

Morville CE Primary School (Academy)



Policy for Special Educational Needs & Disabilities (SEND)

Date of policy: **March 2019**

PRINCIPLES

As defined in the SEND Code of Practice 2014, a pupil has SEND;

“Where their learning or disability calls for special educational provision, namely different from or additional to that normally available to pupils of the same age.”

Morville CE Primary School monitors the progress of all pupils and will identify pupils where progress 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 individual pupil and their peers
- widens the attainment gap

In particular, we endeavour to monitor all pupils who are not making progress in the four areas specified in the Code of Practice:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and /or Physical Needs

1 **Our philosophy** is to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We aim to be as inclusive as we can, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen. Pupils with SEND are fully integrated into all aspects of school and we recognise the strengths of every individual as well as any areas for development.

2 We believe that all practitioners are teachers of pupils with SEND and that the majority of pupils’ needs can be met within the classroom through high quality teaching and appropriate differentiation and in-class intervention.

3 Morville CE Primary School recognises the right of the pupil with SEND to access a broad and balanced curriculum and the teachers set high expectations of every pupil.

4 We believe in the equality of opportunity for all and understand we must make reasonable adjustments to meet the physical, emotional and intellectual needs of all pupils under the duties outlined in the Equality Act 2010.

5 We work closely with all parents to listen to their views so as to build on pupils’ previous experiences, knowledge, understanding and skills so that their child can develop in all aspects of the curriculum.

The persons responsible for SEND at Morville Primary School are:

- All staff
- Mr. Christian Sharp: Special Educational Needs Co-ordinator (SENDCo)/Head of School
- Mrs. C Gaskin: Executive Headteacher (EHT)
- Rev’d Sarah Cawdell: SEND Link Governor

1. AIMS

We strive to create a sense of community and belonging to all pupils. We have an inclusive ethos with high expectations for all pupils. We deliver a broad and balanced curriculum for all pupils enabling them to aspire to reach their full potential in all areas of life.

How will we achieve our aims?

- We will identify through our whole school monitoring system and individual staff feedback, the pupils whose progress is inadequate or insufficient
- We will work with the guidance provided in the SEND Code of Practice 2014
- We will operate a whole school approach to the management and provision of support for special educational needs-always considering the pupil as a whole
- We will provide support and advice for all staff working with special educational needs
- We will work in partnership, with pupils and parents to enable all pupils to aspire to achieve their best

2. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Morville CE Primary School endeavours to monitor all pupils who are not making adequate progression in the four areas specified in the SEND Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and / or physical needs

(for an in-depth list: see appendix 1)

This policy should be read alongside Morville CE Primary School's Information report (**The Local Offer**), which demonstrates how we identify, assess and support these areas of difficulty appropriately and effectively.

We recognise individual strengths and look to use well evidenced interventions to allow our pupils to grow.

Our partnership with parents is key in the development of interventions to meet the needs of the whole child and to enable the child to achieve their best and become confident individuals.

We also recognise that consideration needs to be given to other factors which may impact on progress and attainment but are not SEN.

- Disability - the school will make reasonable adjustments as defined under Disability Equality Legislation
- Attendance and Punctuality
- Health and Attendance
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child
- Being a Child of Servicemen

3. OBJECTIVES

We will achieve our aims by ensuring that we:

- recognise that every teacher is a teacher of every child including those with SEN
- continuously develop our ways of working to provide the highest quality teaching and learning opportunities for our children within the resources available
- organise all our activities to ensure that all children in school are included
- regularly assess and monitor pupil progress so that we are able identify individual needs and make provision to meet those needs
- listen to the views and work cooperatively with parent/carers to form and maintain a partnership that supports their child
- listen to the views and wishes of the children about their learning and needs, their provision and their progress
- provide support and advice for all staff so that they continually develop understanding, knowledge and skills in how best to meet needs
- work cooperatively and effectively with health and social care services where required.

4. A GRADUATED APPROACH TO SEND SUPPORT

We provide high quality teaching. This is regularly reviewed by EHT and the Head of School.

The class teacher is the first step in identifying pupils who are at risk of not making adequate progress. Teachers are responsible and accountable for the progress and development of pupils in their class-those pupils who are at risk of underachievement should, in the first instance, be receiving appropriate interventions /differentiation and good quality personalised teaching. This is good Quality First Teaching.

Through staff appraisal and a proactive approach towards teaching we look to provide staff with appropriate opportunities to improve their understanding of strategies to identify and knowledge of the areas of SEND frequently encountered.

In considering whether a pupil needs special educational needs we will looking at the overall desired outcomes. The class teacher & SENDCo will consider all the information within school, national data and expectations of progress. This will then determine whether something different or additional is required.

