is decided that external specialist support is needed, this will be discussed in detail between the class teacher, Head of Pupil Support (SENCo) and parents/carers. If the advice of an external Specialist Teacher is required, parents' consent will initially be required for the needs of their child to be discussed. This will then trigger the involvement of the relevant external support from MKC. For other external agencies, such as Educational Psychologists, Speech and Language Therapists, parents' consent will be initially required and a consultation appointment will be arranged. The monitoring of external agency support and the cost effectiveness and impact of the involvement is discussed termly.

## High Needs Funding

4.23 If after the involvement of specialist external support and the use of the schools own provision arrangement, the school is still unable to meet the needs of a pupil, the school can apply to the local authority for extra funding from the High Needs Block. This will be applied for in full discussion and approval by the parents. The application includes details of the child's needs as well as demonstrating how advice given by external agencies has been implemented and the impact this has had. Evidence also has to be submitted showing the plan, do, assess, review cycle over a

period of two terms and will be recorded on the school's individual provision map and SEND Pupil Profile.

### Applying for a EHC Plan

4.24 A request for an Education, Health, Care Plan will be made once support has already been put in place and the services available through the Local Offer. Two Mile Ash School welcome an open dialogue with the parents throughout all stages of this process.

4.25 The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/Carers
- Teachers
- Pupil Support Team
- Head of Pupil Support (SENCo)
- Social Care
- Health professionals

4.26 Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. These can be seen on Appendix 2. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### The Issue of a EHC Plan

4.27 Following Statutory Assessment, an EHC Plan will be provided by Milton Keynes Council, if it is decided that the child's needs are not able to be met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

4.28 Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

4.29 Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

4.30 The process for EHC Plan applications can be viewed in more detail in Appendix 1.

## SECTION 5

### Criteria for exiting the SEND register

5.1 The SEND register is document that changes and responds to the needs of the children within the school. If a child has made good progress and they no longer have needs that are significantly different to those of the majority of others the same age of them, then a child may be moved off the SEND Register. Before this happens, a meeting will be set up with parents to analyse successes and discuss the overall progress that the pupil has made. With an agreement, between the parents, pupil and teacher, the child then may be moved from the SEND register. A document for exiting the register will be completed and signed by all parties. The child's progress will continue to be monitored and tracked closely by the class teacher and Year Group Manager. It is expected that movement will occur and is an indicator of success of support and interventions which have been put in place.

## SECTION 6

### Supporting pupils and families

#### Working in partnerships with parents

6.1 Two Mile Ash School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- b) continuing social and academic progress of children with SEND.
- c) personal and academic targets are set and met effectively.

6.2 In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO or Head of Pupil Support may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be beneficial.

6.3 If an assessment or referral indicates that a pupil has additional learning needs, the parents/carers and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### Further support and information.

6.4 In order to support parents with understanding the processes of SEND within Two Mile Ash, a Schools Local Offer or SEND Information Report can be found on the school website.

6.5 For further information about SEND facilities and support within the local area, information can be found on the Local Authority website at:

<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer>

6.6 If families need further support at home with pupils, the school employs a Learning Mentor and Children's Wellbeing Coach, as well as a Pupil and Family Support Worker. Drop-in consultations are offered for the parents to discuss how the school can help provide support for the child in school and to create a collaborative working relationship with supportive strategies and resources for home too. When further support is needed, parents may decide to request support from Children and Families Practices who may organise Team around the Families meetings to offer support for families at school and at home.

### Admission Arrangements

6.7 Parents are welcome to visit the school and see it in operation at any time.

6.8 Two Mile Ash School is an Academy School and, as such, the Governing Body of the school and not Milton Keynes Local Authority (the LA), is responsible for deciding on admissions. The dates and process of applications will be in accordance with the Coordinated Admissions Scheme, details of which will be published by the LA.

6.9 Children with Statements of Special Educational Needs naming Two Mile Ash School will be given priority for admission at the normal transfer point at 7+.

