



**Morden Mount Primary School**

**SEND policy**

**January 2015**

**Inclusion Manager- Stephanie Mahoney**

## SEND Policy

### Introduction

'An educationally inclusive school is one in which teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils the same. Rather it involves taking account of pupils' varied life experiences and needs' OfSTED

As an inclusive school, Morden Mount Primary School ensures as far as possible that the needs of all pupils are met, enabling them to achieve success and make a positive contribution to society. Inclusion concerns pupils with special educational or medical needs, those from ethnic cultures, asylum seekers, travellers, the vulnerable, pupil premium children, children in public care, and those with social and emotional difficulties. At Morden Mount, the role of SENCo is currently performed by Stephanie Taylor (Inclusion) who is a member of the Senior Leadership Team (SLT). If you have any concerns about your child, please discuss them with the class teacher or contact the SENCO on the school number 020 86922920

**We are committed to high achievement for all, supporting pupils and families in making the very best of the opportunities available to them.**

As an inclusive school we are committed to developing inclusive cultures, policies and practices. These are maintained and developed by the Special Education Needs Co-ordinator (SENCo) in collaboration with the Senior Leadership Team, liaising with the SEN Governor, parents and families.

### **Provision**

We maintain our inclusive values, shared between all staff, pupils, governors, parents/carers and outside professionals so that all pupils are enabled to achieve as much as they can and derive the maximum benefit according to their individual needs.

We have established systems and structures within the school to enable us to manage the needs of all pupils. The non-class based SENCo ensures that inclusive practices are consistent throughout the school to meet the needs of all pupils. We have a SEND register to include all children who have a statutory assessment of SEND including Educational Health Care plans or Statements. Additionally the register includes pupils classified as SEND support. Our school Provision Map details the type and nature of support offered (internally and externally). The register and Provision Map are up-dated as appropriate and enable all the children to be tracked and support adjusted if necessary. This allows the senior leadership team to compile essential data such as the levels of attainment of various ethnic groups, attainment/support by gender and enables us to monitor how successful our inclusive education is.

The SENCo meets termly with the class teacher and support staff to update plans. The targets are monitored so that the plans are effective in meeting children's needs. This data is transferred to the SEND register and the children's progress is tracked. The SENCO and SLT meet regularly to review the SEND register and Provision Map and copies are available for all staff. The SENCO attends progress meetings to advise and monitor additional educational needs. The SENCO meets regularly with external agencies to review individual cases and ensure provision is effective.

All staff are kept up to date with regard to child protection issues and procedures and any children causing concern are referred to the designated person responsible for child protection who is the Head of School and Inclusion Manager. We work closely with Social Services to support our more vulnerable children and engage all professionals in a multi-agency approach to addressing individual needs.

**All school policies are regularly reviewed and amended, ensuring that inclusion is at the centre of school development – increasing the learning and participation of all children and responding to the diversity of their needs. We monitor planning, assessment, attainment, target setting, standards of teaching and learning and the school environment itself. Our aim has always been to ensure that school practices reflect the inclusive cultures and policies of our school.**

### **Indicators of Success at Morden Mount Primary**

- there are high expectations of all pupils
- pupils help each other
- staff and pupils treat each other with respect
- pupils are equally valued
- the school seeks to draw and admit all pupils from our locality
- pupils new to the school are helped to feel settled
- there is a partnership between staff and parents/carers
- staff and governors work well together
- staff, governors, pupils and parents/carers share a philosophy of inclusion
- the school strives to eliminate any discriminatory practices
- community resources are known and drawn upon
- staff appointments and promotions are fair
- good induction of new staff
- staff expertise is fully recognised and utilised
- local communities are involved in the school
- differentiation supports each individual pupil's needs
- Teachers, TAs and Early Years Practitioners are concerned to support the learning and participation of all pupils
- teachers plan, review and teach in partnerships
- staff collaborate with each other
- staff development activities help staff to respond to pupil diversity
- staff seek to remove all barriers to learning and participation in school
- all forms of support are co-ordinated
- the Code of Practice is used to reduce the barriers to learning and participation of all pupils
- support for those learning English as an additional language is co-ordinated with learning support
- we identify children who are exceptionally able learners and provide opportunities to meet their needs
- we maintain anti-bullying and race equality policies (we record incidents of racism and report these centrally)
- we assess and monitor the attainment of pupils to ensure equality of opportunity
- we provide a range of support strategies delivered by teachers and TAs in order to meet individual pupil's needs
- lessons are made accessible to all through a fully differentiated curriculum and by support
- pupils are actively involved in their own learning including the target setting process