Classroom teachers where progress is not made at the expected graduated process will be working on a graduated cycle of

ASSESS - Assessment of pupils

PLAN - planning for any additional support in-class intervention

DO - Implementing intervention and then

REVIEW - Reviewing the impact of the in-class interventions.

Where pupils are not progressing as expected despite first quality teaching and in-class intervention having been put in place, external support is normally sought to identify and assess the pupils' needs in greater depth and allow school to then use this advice to provide a learning plan to best meet the pupils' needs. Where pupils require support that and /or interventions that are additional to or different from those normally provided as part of the differentiated curriculum and they will be given additional help known as SEN Support. This support is provided, following

discussion with parents about the additional needs, the support to be provided, and how improved outcomes can be provided. We always strive to involve the pupil in the process where appropriate.

Transition Arrangements: Provision for smooth transition to secondary school is in place. This involves SENDCo's from secondary schools meeting with the Year 6 class teacher, SENDCo, 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.

5. THE SEND LIST

The SEND list is reviewed each term following termly pupil progress meetings.

Parents are informed of consideration to changes of level of input their child will receive (increase or decrease) during the collaborative, individual learning planning meeting, held termly. A collaborative approach is sought with parents, pupil, relevant teaching assistant and class teacher.

The individual learning plan (IPM: Individual Provision Map) will have termly targets specifically looking at the identified areas of difficulty; progress will be against expected targets. A termly review will take place by the SENDCo, parents, pupil, relevant teaching assistants and class teacher. New targets will then be set following the review of progress.

Parents with Education Health Care Plans will also have a learning plan where a collaborative approach is sought with parents, pupil, class teacher, key worker and SENDCo and where applicable with external agencies.

Morville CE Primary School works effectively and proactively with a wide range of services when it is felt specialist advice is required. These services include:

- Educational Psychologist
- Learning Support Advisory Team
- Enhance
- Sensory Inclusion Service-visually and hearing-impaired pupils
- Behaviour support
- Occupational Therapy support
- Speech and language and communication service
- BEE-U (formally CAMHS)
- Autism West Midlands
- Lifelines (Bereavement Service)
- Early Help Team /Compass
- Diabetic and Epilepsy Nurses
- Shropshire Carers
- Woodlands School
- Education Welfare Worker
- Looked After Children Teams
- Multi Cultural Service

Many of these services are traded and the school has a Service Level Agreement in place for some services which we use most regularly. Service Level Agreements are arranged by the SENDCo and EHT.

The Executive Headteacher manages all aspects of the School Budget, including that of Special Educational Needs, in conjunction with the SENDCo.

6. PARENTS' INFORMATION

Morville CE Primary School has a Special Educational Needs and Disabilities section on the school website, and it provides links for parents to our:

- SEND local offer – information report
- SEND policy

Parents can also access other school policies including our Admissions Policy via our website

7. MANAGING AND SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will make reasonable adjustments to comply with its duties under the Equality Act 2010.

Some pupils may also have educational needs and may have an EHCP (Education Health Care Plan) which brings together health and social care needs.

The policy for supporting pupils with identified needs is available to parents. It is available on the school website. Health Care plans are retained at the school office with specific individual pupil advice.

8. MONITORING AND EVALUATION OF SEND

Monitoring and evaluation of SEND is through regular contact with parents, though monitoring activities carried out by the link governor and through evaluation of pupil outcomes.

The SEND policy is subject to annual review and should be read alongside other policies:

- Teaching and Learning policy
- Behaviour policy
- Monitoring Assessment policy
- Behaviour policy
- Anti-bullying
- Child Protection Policy

9. WIDER ROLES AND RESPONSIBILITIES

- Executive Headteacher: Mrs. Claire Gaskin
- Head of School/SENDCo: Mr. Christian Sharp
- Federation SENDCo: Mrs Susie Triggs
- Federation Learning Support Advisory Teacher (LSAT): Mr Daniel Lavell
- SEND Link Governor: Rev'd Sarah Cawdell

10. ACCESSIBILITY

Morville CE Primary School has a duty under the Equality Act 2010 to increase its accessibility for disabled pupils.

We endeavour to offer all curriculum opportunities and activities available to all pupils and make reasonable adjustments where necessary to ensure Morville ethos of being an inclusive environment is sustained.

11. PROCEDURES FOR CONCERNS

We endeavour to do our best for all pupils but, if there are any concerns, we encourage those concerned to approach, in the first instance, the class teacher and then if unresolved, to the SENDCo. A response will be provided as soon as possible.

Parents/carers are informed about IASS (Information, Advice & Support Service) so that they can obtain support, advice and information if they wish.

Reviewed and updated March 2019 by Mr. Christian Sharp (SENDCo/Head of School)

APPENDIX 1

Definition of Special Educational Needs and Disability

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.