



Morecambe Bay Community Primary School

Special Educational Needs and Disability (SEND) Policy September 2022

SENCO-
(Special Educational
Needs Coordinator)

Mrs Jessica Capstick
Senior Leadership Team
Completed National Award for SEND Coordinator 2016
mrsjcapstick@morecambebay.lancs.sch.uk

This policy has been reviewed and updated in line with the SEN Code of Practice 0.25 2014 and Equality Act 2010.

Section 1: Mission Statement

At Morecambe Bay Community Primary School all children are valued and achievement is celebrated.

Philosophy:

At Morecambe Bay Community Primary School we believe that every child is entitled to a curriculum that: -

"Enables them to reach the highest levels of achievement possible, that develops the whole child by catering for their social, emotional, physical, intellectual and moral development and encourages purpose, resilience, independence, and community responsibility in a caring and secure learning environment."

We believe that school: -

- Should be a place that is exciting and stimulating, yet stable and secure.
- Should be a place where individual children and their backgrounds are respected.
- Should help each other to understand that a part of personal growth is the need to recognise the rights of others.
- Should foster the development in each child a set of moral values.
- Should help each child to develop some understanding of the world in which he or she lives.
- Should develop in each child appropriate attitudes towards learning, a desire to learn and a curiosity about the world.
- Should assess pupils' achievement against their own learning and be uplifting and positive.

Section 2: Objectives

In order for all pupils, including those with SEN, we will: -

1. Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.

- a. We will ensure both pupils and parents are involved in their learning through the use of intervention logs and pupil/parent consultations with their class teacher.
- b. We will encourage children to review and evaluate their learning and targets regularly to increase their responsibility.

2. Ensure good working relationships with parents, carers and the community.

- a. We will communicate effectively with parents to ensure they are involved in setting targets with their child and can support their child at learning at home.
- b. We will ensure parents can access any information they need in relation to their child's progress.

3. Ensure that school offers a broad balanced and differentiated curriculum that is accessible to pupils with Special Educational Needs and promote high standards of attainment and achievement.

- a. We will ensure children are working regularly on their intervention log targets.
- b. We will continually review and add to our extensive bank of SEND resources and ensure they are accessible to all staff.
- c. As part of the whole school monitoring and evaluation, consider effectiveness of curriculum offered to pupils with Special Educational Needs.

4. Ensure that the learning needs of pupils with Special Educational Needs are identified and assessed as early as possible, and their progress is closely monitored.

- a. Regularly assess all children, including those new to the school, to identify those who need Special Educational Needs provision.

5. Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of Special Educational Needs pupils.

- a. High Quality Teaching will meet the needs of all children in class.

- b. Both teachers and teaching assistants will contribute to the monitoring and assessing of targets.

6. Ensure that the school liaises with outside agencies and special schools effectively to meet the needs of staff and pupils.

- a. We will continue to regularly ensure written and/or oral communication is effective between outside agencies and the class teacher.
- b. Ensure we will continue to regularly assess support and guidance from outside agencies to support children with SEND.

Section 3: Identifying SEND

We will monitor and review the progress and development of all children throughout every year to ensure that if a child is behind expected levels or expected progress, we can assess the child's needs. Although, this may not mean the child has a SEND or Special Educational Needs provision, identification will ensure this is considered. At this point we will also consider the needs of the whole child, that is any other factors that may be affecting the child's attainment or progress.

This could include: -

- Disability
- Attendance and punctuality
- Health and welfare
- EAL (English as an Additional Language)
- Being a Looked After Child
- Being in receipt of Pupil Premium Grant

Where a child has a sufficiently greater difficulty in learning than his peers or a disability that prevents or hinders them from accessing provision in school we will look at the specific needs of the individual child and provide the necessary interventions.

We will consider the children's needs within line of the four areas of need identified in the Code of Practice: -

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

As a school, Morecambe Bay Community Primary School acknowledges the importance of recognising need at the earliest point and making effective provision to meet this need. It is also recognised that the Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once high quality personalised teaching and interventions have been tried and reviewed to meet their area of need. It is only at this point a child will be entered on a SEND register.

