



# SEN Policy

## Milton Special School

**Approved by:**

**Date:** September 2023

**Last reviewed on:** September 2023

**Next review due by:** September 2024

**SENCO:** Elise Bowen

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# 1. Aims

## Vision

Milton School is committed to meeting the needs of all pupils with special educational needs and disabilities (SEND).

We firmly believe that all children and young people with special educational needs are entitled to an education which enables them to:-

- Achieve the best possible outcomes
- Make a successful transition through each stage of their lives
- Become confident individuals living fulfilling lives
- Prepare them for adulthood and post 16

## Identification and assessment of Pupils with SEN

### All pupils in Milton School have an Education Health Care Plan (EHCP)

Information is gathered from the pupils previous setting prior to the admission meeting. Consults are completed after school and home visits by SLT to ensure Milton is the right setting for individual children and young people.

Upon admission, attainment levels are assessed to ensure pupils are working where they should be. Personal Target Trackers are put in place to track their EHCP targets which are assessed termly.

Where necessary, pupils have an individual risk assessment and IBP

Teachers are actively encouraged to raise concerns in relation to pupil progress towards identified targets in the EHCP or presenting behaviours with the SENCO in a timely manner. This supports the continued identification of SEN need within the setting.

All Teaching and Support staff receive regular training

### Provision for pupils with SEN

The policies outlined in this section apply to all Pupils with SEN.

The school closely monitors the progress of all pupils with special educational needs. All pupils in Milton School are on the SEN register. The effectiveness of the provision for these pupils is evaluated to ensure they make adequate progress. This is reviewed half termly with class teacher against their targets, SENCO and with the pupils themselves.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy was developed through discussions with the SENCO, the senior leadership team and with the academy. It is the responsibility of the Head Teacher and the SENCO to ensure that this policy is reviewed and amended at the start of every academic year, but it is amended throughout the year if significant changes arise.

Paper copies of the policy are available for staff, parents/carers and external agencies on request. The policy is also available on the school website.

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is an 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.

## 4. Roles and responsibilities

### 4.1 The SENCO is Elise Bowen

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Email: [Elise.Bowen@vennacademy.org](mailto:Elise.Bowen@vennacademy.org)

They will:

- Work with the headteacher and SEN governor and Director of SEN at Venn to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support all pupils.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **4.2 The SEN Governor**

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The Headteacher**

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of all learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **5. SEN information**

#### **5.1 The kinds of SEN that are provided for**

- Our school currently provides additional and/or different provision for a range of needs, including: Social, emotional and mental health difficulties for example, attention deficit hyperactivity disorder (ADHD)
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

## **5.2 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching supports all our pupils. The work will be adapted for individual pupils.

We will also provide the following interventions:

In class TA targeted support

Small group and 1:1 work – Around literacy and phonics/numeracy/social skills

Phonics interventions with specific phonics tutor

Targeted support in their specific area of need

Specific identified interventions delivered by a trained member of staff

Ensure that pupils have access to interventions from external providers, if highlighted in the EHCP or recommended by other professionals

Targeted EHCP target time throughout the week to work on specific targets

Increased supervision for some pupils during unstructured time

A clear behaviour policy implemented consistently by all staff

## **5.3 Additional support for learning**

We have a dedicated team of Support Staff, a Personal Development Team and a Pastoral Team to support the complex needs of our pupils.

Teaching assistants will support pupils on a 1:1 basis and in small groups based on current need at the time and as directed by the class teacher.

When we have concerns that a pupil will need additional or external support to meet their special educational needs then a request can be made to the Local Authority /service provider and/or other professional support services or voluntary organization which may include:

Educational Psychologist

Speech and Language Service

Visual Impairment team

Hearing Impairment team

Sensory Service

National Autistic Society

Social Care

CAMHS  
School Nursing Team  
Bereavement Support Team  
Barnardo's  
Rotherham Council Local Offer

This list is not exhaustive. Advice may be sought from one or several service providers when considering the initiation of a statutory assessment.

Throughout this process the local authority has a duty to request the opinions of parents the school and allied professionals.

#### **5.4 Expertise and training of staff**

Our SENCO has 8 years of experience working in a special needs setting. They completed their SENCO qualification in 2019. They also have a specialism in Autism.

We have a team of experienced teaching assistants who are trained to deliver SEN provision.

In the last two academic years, staff have been trained in the following (whether that be whole school training or specific members of staff):

Safeguarding Children Awareness  
Visual supports and Structures  
Team Teach  
Promoting Positive Behaviour  
First Aid specialist staff  
Read write inc phonics training  
ELSA trained staff  
Makaton  
Sensory support training  
Restorative practice

#### **5.5 Securing equipment and facilities**

The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need. All pupil's have an Education, Health and Care Plan. Their EHCP clearly lays out the type of support needed as a recommendation. They will also receive additional support linked to their needs. This support may take various forms such as:

- In class support from teaching assistants
- Small group support
- Specialist 1:1 support
- Support from external agencies
- Provision of specialist resources
- Children are given additional and adapted support and interventions are put in place to support their learning and the impact of that provision is measured.

## **5.6 Working with other agencies**

As a setting we work closely with external agencies including Health, Social Care, The Local Authority to meet our pupils SEN needs and to support our families.

Any Annual or Termly review meetings include invitations to appropriate professions inviting them to attend and contribute.

We work closely with CAMHS and have termly drop ins for any pupils who may need a little extra advice on. We work closely with the Educational Psychologist service and have built up a positive, professional working relationship with the service.

We also work across boundary with Barnsley, Sheffield and Doncaster Local Authorities.

## **5.7 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the Head Teacher in the first instance. They will then be investigated using the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **5.8 Contact details of support services for parents of pupils with SEN**

- All support services available across Rotherham are contained in the Local Offer.

## **5.9 Contact details for raising concerns**

Claire Patton  
Executive Head Teacher  
Milton School  
Swinton  
Mexborough  
S64 8QG

01709570246

## **5.10 The local authority local offer**

Our local authority's local offer is published here: [Rotherham SEND Local Offer – Here you will find help, advice and information about the services available for your child or young person from birth to 25 years with a Special Educational Need or Disability \(SEND\).](#)



## **6. Monitoring arrangements**

This policy and information report will be reviewed by Elise Bowen annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.