



Policy Title	SEN
Person(s) responsible for reviewing/updating the Policy	Director of Learning – Specialist Intervention
Approval Required By	Governing Body
Review Cycle	GB free to determine review date. Every 3 years
Last Review Date	March 2025
Next Review Date	March 2028
Comments	

Scope (or Who is Governed by this Policy)	
Links to other Policies or Procedures or Documents <i>(including their location – physical or electronic)</i>	SEN Information Report
Policy document location	
Where this Policy is published	

This Policy has been considered in line with the Equality Policy and for implications on the work life balance of Staff.

MILLAIS SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

A. Rationale

We recognise that a child has Special Educational Needs (SEN) if they have a difficulty which calls for special educational provision to be made for them, different from or additional to the provision made for the majority of their peers. Furthermore, we recognise the 2010 Equality Act definition of a disability as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a person's ability to do normal daily activities. In accordance with the 1996 Education Act, together with the Code of Practice 2002 and revised Code of Practice 2014, we endeavour to make Special Provision based on those needs. Regard will also be taken of the 2010 Equality Act.

B. Fundamental Principles

- A student with special educational needs and/or disability should have their needs met
- The special educational needs of students will normally be met in mainstream schools or settings
- The views of the student should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Students with special educational needs and/or disability should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

C. Objectives

- To ensure that provision for students with SEN and/or disability is a matter for the school as a whole
- To have early identification of students with SEN and/or disability
- To ensure that all staff know which students have SEN and/or disability
- To provide students with access to all areas of the National Curriculum, ideally within mainstream classes
- To provide alternative paths to learning where appropriate
- To provide appropriate support and resources
- To support students to progress at their own rate
- To encourage parental involvement in every aspect of their child's development
- To enable individual students to participate fully in the decision-making processes involved

D. Admission arrangements for students with SEN and/or disability

Admission arrangements for students with SEN and/or disability do not differ from those for other students. However, in the case of a student in possession of an EHCP (Education Health and Care Plan) placement is organised by the SEN team within West Sussex County Council. In accordance with the 2010 Equality Act, no student will be refused admission solely on account of a recognised disability, although advice will be given to parents if the existing physical conditions of the school are unsuited to their child's particular needs, with no feasible solution, at the time of application.

E. Arrangements for partnerships with parents

Parents should be fully involved in decisions relating to their child's Special Educational Needs. Regular contact by email, telephone, virtual appointment and in person is actively encouraged and maintained between the SEN Department and the parents of students with SEN and/or disability as appropriate to the needs and circumstance of the child, in order that parents may be fully involved in the arrangements made for their child.

F. Student Participation

Students with SEN and/or disability are encouraged to participate in and to have their views taken into account regarding all the decision-making processes affecting education. Students are encouraged to contribute to their student profiles to an increasing degree as they progress through the school, supporting them to take ownership of the process of informing adults about their needs, in preparation for post-16 education.

G. Links with other schools, including arrangements when students change Schools

Prior to admission in Year Seven, contact is made between our SENDCO and the SEN coordinator or class teacher at the Primary Schools. In addition, when students with an EHCP are due to transfer to our school, the SEN coordinator attends the Annual Review that takes place in Year 6, to contribute to the transition plan. When a student from our school transfers to another school during their secondary education, all relevant papers are passed on to the SEN coordinator at the new school.

H. Links with Outside Agencies

The school works in partnership with the 'Locality Team' of Outside Agencies, which includes the Learning, Behaviour Advisory team, Autism and Social Communication team, Sensory Support service, Health and Social Services, and Educational Psychology.

I. Responsibility of the Governing Body

The Governing Body will appoint a Governor with responsibility for SEN and Disability. He or she will meet regularly with the Director of Learning for Specialist Intervention to review and discuss the SEN provision. Periodic reports will be made on the SEN/D provision in the school to the full Governing Body.

J. Arrangements for considering complaints about the special educational provision within the school

Complaints should be addressed in the first instance to the SENDCO. If the problem is unresolved after this, the parents will be referred to the Headteacher for further discussion and thereafter, if necessary, to the Governor for SEN/D who will inform the Governing Body.

K. THE ARRANGEMENTS FOR CO-ORDINATING EDUCATIONAL PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS/AND OR DISABILITY

The name of the school's SEN Coordinator and Director of Learning for Specialist Intervention for the day-to-day operation of the policy is Miss Karen Potter.

