



**Milnthorpe Primary School**

**Special Educational Needs  
and Disability Policy**

<b>Approved by<sup>1</sup></b>	
<b>Position:</b>	Teaching, learning and behaviour committee
<b>Date:</b>	October 2024
<b>Proposed review date<sup>2</sup>:</b>	October 2025

Introduction

Milnthorpe Primary School is a 3-11 maintained school of 168 pupils. This policy outlines: aims and objectives, roles and responsibilities, educational inclusion, early identification, working with parents and outside agencies, assessment and provision.

## Philosophy

### Excellence and enjoyment in learning and life.

All children within Milnthorpe Primary School have equal rights to the opportunities offered by an excellent education.

## Aims and Objectives

- To promote high standards of education for children with additional needs
- To encourage children with additional needs to be fully included in school and community life.
- To encourage children with additional needs to make decisions and choices about their education.
- To make early identification of pupils with additional needs.
- To communicate with and involve parents, carers and outside agencies to provide effective support for children with additional needs.

## Roles and Responsibilities

The provision for pupils with additional needs is the responsibility of all members of staff and a matter for the school as a whole.

- The co-ordinator responsible for Special Educational Needs is Sarabeth Pearce (SENCO).
- The named governor for Additional Needs is Sally Edmonson .
- There will be an annual report to Governors on the outcome of provision for additional needs and a review of the additional needs policy.
- The governing body, in agreement with the Local Authority, has admissions criteria which do not discriminate against pupils with additional needs.

## Educational Inclusion

At Milnthorpe Primary School we respect the fact that all pupils are individuals and as such: have different educational and behavioural needs and aspirations, require different strategies for learning, learn at different rates and require a range of teaching strategies and experiences.

### 2.

In order to facilitate their learning children will have equal access to a broad, balanced and differentiated curriculum. At Milnthorpe Primary School teaching arrangements are fully inclusive. The majority of pupils will have their needs met through classroom organisation and appropriate differentiation which may include support at school support 1, school support 2 or through the Education Health Care Plan as outlined in the Special Educational Needs Code of Practice.

## Definition of Special Educational Need

“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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEN Code of Practice 2014

## Definition of Disability

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

## Areas of Special Educational Need

1. **Communication and Interaction**, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. **Cognition and Learning**, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. **Social, mental and emotional health**, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. **Sensory and/or physical needs**, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

## 3.

### Working with Parents

The work of the school is much more effective when parents are involved. Staff are open and responsive to expressions of concern by parents. Parents’ wishes, feelings and perspectives on their child’s development will be taken into account at all times.

Milnthorpe Primary School recognises that parents:

- have unique knowledge and experience to contribute to the shared view of their child's needs.
- have the right to be consulted at each stage of their child's assessment.
- should be informed with plenty of notice about meetings with outside agencies that affect their child's support in the school.

Milnthorpe Primary School will inform parents immediately they identify that their child has additional needs. Parents will be given information about the purpose of any intervention.

Regular updates about their child's progress will be provided by the school both formally, usually at parent's evenings, and through regular School Support Plan meetings and informally by the staff.

Milnthorpe Primary School acknowledges that partnership with parents is essential. It is vital in allowing children with additional needs achieve their potential.

### Early Identification

As part of the close work with parents and outside agencies, including our partnership with Joeys our onsite 0-4 child care provider, Milnthorpe Primary school strives to identify any additional need as soon as possible.

The importance of early identification, assessment and provision for any child with additional needs cannot be over-emphasised. The earlier action is taken the more responsive the child is likely to be. If the child's needs prove less responsive to the provision made by the school then an early start can be made in considering the additional support a child may need.

### Assessment and Provision

Milnthorpe Primary School is aware that children entering reception or transferring from another school may have unidentified additional needs. All teachers are teachers of children with additional educational needs and as such the assessment and identification of any extra requirement for provision will initially be the responsibility of the class teacher. Provision for children with additional educational needs is a matter for the school as a whole and will include the involvement of the governing body, the head teacher, the SENCO and all other members of staff.

#### 4.

As a school we will:

- use information from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.

- use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- celebrate the child's attainment and successes.
- ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning involve parents in developing and implementing a joint learning approach at home and in school (Individual Education Plan (IEP) reviews, Annual reviews of Education Health Care Plans (EHCP), parents evenings, home/ school books, day to day contact with parents).

### Working with other providers of support

Milnthorpe Primary School is committed to working closely with all agencies and individuals involved in the support of children with additional needs. We acknowledge that schools play a key role in the integration of the services involved with children and as such aim to provide 'seamless' support by communicating closely with other agencies and parents.

Milnthorpe Primary School recognises the importance of seeking expert advice from other educational specialists, educational psychologists, healthcare professionals, social care and any other agencies involved in the support of its children. We aim to work closely with them at all stages of assessment and liaise to provide the best standard of care and support for pupils.