Please see APPENDIX 1

Section 4: A graduated approach to SEND support

Please see 'Morecambe Bay's Pathway' in Appendix 1 to see our graduated response to identified pupils.

1. Once a child has been identified as being significantly behind their peers or expected progress we will first ensure high quality teaching is effectively used to differentiate the curriculum, outcomes, delivery and support for the child with a multi-sensory approach.
2. When reviewed, if the high quality teaching is not meeting the needs of the child and expected attainment or progress, with the help of the SENCO, a suitable intervention is identified alongside the parents and child. A pupil passport (ASSESS, PLAN, DO) will be completed to inform everyone who works with the child of their needs and learning preferences.
3. The intervention will be regularly reviewed (REVIEW) and analysed with the teacher, parent and child.

We will decide to: -

- Increase the frequency of the intervention
- Increase the intensity of the intervention
- Change the intervention and try an alternative

Interventions include those specifically for children with SEND and interventions offered to children throughout the school. The child's area/s of need will determine the intervention.

- 1:1 numeracy/literacy support
- Intervention log
- Booster Groups
- Social Groups
- IDL intervention
- Speech and Language interventions
- Movement groups
- Communication and interaction interventions
- 1:1 mentoring
- Nurture Group
- Art/play therapy
- Moving Up Club
- Homework Club
- Family support
- Parent Groups etc.

- Outside agency support

Intervention targets will be set according to the individual child's needs. They will be reviewed regularly alongside the parents and child and progress when needed, not at set times in the year.

We use the provision map and intervention logs to keep records of the impact of interventions used for each child. The child has ownership of these logs and contributes to them.

The SENCO will monitor intervention logs once a month to ensure that provision for each child is correct. The SENCO will feed this information back to the headteacher and SEND Governor on a regular basis.

When additional support is needed from outside agencies, the SENCO will make the referral and seek the parent's support and opinions. These interventions are monitored in the same way as the in-house interventions.

A high level of intervention will continue.

If the child's needs cannot be met within the schools budget the SENCO will begin to support all staff involved to apply for an Education, Health Care Plan.

Morecambe Bay Community Primary School recognises that teachers are accountable for the progress of ALL pupils in their class, even when teaching assistants or specialist staff support pupils.

We value the importance of consistently updating our staff's knowledge of SEND.

Section 5: Criteria for exiting the SEND register

The SEND register is fluid in our school. If a child has closed the gap and an intervention is no longer needed, they will be removed from the SEND register. This does not mean children will not be supported in other ways.

Section 6 Supporting Pupils and Families

The Local Authority Offer is a helpful document for children with Special Educational Needs and disabilities and their families. It can be found at www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx

Our school SEND Information Report can also be found on our school website or a paper copy can be requested at the school office.

Admissions

Pupils with SEND are admitted to Morecambe Bay Community Primary School in line with the school's Admissions Policy. The school is aware of the statutory requirements of the Children's and Families Act (2014) and the Equality Act 2010, and will meet those requirements. The school uses its induction process to work closely with parents and carers and to identify children with Special Educational Needs requiring additional provision.

When the school is alerted to the fact a child may have difficulty in learning it makes every effort to collect all the relevant information and plan a suitably differentiated curriculum. Following the admission of children from other schools during the year, any information that can be ascertained regarding their Special Educational Needs is followed up and an induction procedure implemented for monitoring their progress and ensuring inclusion. The SENCO shares information with class teachers and support staff to make sure that children with Special Educational Needs joining our school from elsewhere are integrated successfully. Assessments will be carried out if necessary and an intervention log with targets will be created.

