

Morville C.E. Primary School



Special Educational Needs and Disability Policy:

Last review: September 2017

Members of staff responsible: Samantha Howells

Governor responsible: Elizabeth Townsley

Review Date: September 2018

At Morville School we strive for excellence, empowering children to be happy and responsive. We are an inclusive school that develops independence and responsibility through an enriched, creative and linked curriculum. We have a strong connection with our local church and community.

1 Introduction

- 1.1 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.
- 1.2 We pride ourselves on Quality First Teaching which facilitates inclusive teaching and learning for all. We remain aware of the children who have particular learning requirements that create barriers to learning. These requirements are likely to arise as a consequence of a child having special educational needs or a disability. An integral part of Quality First Teaching requires teachers to take account of these needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
- 1.3 Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. We seek to ensure all children are fully included in all aspects of school life.
- 1.4 This policy has been developed in partnership with the Special Educational Needs Coordinator (SENCo), SEND governor Liz Townsley and the Senior Leadership Team (SLT).

2 Aims and objectives

- 2.1 The aims of this policy are:
 - to create an environment that meets the special educational and/or disability needs of each child;
 - to ensure that the special educational and/or disability needs of children are identified, assessed and provided for;
 - to make clear the expectations of all partners, including the family, in the process;
 - to identify the roles and responsibilities of staff, governors and parents/carers in providing for children's special educational and/or disability needs;
 - to enable all children to have full access to all elements of the school curriculum and school life.
 - to provide support and advice for all staff working with pupils with special educational needs.

Definition of Special Educational Needs and Disability

- 2.3 Pupils with Special Educational Needs and Disability will include those pupils with additional needs who require specific interventions to support learning or special accommodation for physical disability. Pupils who come within the

remit of the school's SEND policy are those pupils who have one or more of the following:

- Communication and Interaction
 - Specific Language Impairment (SLI)
 - Autistic Spectrum Disorder (ASD)
- Cognition and Learning
 - Moderate Learning Difficulties (MLD)
 - Severe Learning Difficulties (SLD)
 - Profound and Multiple Learning Difficulties (PMLD)
 - Specific Learning Difficulties (SpLD)
- Social, Emotional and Mental Health Difficulties
 - Anxiety
 - Depression
 - Withdrawal
 - Attention Deficit Hyperactivity (ADHD)
 - Attention Deficit Disorder (ADD)
 - Attachment Disorder
- Sensory and/or Physical Needs
 - Vision Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-sensory Impairment (MSI)
 - Physical Impairment (PI)

Some learning needs can be supported from within the school's own learning support provision, however other needs will require specialist support from outside agencies. At all times we identify the needs of pupils by considering the needs of the whole child.

3 Educational inclusion

3.1 Through appropriate provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences;
- may require adaptation to the environment.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 The role of the Special Educational Needs Coordinator (SENCo)

4.1 The school's SENCo is Mrs Samantha Howells who holds the National Special Educational Needs Coordination Award.

- 4.2 In our school the SENCo:
- manages the day-to-day operation of the policy;
 - co-ordinates the provision for and manages the responses to children's special needs and disability;
 - supports and advises colleagues and offers training;
 - maintains the school's SEND register;
 - contributes to and manages the records of all children with special educational needs or disability;
 - manages the school-based tracking and assessment and completes the documentation required by outside agencies and the LA;
 - acts as the link with parents;
 - maintains resources and a range of teaching materials to enable appropriate provision to be made;
 - acts as link with external agencies and other support agencies;
 - monitors and evaluates the special educational needs provision and reports to the governing body, working alongside the SEND governor;
 - manages a range of resources, people and material, linked to children with special educational needs or disability.

5 The role of the governing body

- 5.1 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs or disability. The governors ensure that all teachers are aware of the importance of providing for these children. The SENCo and the governor with special responsibility for SEND is Liz Townsley, Chair of Governors.

6 Admission Arrangements

- 6.1 The governing body has decided that children with special educational needs or disability will be admitted to the school in line with the school's agreed admissions policy.

7 Allocation of resources

- 7.1 The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Educational Health Care Plan (EHC Plan), which is currently replacing Statement of Special Educational Needs.
- 7.2 The head teacher informs the governing body of how the funding allocated to support special educational needs and disability has been employed.
- 7.3 The head teacher and SENCo meet annually to agree on how to use funds directly related to EHC Plans. The SENCo draws up the resources bid when the school is planning for the next school development plan.

