

Morland Area C of E Primary School

Special Educational Needs & Disability (SEND) Policy

Aim:

We aim to enable all children with Special Educational Needs & Disabilities (SEND) to achieve their full academic and social potential and to have equal access to a broad and balanced curriculum.

Objectives:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- 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 Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Code of Practice 2015

This policy must be read in conjunction with the 'Special educational needs and disability code of practice: 0 to 25 years' Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities' (January 2015).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/364823/SEND_Code_of_Practice_January_2015.pdf)

Defining SEND

The 2015 Code of Practice says that:

'A person has SEND 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.'

(2015 SEN Code of Practice: 0 to 25 Years)

Roles & Responsibilities

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 focused interventions to target particular needs.

We have high expectations of all our children. Children on our SEND register make progress which compares well with the progress made by other children in school.

The provision for children with SEND is the responsibility of all members of staff.

Miss Joanne Berry is the SEND Coordinator (SENDCo).

Identification, Monitoring & Tracking

Identifying children at SENS (SEN Support):

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at half-termly pupil progress meetings. At these meetings, if children are identified as not making progress in spite of Quality First Teaching they are discussed with the Headteacher/SENDCo 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 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 1. Is significantly slower than that of their peers starting from the same baseline.
 2. Fails to match or better the child's previous rate of progress.
 3. Fails to close the attainment gap between the child and their peers.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

Otherwise, the child is placed on our SEND register.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have a specific condition (e.g. ASD or ADHD) or some other disability.

All children are closely monitored, and their progress tracked each half term.

The SENDCo additionally tracks those on the SEND register.

Categories of SEND

There are four broad categories of SEND:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and sensory

SEND at Morland Area C of E Primary School

Profile of SEND

8% of our children either have SEN support or have an EHC Plan (Education, Health and Care Plan); therefore all teachers expect to have children with SEND in their classes.

Types of SEND which we have in school include children with a diagnosis as well as those with learning profiles consistent with a diagnosis:

- Speech, Language & Communication difficulties
- Autistic spectrum and language disorder
- Dyslexia, dyspraxia and dyscalculia
- Moderate learning difficulties
- Social & Emotional difficulties
- ADHD
- Emotional difficulties
- Medical Needs

This list is not exhaustive.

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' evenings (Autumn and Spring terms) or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- Formally let them know that their child is being placed at school SEN support
- Discuss assessments that have been completed
- Agree a plan and provision for the next term.

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

Depending on their age, and their interests, the child may be invited to attend all or part of the meeting.

Records are kept of these meetings and copies are available to parents.

Thereafter, parents and children are invited to a meeting each term to review progress made, set targets and agree provision for the next term. In addition to this, termly academic reports of each child's progress are sent home to parents.

Recording Information for Children at SEN support

Once a child has been identified as needing SEN support the following paperwork is completed:

- A one-page-profile is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve.

This is completed with the child and SENDCo/TA and acts as a guide to their class teacher. The information may be updated during the year.

- Termly, an Individual Education Plan is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1:1 or in a small group) put in place to enable the child to achieve these targets.
- Intervention groups - if a child is in an intervention group, sessions are recorded and progress reviewed.

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

If children fail to make progress, despite high quality, targeted support at SEN support level, we may apply for the child to be assessed for an EHC Plan.

Generally, we apply for an EHC Plan if:

- The child has a disability which is life long and 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.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member/s of the Local Authority (LA) will come and observe and assess the child and write a report about the child's strengths and aspirations as well as the barriers they face. If the LA feels that extra support is needed and the child meets the threshold set out in the Cumbria SEND Handbook, they will produce an EHC Plan.

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, to achieve their potential. Children with SEND 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 SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on 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 available including reading intervention, Lexia, maths recovery, precision teaching, reciprocal reading and targeted small group work.

Targets for children at SEN support 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 both the class teacher, who monitors progress towards the targets during the intervention, and by the SENDCo who monitors overall progress.

- At the end of each half-term children's progress towards their targets 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.

The SENDCo monitors interventions to identify 'what works'.

Adaptations to the Curriculum Teaching and Learning Environment

Morland Area C of E Primary School is disability friendly. The school is one level, 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.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with sensory 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 by ensuring classrooms are uncluttered and tidy at all times. This is good practice to support all children but is vital for those with specific sensory difficulties.

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.

Access to extra-curricular activities

All of our children have equal access to lunchtime 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 SEND or medical needs.

Staff Expertise

All of our teachers are trained to work with children with SEND. All staff 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 books or guidance towards useful websites.

Some support staff have expertise and training in specific areas of SEND and in specific interventions such as Reading Intervention.

Additional expertise is provided by the Local Authority or the NHS. This includes access to

- Educational Psychologists and Advisory Teachers.
- Children with social, emotional and mental health needs

Behaviour is not classified as a SEND. If a child shows consistent challenging 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), the school, in collaboration with the parents, would complete an Early Help Assessment and support the child through that process.

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 Management Policy, although reasonable adjustments are made to accommodate individual needs.

Transfer/Transition Arrangements

Transfer within school

We understand how difficult it is for children and parents as they move into a new class or a new school and we will do what we can, according to the individual needs of the child, to make transitions between classes 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 familiarise children with their new environment
- Opportunities to take photographs of key people and places in order to make a transition booklet if appropriate.

Transition to Secondary School

Enhanced transition arrangements are tailored to meet individual needs. EHCP transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENDCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel arrangements, specific training etc.

Governors

It is the statutory duty of the Governing Body to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015.

The Governor with particular responsibility for SEND is Joyce Berry. She meets with the SENDCo at least annually to monitor SEND policy and practise.

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.

Cumbria's 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. Cumbria's Local Offer (which includes Morland Area C of E Primary schools contribution) is available following this link

[Cumbria's SEND Local Offer | Cumbria's Family Information Directory](#)

Equal Opportunities

Morland Area C of E Primary School is committed to providing equal opportunities for all, regardless of race, faith, gender, disability or capability in all aspects of school. We promote self and mutual respect and a caring and nonjudgmental attitude throughout the school.

Review: Annually