Parents

We at Morecambe Bay Community Primary School value and recognise the important lead role that parents provide for their children. The involvement of parents is crucial. Class teachers and the SENCO will liaise with parents through: -

- An open door policy which means staff are available daily

- Parent evenings
- SENCo drop in mornings
- SEND open mornings where parents can work with their child.
- Annual reviews for children with Education Health and Care Plan (EHC) Plans.
- Weekly newsletters.
- Parental Questionnaires.
- Governors Report
- Homework
- Home Reading Record where general comments are welcome from parents.
- Teaching staff available on the yard before and after school for informal exchange of information.
- Appointments can be made with any member of staff at a mutually convenient time before or after school.

Our schools policy on managing medical conditions of pupils can also be found on the school website or a paper copy can be requested at the school office.

We acknowledge that transition from year to year; key stage to key stage or to a new school can be very stressful for a child. We will always do our best to ensure a transition plan is put into place when necessary to support each child.

Section 7: Supporting pupils with medical conditions

Morecambe Bay Community Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some will also have Special Educational Needs (SEN) and have an Education Health and Care Plan (EHCP). In these cases the school will follow the Special Educational Needs and Disability Code of Practice 2014.

Pupils' medical needs may be broadly summarised as being of two types: -

- a. Short term, affecting their participation in school activities whilst they are on a course of medication or treatment.
- b. Long term, potentially limiting their access to education and requiring extra support and care.

Aims

- To support pupils with medical conditions, so that they have full access to education, including physical education and educational visits.
- To ensure that school staff involved in the care of children with medical needs are fully informed and adequately trained by a professional in order to administer prescribed medication or carry out procedures
- To comply fully with the Equality Act 2010 for pupils who may have disabilities or Special Educational Needs.
- To write, in association with healthcare professionals, individual Care Plans where necessary.
- To respond sensitively, discreetly and quickly to situations where a child with medical conditions requires support.
- To keep, monitor and review appropriate records.

The full policy can be found on the school website or be requested at the school office.

Section 8: Monitoring and Evaluating SEND

A review of the SEND element of the school improvement plan takes place each year. New targets are discussed at a staff-training day where all staff and Governors attend.

The SENCO also reviews and evaluates the impact of SEND provision regularly alongside the Senior Leadership Team, Headteacher and the SEND Governor.

Further to this the school also evaluates the success of the policy in the following ways: -

- Tracking progress of individual SEND children to ensure appropriate interventions are in place.
- Evaluating whole school and cohort specific data.
- Listening to parents views and evaluating Parental Questionnaires.
- Listening to pupil's views.
- Regularly evaluating the impact of strategies and interventions.
- Liaising with staff involved with the child.
- Termly Pupil Progress meetings between the SENCo and class teacher.
- Evaluating targets met in intervention logs.
- Evaluating targets at annual review meetings for children with an Education Health and Care Plan (EHC) Plan.
- Listening and adhering to advice and/or support from outside agencies.
- SEND self-evaluation audits.
- Community views.
- Advice from our school advisor.

Our evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

The SEND policy will be reviewed annually.

Section 9: Training and Resources

The Governors will ensure that they are kept fully aware of their statutory responsibilities by attending training sessions and receiving information and updates from the Headteacher and SENCO via the SEND Governor.

The SENCO keeps up to date about SEND issues through attendance at training and cluster meetings. In addition the SENCO will develop her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies. The SENCO will work closely alongside her assistant to ensure knowledge is shared.

Class teachers, support staff and Teaching Assistants need to develop a wide range of SEND knowledge and skills to meet the needs of all children.

Class teachers are kept up to date by the SENCO through informal meetings, staff meetings and INSETS.

Teaching Assistants attend regular TA meetings that provide in house training as well as training from outside specialists.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO or SENCO assistant to explain the systems and structures in place around the schools SEND provision and practice, as well as discussing the needs of individual pupils.

Areas of staff training are identified by the needs of pupils, the School Improvement Plan and individual aspirations.

SEND provision is funded through the SEND money received in school. For the children with an EHC Plan top up money is provided by the Local Authority to help the school meet the needs of the individual child.

Local Links

The school liaises with a number of outside agencies to ensure children with SEND are supported. The SENCo organises regular cluster meetings to network with other local schools.

