



## Morley Memorial Primary School

Policy Name	SEND policy
Frequency of Review	Annually
Reviewed on:	September 2019
Reviewed by:	Full Governing body
Next review (date)	September 2020

### Special Educational Needs and Disability (SEND) Policy

Morley Memorial Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical, lettings and curriculum policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Beth McGreer– Inclusion Coordinator.

#### The 2014 Code of Practice:

From September 2014:

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the Inclusion Coordinator and are discussed at termly Team/SENCo meetings where support plans are created as part of our assess, plan, do, review process.

- There are four broad categories of SEN: communication and interaction, cognition and learning social, emotional and mental health, physical and sensory. We have children in all these categories of SEN.

We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child through termly parents' consultations with the class teacher and SENCo, through sharing of support plans and through other formal and informal meetings.

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some targeted provision including focused interventions to target particular skills/barriers to learning.

We have high expectations of all our children and aim for children in receipt of additional support to make progress which compares well with (and often exceeds) the progress made by other children in school.

### **Defining SEN**

The 2014 Code of Practice says that:

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.* Taken from 2014 SEN Code of Practice: 0 to 25 Years

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard ;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEND policy and SEN Information report.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Approximately 11% of our children are either at SENS (SEN support) or have EHC Plans (Education, Health and Care Plans). This is in line with the national average and means that all teachers expect to have children with SEND in their classes.

### **Identifying children at SENS (SEN Support)**

Children with SEN are identified by an assessment route that is part of the overall approach to monitoring the progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the Inclusion Manager and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making significantly less than expected progress, given their age and individual circumstances, they will seek to identify a cause. Significantly less progress is characterised by progress which:
  - is significantly slower than that of their peers starting from the same baseline
  - fails to match or better the child's previous rate of progress
  - fails to close the attainment gap between the child and expected age related levels of achievement.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnosis. . The school does have access to some initial screening checks which we use in conjunction with our assessment procedures. Parents are advised to contact their GP if they think their child may have ASD or another disability

The school also gathers information from parents when children start school in Reception; either through transition meetings or home visits.

### **Working with Parents and Children**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. Parents are invited to attend termly meetings with the SENCo but are also able to request meetings when required, following consultations with the class teacher, by contacting the school office.

Children are encouraged to share their views through a variety of pupil voice activities including but not limited to annual reviews, target setting meetings with class teachers and informal drop ins with the SENCo.

### **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make appropriate progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable and is not making the expected progress in school
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

If the application for an EHC Assessment Plan is successful, other professionals (for example an educational psychologist or a speech and language therapist) will be asked to complete some assessments and observations with your child. A member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

### **Teaching and Learning**

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, achieving their full potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on needs and outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions which are designed to meet specific learning needs and children will access these where appropriate.

Interventions are planned (through the assess, plan do, review process) in 12 blocks with 8-10 weeks of the block being used for direct input and 2-4 weeks for baseline and review assessments.

- At the beginning of each block a baseline assessment is completed. At the end of each block, children's progress against their target and baseline is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by the class teacher who monitors progress towards the targets, the member or staff who delivers the intervention during the intervention and by the Inclusion Coordinator who monitors the Intervention Records.

Class teachers and support staff also meet with the inclusion coordinator at termly SEND meetings to discuss the progress and provision of all children with additional needs and the relevant. Support plans are created and shared with parents.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

### **Adaptations to the curriculum teaching and Learning Environment**

Morley Memorial is disability friendly (within the restrictions of the physical building) school. The school is on one level, some corridors are wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities however reasonable and appropriate adaptations will be made in line with Education and Health Care Plans or advice from specialists to accommodate children with other sensory needs or disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

In addition, please refer to 'Morley's Approach to Dyslexia' and Cambridgeshire's Dyslexia Guidance February 2019.

### **Access to extra-curricular activities**

All of our children have equal access to before and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

### **Staff Expertise**

Our Inclusion Coordinator/SENCO is Beth McGreer and she can be contacted via the school office on 01223 508786. Ruth Kershner is the school governor with responsibility for SEN.

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or external courses, provision of resources or guidance towards useful websites.

Some of our TAs have ELKLAN training which helps them to support children with communication difficulties. Other TAs have expertise and training on other areas or specific interventions. All TAs work with children with SEN and disabilities.

We request support from external advisors where required (including Educational Psychologist, Specialist Support Teachers and the Visual Impairment Team). To access support from an external advisor permission has to be obtained from parents. . Each professional body has their own thresholds which need to be considered before requesting additional support. More information on thresholds and pathways can be found on the county's local offer.

### **Children with social, emotional and mental health needs**

Behaviour is not classified as a SEN but may be an expression of other needs. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an EHA with the family and support the child through that process. Our well-being lead Naomi Message supports with this.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs; some children may require a risk reduction plan

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities.

### **Transition Arrangements**

We understand how difficult it is for all children, but particularly those with additional needs, and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes, including from the Early Years, as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition reviews for Year 6 pupils with EHCPs are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCO is invited to

Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

### **Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Ruth Kershner. The SENCO and SEN Governor are in regular contact but meet formally once a term. Reports from the meeting are shared with the full governing body.

### **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

### **The Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Cambridge Local Offer is available from the website;

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

### **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school

### **Review Framework**

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Beth McGreer, September 2019