6.10 The number of intended admissions currently stands at 170 per year group. Two Mile Ash School will admit pupils aged 7 to 11 years of age (i.e. Years 3, 4, 5 and 6) based on the following admissions criteria:

- a. Children in Care.
- b. Pupils who live in the defined area; Great Holm, Two Mile Ash and Crownhill to the north of Monro Avenue and Marley Grove.
- c. Children of staff at Two Mile Ash School where the member of staff has been employed, on continuous service, at the school for 2 or more years, at the time at which the application for admission is made.
- d. Pupils attending a school which is in the defined area served by the school, i.e. Ashbrook or Holmwood Schools.
- e. Pupils with a sibling attending the school at the time of admission. A sibling is a brother or sister, which for admission purposes means brothers and sisters of whole or half blood or any other child (including an adopted child) who permanently resides

at the same address and for who the parent also has parental responsibility. For multiple births, in cases where there is one remaining place available and the next child on the waiting list is one of a twin, triplet or other multiple birth group, both twins would be admitted (or all siblings in the case of multiple births) even if this goes above the admission number for the school.

f. Children living outside the defined area.

6.11 If the school is oversubscribed, places will be allocated according to the shortest direct route (i.e. straight line) of the pupil's home address to the main entrance of the school, using the Local Authority's computerised measuring system, with those living closer to the school receiving the higher priority.

### Access Arrangements

6.12 In order to support pupils with SEND in assessments within school, such as Key Stage 2 Standard Attainment Tests, the SENCo, considers appropriate access arrangements in school in consultation with teachers and parents/carers.

6.13 A small number of children may need additional arrangements so they can take part in the key stage 2 tests. Head teachers and teachers must consider access arrangements before they administer the tests.

6.14 Access arrangements should be based primarily on normal classroom practice for children with particular needs. They must never provide an unfair advantage; the support given must not change the test questions and the answers must be the child's own.

6.15 Access arrangements may be appropriate for a pupil:

- with a statement of special educational need (SEND) or an Education Health and Care Plan as described in SEND Code of Practice or a local equivalent such as an Individual Pupil Resourcing Agreement (IPRA)
- for whom provision is being made in school using the SEND Support system or the School Action or School Action Plus aspect of the SEND code of practice and whose learning difficulty or disability significantly affects their ability to access the tests
- who requires alternative access arrangements because of a disability (which may or may not give rise to a special educational need)
- who is unable to sit and work for a long period because of a disability or because of social, emotional or mental health difficulties
- with EAL and who has limited fluency in English

*(Taken from: DFE, 2014 Key Stage 2, Assessment and Reporting Arrangements)*

6.16 Further information regarding the details of access arrangements available for Key Stage 2 Assessments can be found on

## Transition

6.17 The Two Mile Ash Year 3 teachers meet with the feeder schools to liaise with the previous class teacher. The Head of Pupil Support (SENCo) also meets with the SENCo from the main feeder schools for a complete transfer of information. They also attend any review meeting that he/she is invited to/or is deemed relevant by the feeder school, thus ensuring that the needs of all pupils can be met immediately on entry to the school. Information will be passed on to Two Mile Ash School prior to the end of term, therefore ensuring the child's SEND file is set up. Two formal SEND visits are also arranged for higher level needs pupils in addition to the main transition day. This provides further opportunities for familiarisation with the school layout and routines as well as also meeting key members of the Pupil Support Team and if possible the Teaching Assistants that will be supporting them in the upcoming academic year. If further transition opportunities are needed, an individual transition plan will be designed for pupils to meet their needs in conjunction with parents and feeder schools.

6.18 Similarly, with children who are leaving Two Mile Ash to transition to a new school or their secondary school, a full hand over of information is completed. All children with a statement of Special Educational Needs or Education Health Care Plan, will have a transfer review to ensure placement in secondary school is best to meet their needs. Meetings are also arranged with the SENCO from the secondary school to ensure best practice is shared and that schools are full informed about the child's needs. These meetings will be arranged for any children needing extra support during the transition process. Both parents and pupils are invited to contribute to these meetings. Additional transition days are offered by a number of secondary schools and visits from staff at these schools are welcome with flexible transition plans devised in conjunction with the SENCO from the next school and parents.

## **SECTION 7**

### **Supporting pupils at school with medical conditions**

7.1 Most children at some time have a medical condition, which could affect their participation in school activities. This may be a short term situation or a long term medical condition which, if not properly managed, could limit their access to education. The Governors and staff of Two Mile Ash School wish to ensure that children with medical needs receive care and support in our school. We firmly believe children should not be denied access to a broad and balanced curriculum



simply because they are on medication or need medical support, nor should they be denied access to school or other activities

7.2 Information regarding how pupils with medical conditions are specifically supported can be seen in the Medical Needs Policy on our school website.

