



MORTON CHURCH OF ENGLAND (Controlled) PRIMARY SCHOOL

Our LAAT vision is:

Schools serving their communities through excellence, exploration and encouragement within the love of God

Our vision is:

Hand in hand, together we can... Respect, Achieve, Enjoy, Believe

Special Educational Needs and Disability Policy

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

1.1 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.

1.1a 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.

1.2 Name of responsible person - Headteacher Mr G Trafford

1.3 Name of the school's SEN co-ordinator (SENCO) Mrs R Keep

1.4 Name of the governor responsible for SEN - Mr Fernley Copping

1.5 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 governing body will have an oversight of the school's arrangements for SEN and disability.

1.6 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 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 Headteacher when necessary,

1.7 Admission Arrangements

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

1.8 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 governing body, in consultation with the 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.

1.9 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.

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 STAPs and other agencies as appropriate.

2.1 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.

The school policy for SEN reflects the opinion of the governing body and staff. It has been drawn up as a result of discussions and was agreed at the meeting of governors in November 2018

APPENDIX 1

Identifying SEND:

Children's SEND may fall into one or more of the following four broad areas of need:

- I. Communication and Interaction
- II. Cognition and Learning
- III. Social, Emotional and Mental Health Difficulties
- IV. Sensory and/or physical needs

Class teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterized 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 their peers
- widens the attainment gap

The school will make full use of information passed on when the child transfers from early education provision and when children transfer between schools within the primary phase.

The school will consider evidence that a pupil may have a disability under the Equality Act 2010.

Sometimes it may be the concern of parents that draws the school's attention to a particular child or it may be information from another agency.

The identification and assessment of the SEND of children with EAL requires particular care. The school will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a

disability. Difficulties related solely to limitations in English as an additional language are not SEN. (SEND COP 2014)

APPENDIX 2 (taken from CoP 2014)

Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions

For children aged two or more, special educational provision is 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational

provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
b) for children under two, educational provision of any kind.

Disabled children and young people (taken from CoP 2014)

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Where a child or young person with a disability requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and

what adjustments might need to be made to prevent that disadvantage

Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review. Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014.