8 Assessment

- 8.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. This is recorded on an initial concerns form and signed by the parent/carer.

- 8.2 The class teacher and the SENCo assess, track and monitor the children's progress in line with existing school practices. This is done on a half-termly basis when formal assessments have been completed. Individual Provision Maps (IPM) will be monitored half termly against progress towards Specific, Measurable, Achievable, Realistic, Timed 'SMART' targets.
- 8.3 The SENCo works closely with parents, teachers and the child to plan an appropriate programme of intervention and support.
- 8.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. This may include Performance 'P' Scales for children working below the National Curriculum , SMART targets on intervention maps or individual provision maps (for children with EHC Plans) Assessment should be quantitative and qualitative.
- 8.5 In line with the revised Code of Practice (September 2014) the school has adopted the Graduated Response for children with Special Educational Needs or Disability:-
- Request for Statutory Assessment may be initiated by the school with a view to developing an Educational Health Care Plan (EHC Plan).
 - The Shropshire Local Authority (LA) considers the need for statutory assessment and can order multi-disciplinary assessment. It may then issue a formal EHC Plan.
 - Children currently with a Statement of Educational Needs will need to be transferred to an EHC Plan.
- 8.6 The LEA seeks a range of advice before making a formal decision. The needs of the child are considered to be paramount in this.
- 8.7 In response to parental, school or medical requests for children with emotional needs/multi-agency involvement, the school host Common Assessment Framework (CAF) and Team Around the Child (TAC) meetings. Invariably the SENCo takes on the role of the leading professional and all agencies and parents/carers are invited to attend.

9 Access to the curriculum

- 9.1 All children have entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 9.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 9.3 Intervention Maps identify the needs of individuals requiring additional and specific support. They detail SMART targets and are evaluated half termly. Individual Provision Maps are provided for children with an EHC Plan or Statement of Educational Needs. They detail long term objectives as well as SMART targets. They are evaluated termly and the child is asked to comment

on and contribute to this process. Teachers and children share the targets, enabling the child to monitor his or her own success.

- 9.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. However, there are times when we ask the children to work in small groups, or in a one-to-one situation, outside the classroom to maximise learning.

10 Dispute Resolution

- 10.1 Any parent who is dissatisfied with any aspect of SEND provision should first seek to discuss this with the class teacher or SENCo or in the second instance, with the head teacher. If concerns remain, the governor with responsibility for SEND, Liz Townsley, will bring the dispute to the attention of the governors, if appropriate. All information regarding SEND provision can be found in the School's SEND Information Report.

11. Continuing Professional Development

- 11.1 The SENCo will attend appropriate courses and will endeavour to keep up to date with current practice. There will be regular input at staff meetings and consultation with class teachers and support staff as well as regular updates to the governing body.

12 External Support

- 12.1 The school, when necessary, will consult with specialist teachers, the Behaviour and Learning Support Service, educational psychologists and advisers to provide for the needs of the children. The school also works in close partnership with the Shropshire L.A. which provides information about the range of services locally available.

13 Partnership with parents

- 13.1 The school website and prospectus contains details of our policy for special educational needs and disability, and the arrangements made for these children in our school. The SEND governor, takes a special interest in special needs and is always willing to talk to parents. Parents can also view the school offer on the website.
- 13.2 At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.
- 13.3 The progress of children with special educational needs or disability is discussed between parents and class teachers three times a year at parent consultations with the child's class teacher and School SENCo. Children with an EHC Plan have an annual review attended by parents and other professionals involved. Additional meetings are arranged when required. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

14 Transition Arrangements

- 14.1 Provision for smooth transition to secondary school is in place. This involves SENCo's from secondary schools meeting with the Year 6 class teacher, SENCo, child and parents at an appropriate point within the child's final year. Support assistants from the secondary schools are also invited to attend and are encouraged to spend some time with the child.

15 Monitoring and evaluation

- 15.1 The SENCo monitors the movement of children within the SEND system in school. The SENCo liaises with staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 15.2 The SENCo is involved in supporting teachers and support assistants in drawing up intervention maps and individual provisions maps. In addition the SENCo will complete a whole school provision map which will include costings and SEND area of need provision maps for both classes. The SENCo and the head teacher hold regular meetings to review the work of the school in this area. The SENCo and the SEND governor, Liz Townsley, also hold regular meetings.