## **SECTION 8**

### **Monitoring and evaluation of SEND**

8.1 In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

8.2 The interventions are planned by the Head of Year in consultation with the Head of Pupil Support and SENCO. All interventions for a child are recorded on the child's provision map. The impact of interventions are measured and discussed at termly Pupil Progress Meetings.

8.3 The SENCO also conducts Provision Management which evaluates the effectiveness of the intervention against the aims and base line assessment. This evaluation and review then contributes to the discussion regarding new interventions.

8.4 As well as the action plan written by the Head of Pupil Support (SENDCo) annually, a School Evaluation Document is completed each year. This focuses on an evaluation of developments within the area of Special Educational Needs within school and supports the journey towards further improvements.

## SECTION 9

### **Training and resources**

#### Staff within Two Mile Ash

9.1 In addition to the external agency support from Milton Keynes Local Authority, Two Mile Ash School also employs our own Educational Psychologist for 2 days per half term and our own Speech and Language Therapist for five days a week. This additional provision is to widen our SEND opportunities for the pupils within school and shorten waiting time for external agency intervention. It also contributes to providing quality training and professional development for all staff.

9.2 The school also employs 1 part time and 6 full time teaching assistants. They provide additional programmes and special needs support in lessons each morning. In the afternoon they are used either with individual pupils or conducted specific interventions according to the need of pupils within the year group. Members of the Pupil Support Team (Learning Mentor, Children's Wellbeing Coach and Pupil and Family Support Worker) are also employed to further support the emotional and social wellbeing of children within school and pupils. Small group interventions are also conducted within school by a Specialist Teacher or Speech and Language Therapist.

#### Resources

9.3 Materials within school are also provided to support children with their learning within the classroom. These include:

- General language and maths based equipment is located around the school in subject resource areas.
- SEND resources located in the Inclusion Base specifically for the use of children with SEND working with a teaching assistant individually or within small groups.
- ICT – voice recorders, computers and iPads
- Resources to support individual children such as timers, colour overlays, pencil grips, tangles.

9.4 Children with statements of Special Educational Needs or Educational Health Care Plans may have particular resources detailed within their statutory documentation. Additional resources are therefore purchased or devised as appropriate. Recommendations by external agencies may also be written within this document and these are adopted by class teachers and support staff.

## **SECTION 10**

### **Storing and managing information**

10.1 For each school year, each pupil's SEND records are kept within class teacher files including copies of Pupil Profiles, Provision Maps and External Agency reports. The originals are kept in the main SEND file where a full history of SEND records for each child is held. Some records are held on the computer.

10.2 The class teacher's files are passed to the new teachers the next academic year and any additional documentation in the SEND main file is accessible to class teachers to ensure a full overview of the child's SEND history is attained. The main files are transferred with the child on transition to the Inclusion department of the new school. These are signed for when handed over to the new school and a record of this is documented within school.

## **SECTION 11**

### **Reviewing the policy**

11.1 With the new SEND Reforms it is important our school policy reflect the current practices within school. The policy will therefore be reviewed annually by the SENCo and any adaptations presented to the Governing Body.

## **SECTION 12**

### **Accessibility**

**(Please see our accessibility policy and plan for further information)**

12.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.

12.2 We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Two Mile Ash can cater for children with wheelchairs as the whole site has disabled access with areas of school and particular classrooms having purpose built ramps for ease of access. There is also a disabled toilet within the school. Bright yellow lines have also been painted on all steps so that children with visual impairments will be able to safely walk around the school independently.

12.3 We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.

12.4 We seek to respond to guidance from the parents and children. Also we welcome the advice from external agencies such as Specialist Teachers, Physiotherapists and Occupational Health.

12.5 Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user friendly if required. This may be in the format of Braille or large print. Alternatively it may be transmitted orally or through lip-speaking or sign language.

## **SECTION 13**

### **Dealing with complaints**

13.1 At Two Mile Ash, we endeavour to get it right as we unashamedly put the needs of the pupils first. Our staff have also earned a reputation for being very approachable and good listeners. TMA parents are positively encouraged to come into school to talk about any aspect of their child's education. Initial contact is usually made through the child's class teacher, and in the vast majority of cases, concerns or anxieties are usually resolved at this stage.

13.2 However, if this fails and a parent wishes to make a formal complaint, the governing body has published guidelines for parents detailing the necessary stages in the formal complaints procedure.

## **SECTION 14**

### **Bullying**

14.1 Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. All incidents of bullying will be dealt with swiftly. Two Mile Ash has a zero tolerance approach to bullying.

