



Morton Primary Academy
Special Educational Needs and Disability Policy
2023 - 2024

Vision

In accordance with the SEN Code of Practice (June 2014), our vision at Morton Primary Academy is to recognise everyone is a learner and everyone is committed to supporting learning in all its forms.

Children who have SEND are those for whom individualised educational provision has to be made for a period of time (that which is additional to or different from the educational provision made generally for children of their age).

Aims and Objectives

- There will be a whole-school approach to special needs, where staff work as a team co-operating, collaborating and co-ordinating for the benefit of all children
- We will identify children with Special Educational Needs and Disabilities (SEND) as early as possible to support their learning. Parents will be notified and kept informed of the interventions and support offered.
- Parents/carers will have a vital role to play in decision making and supporting their child's education. Parents/carers of children with SEND will be given opportunities to discuss their child's provision and their progress in order to support their child's academic development
- The view of the child is considered and taken into account at every appropriate opportunity.
- To provide additional support and/or resources to enable all children to achieve to the best of their ability.
- Children with SEND will be offered full access to a broad, balanced and relevant curriculum.
- All children will be encouraged to actively participate in their learning process.
- We will promote effective partnership and involve outside agencies in meeting the needs of our children
- All lessons will be planned to ensure that all pupils will be able to achieve the objective, planning will be tailored to the needs of the pupils in the classroom including those with SEND
- Additional support and resources will be used where necessary to enable all pupils, including those with SEND, to achieve to the best of their ability.
- To reduce barriers to progress
- To provide equal opportunities for all pupils

Identification and Assessment of SEN

Morton Primary Academy recognises it has a statutory duty to identify vulnerable children. Children are identified as early as possible through a mixture of parental information, concern, observation by school staff, and/or internal and external assessments.

Pupils are offered places at Morton Primary Academy according to our admissions policy and we are keen to welcome all, including those with special educational needs. The academy is well equipped to support pupils and individual plans will be put in place where necessary.

Graduated Response

When a parent or teacher becomes concerned about a child, a discussion is held amongst relevant staff and parents/carers. Support will be put in place to monitor the child's progress.

If there continues to be concerns after appropriate support from school and home, then this should be communicated with the SENDCo. The SENDCo then discusses with parents/carers and relevant staff what action needs to be taken.

There is a graduated response (Waves) to intervention, depending on the level of need. The waves of intervention:

Wave 1 – All children receive quality first inclusive teaching. Initial concerns about a child will be monitored for an appropriate amount of time.

All children receive quality first inclusive teaching. 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 characterised 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
- It may also take the form of a pupil requiring support with wider development or social needs in order to make a successful transition to teenage/adult life.

Where progress continues to be slower than expected teaching staff, working with the SENCO will assess whether the child has SEN. Informal evidence will be gathered including the views of the pupil and their parent but intervention will be offered in a timely fashion to secure better progress where required.

Wave 2 – At this point the child will be added to the schools Special Educational Needs and Disability (SEND) Register. They may receive small group interventions and/or in class TA support. Interventions will be recorded via a provision map. Strategies to support the child at home will be discussed.

The school is committed to an inclusive practice and removing barriers to learning. We will use the Assess, Plan, Do, Review cycle to ensure that pupils are making progress and that any interventions are having the required impact.

Wave 3 – At this point a child will receive a more intensive and individualised approach. In consultation with parents/carers, school will access support from appropriate external agencies/provision. Interventions will be recorded via a provision map and children will have a child portrait that shares inclusion strategies with all members of staff. An Education and Health Care Plan (EHCP) may be applied for if the child's needs are increasingly complex.

Agencies involved might include Autism Team, Behaviour Support Team, Inclusive Education Service, Child and Adolescent Mental Health Service, Community Educational Psychologist, Kooth or the Children's Centre, this list is not exhaustive.

Provision

All teachers are teachers of children with Special Educational Needs and Disabilities. The SENDCo is responsible for co-ordinating the schools' provision for children with SEND. The strategic overview of SEND provision is shared with the Senior Leadership Team (SLT) and the Governing Body.

The SEND co-ordinator is Miss K Allen and the SEND link governor is Mr N Morrissy.

Full details of our SEND offer can be found on the school website.

All teachers are teachers of all children and lessons will be tailored to the needs of the individuals in each class. The SENDCo is responsible for co-ordinating the schools' provision for children with SEND and ensuring that training is offered to staff where appropriate and necessary. The strategic overview of SEND provision is shared with the Senior Leadership Team and the Governing Body.

Effectiveness of SEND Provision

SEND provision is monitored through assessment data, intervention evaluations, teacher and teaching assistant observations, child interviews and meetings with parents and other agencies.

Evaluation evidence is monitored by SLT and governors.

Social and emotional well-being

We recognise that children with SEND may also need pastoral, social or medical support. Please see our school SEND Offer on the school website.

We recognise that children with SEND may demonstrate unwanted behaviour and/or have issues with attendance. Generally, this will be managed within the school Behaviour and Attendance Policies. In more complex cases, these children may have an Individual Handling Plan which has been discussed and agreed with parents/carers and appropriate outside agencies.

We recognise the need to keep all children safe as outlined in our Safeguarding Policy. We also understand that nationally children with SEND are at a higher risk of harm and so work closely with outside agencies to ensure their safety.

Children who are Looked After and have Special Educational Needs are supported by the SEND team and the teacher for Looked-After Children.

Training in SEND

Training for SEND is part of our CPD cycle. We provide generic SEND training for all staff and more specific training to meet individual staff need and/or to meet individual children's needs.

Involvement of Parents

SEND meetings are held for all parents so that they are aware of the provision in place.

Parents of children with SEND will have the opportunity to meet staff in order to discuss their child's progress and the effectiveness of any interventions in place enabling them to be involved in planning the next steps. This may happen during parents evening meeting or, where necessary at additional points during the year. Clear records will be kept and shared of these meetings.

Involvement of Children

Wherever appropriate children will attend meetings or their views will be considered as part of the meeting. Child voice is greatly valued at Morton Primary Academy and we seek to gain their ideas on what is working well for them and what needs to change at every possible opportunity.

Transition

Morton Primary Academy recognises that successful transition planning is paramount to every child and even more key to children with SEND. We strive at every opportunity to ensure that information is shared with all partners in a structured considered and timely fashion.

Accessibility

Please see our Accessibility Plan on the school website.

Local Offer

We follow all guidelines as set out in the Derbyshire Local offer. Please see their website for more details - <https://www.localoffer.derbyshire.gov.uk/home.aspx#!/directory>

Complaints procedure

We operate an open door policy and always encourage parents/carers to approach us with any concerns they may have at their earliest convenience. We will always listen and seek to reassure and resolve any issues. Parents seeking a more formal route to resolve outstanding issues should refer to our Complaints Policy.