



## Morley Memorial Primary School

Policy Name	SEND policy
Frequency of Review	Annually
Reviewed on:	September 2023
Reviewed by:	Full Governing body
Next review (date)	September 2024

### Special Educational Needs and Disability (SEND) Policy

Morley Memorial Primary School is an inclusive school and we value all members of our community. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical, lettings, accessibility and curriculum policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

In addition to this policy please see our SEN information report which is part of the Cambridgeshire Local Offer for learners with Special Educational Needs and Disabilities (SEND). It is the responsibility of the Inclusion Lead (Beth McGreer) to develop and implement this policy and write the schools' SEN information report.

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. The Cambridge Local Offer is available from the website;

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-camb-ridgeshire-s-local-offer/>

## **Our objectives are:**

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- 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 SEND policy and SEN Information report.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

At Morley, we work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved in planning and reviewing SEN provision for their child through parents' consultations with the class teacher and through the sharing of support plans. Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best.

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, where appropriate, we implement some targeted provision including focused interventions to target particular skills or barriers to learning.

We have high expectations of all our children and aim for children in receipt of additional support to make progress which compares well with the progress made by other children in school.

## **Defining SEN**

The 2014 Code of Practice says that:

*A person has SEN 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. (SEN Code of Practice: 0 to 25 Years)*

Approximately 10% of our children are in receipt of Special Educational Needs support (SENS) and of these, 9 children (2.3% of the pupil community) have an Education and Health Care Plan (EHCP). The national average of children attending state-funded primary schools who are in receipt of SENS for state-funded primary schools is 13% (Education Statistics, June 2022). The national average of children attending state-funded schools with an EHCP is 2.3% (Education Statistics, June 2022). All teachers expect to have children with SEND in their classes.

### **Identifying children at SENS (SEN Support)**

The progress of every child is monitored termly. Class teachers are continually aware of children's learning and development. If they observe that a child, as recommended by the 2014 Code of Practice, is making significantly less than expected progress, given their age and individual circumstances, or if they have concerns about an area of need (communication and interaction, cognition and learning, sensory or physical, or social and emotional health difficulties) they will raise this as an initial concern with the Inclusion Lead or SENCo. Where children are identified as not making progress in spite of Quality First Teaching and good attendance, a plan of action is agreed.

Less than expected progress is characterised as:

- being significantly slower than that of their peers starting from the same baseline
- failing to match or better the child's previous rate of progress
- failing to close the attainment gap between the child and expected age related levels of achievement.

Although the school can identify barriers to learning and special educational needs, and make provision to meet those needs, we do not offer diagnosis. The school does have access to some initial screening checks which we use in conjunction with our assessment procedures.

In addition to these pathways of identifying SEN, any identified SEN shared with us from parents, previous setting or other professionals will be discussed and supported. If parents have concerns regarding a potential additional need they should discuss this with the class teacher in the first instance.

The school's information report (updated at least annually) gives additional information on

- how children with SEN are supported; including how teaching, the curriculum and the environment are adapted
- what additional provision is offered
- how we support children with social, emotional and mental health needs
- the admission process for children with SEND
- assessing children for an Education, Health and Care Plan (EHCP)

The school's information report can be found on the school's website.

### **Staff Expertise**

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all 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 resources or guidance towards useful websites.

Some of our TAs have specific training (e.g. ELKLAN, Makaton, AET) which helps them to support children with specific difficulties. Other TAs have expertise and training in specific interventions. All TAs work with children with SEN and disabilities. We also have a part time SEN teacher who works with children both in and out of the classroom and also supports teachers in developing their classroom provision and practice.

Where we have children joining the school with needs that we are unfamiliar with, we will work with parents, the local authority and other professionals including charities to ensure staff are confident in providing appropriate provision.

### **Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governors with particular responsibility for SEND are Ruth Kershner and Hilary Toulmin. The Inclusion Lead (Beth McGreer) and SEN Governor are in regular contact but meet formally once a term. Reports from the meeting are shared with the full governing body.

### **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. For further information on any aspect of our provision for children with SEN including complaints about SEND provision in our school , please contact Beth McGreer Assistant Head for Inclusion via the school office. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

### **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non- judgmental attitude throughout the school

## **Review Framework**

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Beth McGreer, September 2023