14.2 In all classrooms there is a 'POINT the FINGER' poster. This is constantly reviewed with class teacher and in assemblies. Children at TMA are encouraged to take responsibility and stand up to actions that are wrong. The School Creed is instilled in them on a regular basis and there is now a culture developing which

shows strength against wrong doers. Year 6 leaders, anti-bullying council members, student council representatives and TMA Citizens are always visible for children to turn to for advice.

14.3 However, children will only have the confidence to do this if they know their concerns will be taken seriously. Teachers have a duty to fully unpack even the minutest of problem. If disagreements are allowed to fester and both parties feel they have been treated unfairly then the problem WILL return – worse than before.

14.4 Likewise we pride ourselves at TMA of having an Open Door Policy. We must then listen to parents if they feel their child is being bullied and ALWAYS meet with both parties of children separately and then together to solve the issue. Parents must be reassured later that their child will be safe and happy coming to school in the future.

14.5 Further information regarding how incidents of bullying are dealt with within the school can be seen in the Anti-Bullying Policy.

## **SECTION 15**

### **Safeguarding**

15.1 At Two Mile Ash School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems.

15.2 If any behaviour is a concern in relation to safeguarding TMA procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy. Any concerns will be referred to the Child Protection Safeguarding Officers; Sarah Bennett, Kimberley Kemp, Lucy Eldridge, Kelly Cursley, Hayley Cook or Caroline Prudence as procedures state. Our safeguarding governor is Sam James and our Chair of Governors is Marilyn Hubbard.

## **SECTION 16**

### **Appendices**

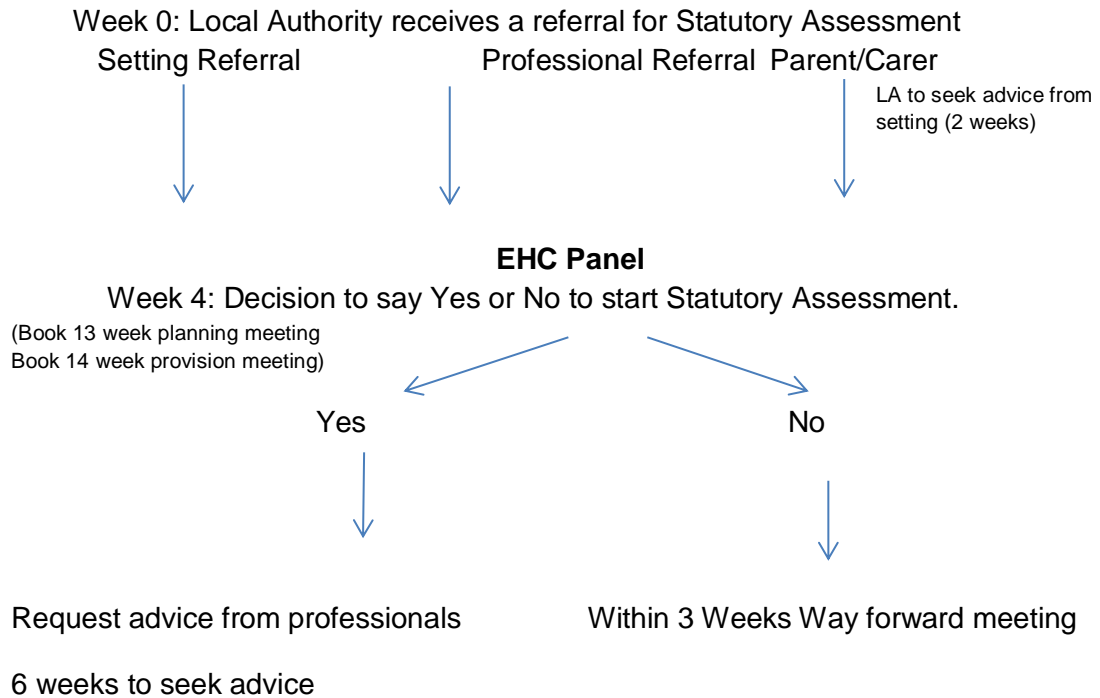
Appendix 1: Process for EHC Plan Applications