- lessons develop an understanding and acceptance of difference
- assessment encourages and tracks the achievements of all pupils
- classroom behaviour is excellent, based on mutual respect
- homework contributes to the learning of all
- opportunities are available for all pupils to take part in activities outside the classroom
- staff develop and secure resources to support learning and participation and distribute these fairly to support inclusion
- pupils work collaboratively

### **Special Educational Needs and/or Disability**

This section is based on the guidance of the Special Educational Needs and Disabilities Code of Practice 0 to 25 years. It aims to promote a consistency of approach to meeting children's special educational needs, with a focus on preventative work to ensure that those needs are identified as quickly as possible and early action is taken. The legal framework for this policy is the Special Educational Needs and Disability Regulations 2014. We aim to identify children with special needs and disabilities at the earliest opportunity and ensure that the appropriate support is in place to support learning.

### **Principles**

- A child with SEND should have their needs met where possible
- The views of the child should be sought and taken into account
- Children with SEND should have full access to a broad, balanced and relevant education
- Parents and carers will be invited to work in partnership with the school to address the needs of pupils with special educational needs

### **Roles and Responsibilities**

The SLT and SENCo have overall responsibility for all inclusion issues ensuring the school meets its statutory and moral obligations. The SENCo plans, monitors, reviews and manages the support provided for children on the SEND register. The SENCO is responsible for the day-to-day processes and procedures, supporting teachers and TAs in meeting the needs of children. The SEN Governor liaises with the SENCO to monitor how the needs of all children with SEND are met. The SENCo takes responsibility for Inclusion and is also responsible for meeting the medical needs of the pupils in collaboration with the school nurse.

All teachers will work to implement this policy and take the major responsibility for planning to meet the needs of their pupils on a day-to-day basis (with reference to IEPs and external advice). The SENCo will ensure that requirements set out in the Code of Practice are being met.

This will be achieved by:-

- Liaising with and advising colleagues
- Reviewing SEN data
- Monitoring the records of all pupils with SEN
- Liaising with the parents of children with SEN
- Contributing to and arranging INSET for all staff
- Liaising with external agencies/professionals
- Writing I.E.Ps with teachers and support staff
- Regular meetings with parents to discuss progress and any new needs
- Seeking the views of children on the SEND register

## **Admission Arrangements**

Children are admitted throughout the school in accordance with Greenwich's admission policy which states that those with SEND, where appropriate, should be given priority for a place.

Parents are encouraged to visit the school prior to application and to state clearly on the forms special needs their child may have.

## **Access**

Our large and light classrooms are easy for pupils with SEND to work in and have enough space for wheelchairs and mobility aids. They also have sufficient space for individual work stations e.g. for those with ASD who need a stimulus-reduced environment.

The ground floor of the school is accessible to children with physical disability via ramps and we have toilets adapted for disabled access. If we have children who cannot manage the stairs to the 1<sup>st</sup> floor, we move their class bases to the ground floor. Nearly every classroom has an intervention room attached and the school has a sensory room and sensory circuit. We ensure that equipment used is accessible to all children regardless of their needs and provide additional or different furniture e.g, chairs, cushions and other equipment according to individual children's needs.

## **The Graduated Approach (see Appendix 1)**

The Code of Practice's graduated approach is a model of action and intervention to help children who have SEND. The approach recognises that there is a continuum of Special Educational Needs. Where necessary, increasingly specialist resources will be made available. Effective provision for children with SEND involves a continuous cycle of planning, teaching and assessing. SEND information follows the child from the Foundation Stage to Primary and then to Secondary School.

## **Identification, Assessment and Provision for SEN**

The 2014 Special Educational needs and Disabilities Code of Practice for 0 to 25 states that:

*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.*

There are four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

We also consider other factors which are not SEN but may impact on progress and attainment:

- Disability ( the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Additionally identifying behaviour as a need will no longer be an acceptable way of describing SEN but an underlying response to need.

### **Allocation of resources**

We aim to use resources to support TAs and to provide appropriate resources for use with individuals or small groups of children.

The effectiveness of resources and the manner in which they have been deployed are regularly monitored and evaluated by the SENCo.

### **Identification and Assessment Arrangements and Review Procedures**

*The SEND Code of Practice 2014 states:*

*6.38 In deciding whether to make special educational provision, the teacher and SENCo should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.*

### **Identifying the Need**

Observations are made in the first term for each child in the Early Years Foundation Stage to inform baseline assessments of individual's skills, knowledge and ability. We believe that early identification of a child's individual needs are essential so that necessary provision may be made to support the child's progress as soon as possible.