Consent is sought from parents before a referral is made. Information is discussed and shared with parents and relevant staff.

Education Services

- Inclusion and Disability Support Service (IDSS) (Specialist teachers).
- IDSS Educational Psychology Services.
- Acorn Psychology.

- School SENDO- Barbara Marsden.
- School Advisor- Paul Duckworth.
- Stepping Stones Short Stay School.
- Attendance Officer.
- SEND IAS (Special Education Needs and Disability Information, Advice and Support Team)
- Local specialist schools.
- Liaise with a range of local primary schools.

Health and Social Services

- School Nursing Team.
- Longlands Paediatric Child Health Service.
- Speech and Language Service.
- Physiotherapist Services.
- On site family support worker.
- Occupational Therapy Services.
- Child and Adolescent Mental Health Services (CAMHS).
- Children and Family Wellbeing Service.

Section 10: Roles and Responsibilities

Morecambe Bay Community Primary Schools Governing Body has identified a SEND Governor, Mrs Janet Alexander, to have oversight of the SEND provision in our school ensuring that the Governing Body is kept informed of how the school is meeting statutory requirements.

The SENCO is Miss Jessica Christie who is responsible for managing the schools SEND work and keeping the Governing Body Informed about the schools SEN provision. Miss Rosie Hancock assists the SENCO in her role and specialises in creating Individual Positive Support Plans and supporting children with Social and Emotional Difficulties. Mrs Zoe Kyles also supports the SENCO in her role.

The responsible Designated People for Safeguarding are Mr Simon Smith (School/Home liaison) and Mrs S. Collingwood (Headteacher).

The member of staff responsible for managing medical needs of pupils is Miss Jessica Christie.

Section 11: Storing and managing information

The confidential nature of SEND information is fully recognised at Morecambe Bay Primary School. Please see the GDPR policy which is available on the school website or at the school office for further information.

Section 12: Accessibility

Morecambe Bay Community Primary School is situated on one site on Station Road, Morecambe.

- The school is one building with two levels.
- Ramps are located at each entrance on the ground floor.
- A lift is located in the middle of the school for access to the first floor.
- There are disabled toilets throughout the school on both levels.

Morecambe Bay Community Primary School strives to ensure that pupils and parents can access the school fully and is committed to making sure the requirements of the Disability Equality Act are implemented across the school.

The school Accessibility Plan has identified and prioritised areas of need. A full copy of the plan can be obtained from the School Office.

Resource and specialist equipment are used where needed and due consideration made for pupils whose disability may demand adjustments (For example giving more time to complete a task). Advice from outside agencies and specialists will be sought and implemented as necessary.

Members of staff are made aware of any special or modified provision put in place for a pupil.

Every effort is made to ensure all children have access to all the opportunities available at Morecambe Bay Community Primary School.

Section 13: Dealing With Complaints

The complaints procedure for SEND mirrors the schools standard complaints procedure that is available from the School Office.

Should any parent or carer have a concern about the special provision made for their child they should, in the first instance, discuss it with the class teacher.

If the concern continues then the class teacher and the SENCO will work together with the parents to resolve the issue.

If the concern cannot be resolved a more formal meeting with the Headteacher, SENCO, class teacher and parent or carer should be arranged to discuss a plan of action to resolve the issue

If there is still no acceptable outcome, the parent or carer may wish to involve the SEND Governor or The Chair of Governors.

During the procedure the parents or carer are informed about the service offered by SENDIAS to support parents and the support offered by the schools SENDO should this be appropriate.

Section 14: Bullying

At Morecambe Bay Community Primary School we believe all pupils, especially those who are vulnerable, are entitled to learn in a supportive, caring and safe environment without the fear of being bullied.

It is made clear that bullying is wrong and that bullying behaviour is not tolerated.

For further information and to see our Bullying Policy on the school website or ask for a copy at the School Office.

APPENDIX 1

Morecambe Bay Community Primary School SEN Pathway