The Special Educational Needs coordinator is responsible for:-

- The day-to-day operation of the school's SEN policy
- Liaising with and advising teachers
- Coordinating the provision for students with SEN and/or disability
- Managing the work of the Learning Support Assistants
- Maintaining individual records and profiles for all students with SEN and/or disability
- Monitoring and reviewing plans for students with EHCPs
- Liaising with parents of students with SEN and/or disability
- Liaising with external agencies and other schools
- Ensuring and maintaining confidentiality at all times

Areas of Special Educational Need and Disability:

- Cognition and Learning e.g. learning difficulties and specific learning difficulties
- Communication and interaction e.g. language difficulties and autism
- Social, Mental and Emotional Health e.g. attention deficit hyperactivity disorder
- Sensory and/or Physical, e.g. visual or hearing impairment, or physical disability

L. IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL STUDENTS WITH SEN/D **Identification and assessment arrangements and review procedures**

In order to facilitate the early identification of students with SEN/D, a liaison between the primary and secondary school SEN coordinators takes place before the students transfer schools. Those students identified as having difficulties are noted and future strategies are worked out. The records, including IEPs, are transferred with the child.

A referral system operates within our school, to enable mutual communication between the SEN Department and subject/pastoral staff, regarding students giving cause for concern following their admission to the school. The SEN staff respond to requests and queries from other staff, providing written feedback and advice following diagnostic testing of a student exhibiting difficulties and also by liaising with parents and outside agencies where appropriate.

Allocation of resources to and amongst students with SEN/D

A small part of the SEN allocation in the budget is controlled by the SENDCO, who uses it to maintain a central store of SEN support materials. These include textbooks for staff information on SEN, diagnostic assessment materials, photo-copiable resources for use in individual learning programmes and concrete learning aids for multi-sensory teaching, also ICT software programs. The major part of the allocation is spent on staffing.

Staffing

The current staffing of the SEN Department consists of:

1 SENDCO

1 SEND teacher – part time, with the other part of her role dedicated to Reading Intervention

7 Learning Support Assistants, 5 of whom are full time. Some are attached to Curriculum Areas, and the others work as individual needs assistants supporting students with complex and high-level needs.

Arrangements for providing access for students with SEN/D to a balanced and broadly based curriculum, including the national curriculum:

All students at Millais School have an entitlement to a broad and balanced curriculum, which is differentiated to enable students to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet a student's special educational needs, making use of a balance of different teaching styles to match the differing learning styles of all students. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Students with general learning difficulties are placed in comparatively small classes for the mathematics and benefit from a low student-teacher ratio. Students with specific learning difficulties but who are sufficiently able to cope with the cognitive demands of the higher teaching sets, are supported by means of ongoing liaison between the SEN and subject department, regarding advice and feedback. The majority of subjects are taught in mixed-ability groups in line with educational research.

Additional Provision:

For some students, regular withdrawal from normal curriculum subjects, for either one or two lessons per week is undertaken, in order that they may receive specialist tuition for their individual needs, in addition to the ongoing support provided in the normal classroom lessons. The focus of these withdrawal sessions includes – according to the student's needs – literacy, numeracy, speech and language and/or social or emotional skills. Where these withdrawal sessions are undertaken by Learning Support Assistants, the lesson content and teaching methods are guided by the SENDCO and/or outside agencies. In all cases, these arrangements have been discussed and agreed between the student's parents/carers and her subject teachers, prior to their implementation. Additional short-term programmes are also implemented, to address specific needs – such as literacy and numeracy 'catch up' intervention – for students identified as requiring this support.

Exam access arrangements:

Some students have a significant special educational need or disability which means that a reasonable adjustment is needed to give them equal access to exams. The SENDCO is in charge of managing access arrangements for exams (both internal and external). Screening assessment takes place in Year 7 and Year 9 for all students, and further individual tests are then carried out for any student with significantly below-average literacy skills so that an application can be made for special exam arrangements. There are strict rules set by the Joint Council for Qualifications governing these arrangements such as entitlement to a reader, scribe and extra time in exams. The school ensures that these rules are followed, and that there is appropriate evidence of need for every access arrangement given to a student.