When a Class Teacher or parent expresses a concern about a child's development, the SENCo is informed. The Class Teacher gathers information and documents SEND concerns. The SENCO then decides whether the child's difficulties require special educational provision to be made and a meeting is held with parents to discuss this.

A transition plan is put into place for children joining the school with identified special educational needs and/or disabilities. The child and parents are invited to visit the school to identify the provision necessary for the individual child. Meetings are then held with members of the class team to plan the provision for the individual pupil.

### **Assessment**

At Morden Mount, teachers continually assess children's learning. Each half-term, every child has an assessment made in reading, writing and mathematics. The information gathered is used to monitor progress against EYFS and National Curriculum level descriptions and informs future planning. Pupil progress meetings with the SLT and SENCo ensure that response to underachievement is swift and robust.

When there is no longer any cause for concern, the child will be removed from the SEND register in consultation with parents.

### **Procedures at Morden Mount**

The child's name is entered on the SEND Register or on a Monitoring list after the school SEND Concern Sheet has been completed and discussed with SENCO or after the concern has been raised at a Progress Meeting. Parents will be consulted straight away if the school is considering putting the child on the SEND register.

## School Support

The SENCO will advise Class Teachers on teaching/management strategies and inform them of available resources. Usually, the needs of children on the SEND Support register will be met through structured differentiation in the class, supported by intervention strategies. SEND support is primarily delivered by class teachers and teaching assistants, through differentiated teaching methods. The SENCo takes a leading role in collaborating with the Class Teacher and parents with support from **outside agencies** when necessary to meet the children's needs. Targets will be agreed between the SENCo and specialists after more detailed assessments are carried out to establish specific areas of difficulty.

## Education and Health Care Plans (EHCPs)/ Statemented Provision

A statement of Special Educational Needs is drawn up stating the Special Educational Provision to be made for the child. The LA may provide extra funding to the school and the child is supported both in class and individually by a TA according to their perceived needs. All adults working with the child liaise to ensure curriculum tasks are adapted to incorporate any extra guidance provided from outside agencies. Every statement is reviewed annually or after 6 months in the Early Years Foundation Stage. At this review, the child's progress is considered in light of the targets set. The special provision made for the child is discussed and evaluated. If it is thought the statement should be maintained, new targets are agreed for the coming year. Parents' comments are sought and reports circulated two weeks before the annual review. The views of the child are always sought and recorded before the review and it is good practice where possible for the child to be present at the review.

Statements will be transferred into Educational Health Care Plans within the next three years.

*9.2 The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:*

- establish and record the views, interests and aspirations of the parents and child or young person*
- provide a full description of the child or young person's special educational needs and any health and social care needs*
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations*
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes*

SEND Code of Practice: 0 to 25 years July 2014

Where a child has a high level of special educational needs an individual pupil profile will be developed in collaboration with the child and parent/carers. Outcomes will be set and monitored through the assess, plan, do, review approach (see appendix 1). Following this cycle a Team around the Child (TAC) meeting will be take place if a child's needs

require a higher level of support. The profile will then be used to begin the process of a statutory assessment of special educational needs.

### **The Inclusion File**

An Inclusion File will be kept for each class. In the Inclusion File there is a list of all vulnerable groups in the class including Pupil Premium children. There will be a section for each child who has special educational needs. Information contained will include up-to-date:-

- Individual Education Plans for those children with Statements/ EHCPs and Reviews
- Other SEND information e.g. reports from outside agencies
- Medical information and care plans

Individual pupil files will be stored in the SENCo's office and updated regularly. They will also now include a chronology of intervention, assessment, outside agency involvement, records of any interviews, discussions and phone calls.

### **Confidentiality**

The confidential nature of special needs meetings, case conferences, TACs or children's records are understood by all staff members. It is also understood that should any report be written on a child the parents must be enabled and encouraged to have access. We would consider it good practice to give parents a copy after discussing it with them. Nothing should be written that would not be shared with the parents/carers.

### **Arrangements for providing access to pupils with SEN to a balanced curriculum**

At Morden Mount, we believe that all children have the right to participate in the full range of activities on offer at the level appropriate to their development.

It is our intention to meet the needs of all children attending the school through a structured system of planning, assessment and record keeping linked to the National Curriculum. Children with SEND will have access to the curriculum through carefully planned activities provided to encourage meaningful learning. Some children will receive extra teaching support according to their level of need. Whenever possible, support will be classroom based. However, it may be necessary to withdraw small groups of children to provide specific skill based teaching.

### **Equal Opportunities**

We believe that it is important that children with SEND are able to take a full part in and are encouraged to contribute to all aspects of school life. The planning is designed to include the children within the class whilst meeting their needs. Our Equal Opportunities Policy clearly states that we encourage mutual respect and equal access to the curriculum subject to appropriate modification.

