



Morton CE Primary School

Special Educational Needs and Disability Policy 2022-2023

Policy Co-ordinator: Executive Headteacher/Head of School/SENCO

Policy Dated: November 2019

Date Reviewed: November 2021

Presented to Academy Committee:

Review Cycle: Annually

Hand in Hand, Together we can...Respect, Achieve, Enjoy, Believe

“And so encourage one another and help one another, just as you are now doing.”
1 Thessalonians 5.11

Introduction

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

(SEND Code of Practice 2014)

Morton CE (Controlled) Primary School is a mainstream primary school offering equal opportunities for all, a responsive curriculum and a supportive community within a Christian family ethos.

Basic Information About The School’s Special Educational Provision

The aims of the school’s SEN policy are:

- To enable children with SEND to reach their full potential
- To ensure children with SEND are fully included in the school communities and engage in the activities of the school alongside pupils who do not have SEND.
- To have regard for the SEND Code of Practice 2014, Children’s and Families Act 2014, Equality Act 2010, and The Special Educational Needs and Disability Regulations 2014.

Morton Primary’s SEN Provision is based on the following fundamental principles:

- A child with SEND should have their needs met,
- Children with SEND should have full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum,
- Children with SEND should have their needs identified, assessed and support/provision provided as early as possible,
- The views of the pupils should be sought and taken into account,
- Parents should be fully informed and engaged, and we recognise the fact that parents have a vital role to play in supporting the education of their children,
- We have regard to the practical guidance set out in the revised SEND Code of Practice 2014.
- All children are entitled to high quality first teaching; this quality first teaching is likely to mean that fewer pupils will require additional support.

Name of responsible person – Executive Headteacher Mr G Trafford

Name of the school’s SEN co-ordinator (SENCO) Mrs K Thomas

Name of the Academy Committee Member responsible for SEN – Mrs S O’Riordon

The SEND policy will be subject to a regular cycle of monitoring, evaluation and review. A report will be submitted to the governing body annually. The Academy Committee will have an oversight of the school’s arrangements for SEN and disability.

The Arrangements For Leadership Of Educational Provision For Pupils With Special Educational Needs

- The school's SENCO shall lead and implement the school's SEN policy
- The school's SEN list will be maintained along with oversight of the records for all pupils, especially those with SEN, by the SENCO and the special needs T.A.,
- The class teacher and SENCO will liaise with parents of children with SEN and inform the Executive Headteacher when necessary,
- At each review meeting a timescale for the targets to be reviewed will be agreed,
- The SENCO, class teacher and teaching assistants will work closely together informing the Executive Headteacher when necessary

Admission Arrangements

- The school follows the Lincolnshire County Council policy on admissions. See also the Admission Policy.

The allocation of resources to and amongst pupils with SEN

- The school will keep a resource base.
- The school will seek to comply with the resource demands of any child's SEND and use fully any additional resources provided by the LEA for the benefit of the child.
- The SENCO will liaise with external agencies including the educational psychologist, support agencies, medical and social services and voluntary bodies.
- The Academy Committee, in consultation with the Executive Headteacher, will establish the appropriate staffing and funding arrangements to meet the needs of its SEN pupils. (Funding will be provided to assist the SEN coordinator, renew resources, provide non-contact time for teachers planning and for the provision of a T.A.). Resource allocation will be reviewed regularly.

Identification and assessment arrangements

Our procedures will help to identify pupils who are making inadequate progress so that support can be given at the earliest stage.

Whilst we informally gather evidence (including views of the pupil and their parents) of a child's SEND, high quality teaching directed at the areas of weakness and targeted interventions designed to accelerate progress will be put into place.

Pupils SEN and disabilities are identified and their needs determined and reviewed in accordance with the SEN&D Code of Practice 2014 section 6.14-6.35. See also Appendices 1 & 2.

SEND Provision

- Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Students with SEND engage in the activities of the school together with students who do not have SEND and are actively encouraged to do so by all members of staff. Where appropriate a teaching assistant will support SEND students in the activities of the school.

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.
- Arrangements for provision for pupils with SEND are in accordance with SEND CoP sections 6.36 – 6.43.
- The school can access support from Educational Psychologists, Pediatricians, School Nurse, Occupational and Physiotherapy services, Speech and Language services, Social Communication Outreach Service, Sensory Impaired service and Specialist Teaching Team and other agencies as appropriate.

The Cycle of Graduated Response

This takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

These four parts are:

Assess –

- a clear analysis of the child's needs, parental concerns and their response to interventions should be recorded and reviewed regularly.

Plan –

- The teacher and the SENCO, and support staff should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behavior, along with a clear date for review.
- Where possible plans should seek parental involvement to reinforce or contribute to progress at home.

Do –

- The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.
- Review –
- The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.
- The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- For children with an Education Health Care Plan (EHC) these are reviewed annually in line with local authority guidance.