Appendix 2: EHC Guidelines for Application and Criteria

Appendix 3: Framework of Graduated Approach

## Appendix 1:

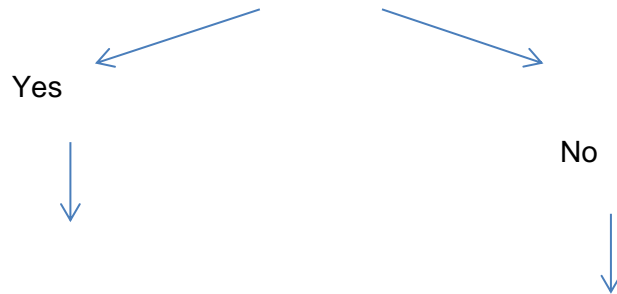
### Education, Health and Care Plan Timeline:



Week 10: All advice received from Parent/Carer and Professionals

## EHC Panel

Week 11: Decision to issue **Draft EHC Plan**



Week 12: Draft EHC plan sent to parents

No to EHC Plan letter to parents. A way forward meeting will be arranged within 3 weeks

Week 13: Planning meeting

- Discuss Draft EHC Plan
- Clarify provision parents would like
- Gain parents' school preference

Week 14: Provision meeting

Week 15: Send Proposed EHC Plan to all

- Parents have 15 days to respond to content and confirm preference

Week 17: Application to placement \*

- Allow setting to have 15 days to respond to application

Week 20: **Final EHC Plan sent to all**

Week 28: Post EHC Plan meeting (the setting arrange this meeting)



### Appendix 2:

Education, Health and Care Plans (EHC) are designed to support children and young people with long term and complex needs that are impacting on children and young people's ability to access learning and develop independence.

In Milton Keynes, we have taken the opportunity of the changes in SEND from September 2014 to 'refresh' our guidelines to ensure clarity and openness about what children and young people will gain from an EHC plan.

Our guidelines reflect the four main areas of need, outlined in the 2014 Code of Practice:

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

The guidelines ask professionals requesting an EHC assessment to submit evidence not only about the child's needs but about:

- Interventions and support that has been put in place by the child or young person's setting.
- How progress has been monitored and interventions evaluated.
- Information on how the difficulties impact on the child or young person.
- What advice has been sought and acted on from external agencies.

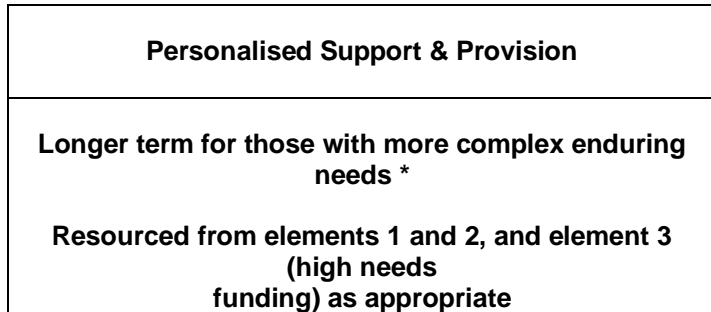
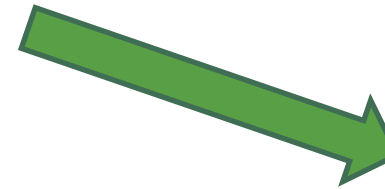
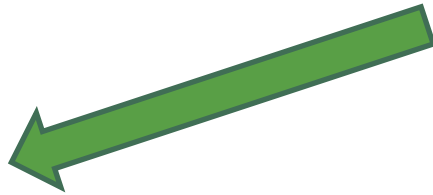
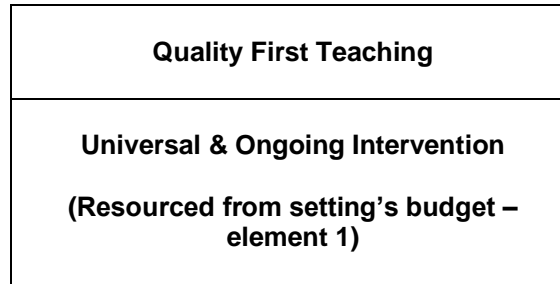
This is to ensure that children and young people whose needs can be met through their setting are appropriately met and wider services involved as necessary. SEND services in Milton Keynes are committed to ensuring we have the fullest possible understanding of a child or young person and their environment in order to appropriately consider requests for an EHC assessment.

See attached the criteria for EHC Plans for:

- 1) Criteria for Cognition and Learning.
- 2) Criteria for Communication and Interaction
- 3) Criteria for Sensory and Physical
- 4) Criteria for Social, Emotional and Mental Health



Appendix 3:



**Milton Keynes**

**Graduated Approach**