### **Governing Body**

Through monitoring the operation of the policy, the governors must make sure that:

- The necessary provision is made for pupils with Special Educational Needs and Disabilities
- Pupils' needs are communicated to all involved teachers
- Teachers are aware of the need to identify and respond to SEND
- There is a policy for pupils with Special Educational Needs and Disabilities
- The policy is and SEND information report is published on the website for parents/carers to access
- Special Educational Needs and Disabilities do not unreasonably restrict integration and there is an appropriate balance



A member of the Governing Body is identified at the first Governors' Meeting in the Autumn Term, as the current designated SEND Governor. Regular meetings will be held with the SENCO and the SEND Governor to monitor the successful implementation of the school's Special Needs Policy.

### **INSET**

The SENCO and SLT will assess training needs in relation to whole school development, providing an appropriate programme for both teaching and non-teaching staff. The SENCO attends training sessions in order to fulfil the requirements of the Code of Practice.

### **Outside Agencies and Voluntary Organisations**

The school has established links and makes use of a wide variety of outside agencies including:

- Educational Psychology Service - an educational psychologist visits the school to assess children and give advice about provision, strategies and resources generally and for specific individuals.
- Attendance Advisory Service – visits the school regularly to work with parents and pupils re punctuality and attendance
- Behavioural Support Team – offer additional assessment, advice and support to children with significant social, emotional and behavioural difficulties, especially those at risk of exclusion.
- STEPs - assess children for dyslexia, provide advice, support and training to TAs on programmes for those with dyslexia and significant learning difficulties
- The sensory service – advice and equipment for class teachers and TAs working with visually or hearing impaired children.
- ASD Outreach service – provides advice and set up programmes for children diagnosed with autism
- CENMAC – provide advice and lend equipment such as special type-writers and computers for children who have motor difficulties
- School Nursing Service – works in liaison with the SENCO, testing and providing information on children's hearing, sight and physical well-being; drawing up medical care plans for children with medical needs; and liaising with local doctors and consultants about children medical needs and conditions
- Speech and Language Therapy Service - the school receives support from a therapist 4 times each term. They work with and assess children, set targets, suggest resources, write and monitor programmes for us to deliver,
- Child and Adolescent Mental Health Service – offer family therapy work with children and their parents
- Portage – works with very young children with significant learning difficulties and their families on early developmental skills
- Occupational Therapists – they assess, support and give advice about programmes for children with physical disabilities, especially dyspraxia
- Social Care – we liaise closely with social workers involved with our children

### **Mainstream and Special Schools & Transfer Arrangements**

The school has close working links with:

- local primary schools through the local SENCO cluster
- local secondary schools via their SENCOs and an annual transfer meeting
- local special schools through the STEPS, contacts with the ASD outreach service, and through the Behaviour Support Team (PRU)

All records and information is passed onto the next school prior to secondary transfer and as soon as we know about other transfers to ensure continuity of provision. We also request information from feeder schools as soon as a child is registered with us.

### **Other related Inclusion Policies and documents**

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Looked After Children
- Child Protection
- Anti-Bullying
- Supporting pupils at school with medical conditions
- Confidentiality
- Admissions

### **Supporting Parents and their families**

Parents can refer to the following link regarding Royal Greenwich's local offer for Special Educational Needs.

[http://www.royalgreenwich.gov.uk/info/8/specialeducation\\_needs-co-ordinated\\_support\\_plan/1427/local\\_offer](http://www.royalgreenwich.gov.uk/info/8/specialeducation_needs-co-ordinated_support_plan/1427/local_offer)

Parents can also refer to the school website to see the schools SEND information report. The SENCO can provide parents with information about how to contact other agencies to support the family and pupil. Additionally it is the SENCOs responsibility to ensure that SEN children are able to access exams, other assessments and support pupils and their families at transition times: across key stages, class to class and to another school.

### **Anti-bullying**

The school has strict anti-bullying procedures to ensure all pupils are safe and happy to come to school. The school does not tolerate bullying in any form. Please refer to the schools anti-bullying policy.

### **Complaints Procedure**

In the event of a parent being dissatisfied with the school's response or provision they should make a complaint, in writing, to the headteacher, following the procedure laid down in the prospectus. If parents are dissatisfied with a LEA decision they should first discuss this with the headteacher or the LEA caseworker. If agreement is not possible they can appeal to the SEN Tribunal - full details can be found in the SEND code of practice 0-25 years July 2014 available online. Impartial liaison between the school and LEA can also be made by the Parent Partnership Officer for Greenwich

## Appendix 1

### Graduated approach to SEND identification

