



Special Educational Needs and Disabilities Policy

Policy Leader:	Jess Capstick (AHT & SENDCO)	Date:	June 2025
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This policy complies with the statutory requirements laid out in the SEND Code of Practice 2015 and has been written with reference to the following documents:

- Equality Act 2010
- Schools SEN Information Report Regulations
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Section 1: Mission Statement

At Morecambe Bay Community Primary School, every teacher is a teacher of every child, including those with SEND. We are committed to working together with all members of our school community to support achievement for all children. We aim to create an inclusive culture in our school so that all children make the best progress possible, regardless of their individual need. We believe all children should receive high quality teaching which is flexible to ensure adaptations can be made to meet the needs of individuals. Our whole school monitoring procedure includes monitoring teaching and learning as well as the progress of all learners.

We are very lucky to have a SEND unit which we call 'The Cove'. The Cove is a classroom for children with communication and interaction needs. Children need an EHCP (Education, Health and Care Plan) to attend The Cove and places are allocated by Lancashire County Council. The children in The Cove integrate with the rest of school to different levels.

To read more about The Cove, please see individual policies on our website.

Section 2: Objectives

For all pupils, including those with SEN, we will: -

1. Identify pupils with SEN as early as possible;
2. Identify pupils who are underachieving and the reasons for this;
3. To put relevant and impactful intervention in place;
4. Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school;
5. Ensure good working relationships with parent, carers and the community;
6. Ensure that school offers a full, broad and balanced curriculum with high quality teaching for all;
7. School will maintain appropriate records and monitor the progress of all pupils
8. Ensure that the school liaises with outside agencies to meet the needs of pupils 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 require 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
- Being a child of service man/woman

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: -

- Cognition and learning
- Communication and interaction
- 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 to the 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.

Wave 1 – High Quality Teaching

At Morecambe Bay Community Primary School, high quality teaching that has been adapted for individual children, is the first step in supporting children who may have SEND.

At Morecambe Bay we understand this as:

- Building on the children's prior knowledge and skills;
- Active learning;
- Scaffolding/Modelling;
- Adaptations for individual need;
- Communication;
- Direct teaching of cognitive strategies.

The progress of children is continually assessed and reviewed.

The decision to make Special Educational Needs Provision and add a child to the SEND register involves the class teacher, SENDCo and other members of the Senior Leadership Team. The information about a child's progress is considered; assessments, teacher assessment and high-quality teaching adaptations.

Parents and children will be involved in the decisions about their needs and future support.

Children may access provision that is above and beyond that of their peers in order to support them to achieve (Wave 2 and 3).

Wave 2 – Targeted Intervention

- May run in the classroom or outside of whole class learning;
- Are teacher led and delivered by a teacher, HLTA or teaching assistant;
- Small groups with specific targets to help children make progress;
- Interventions will be named on the child's TLP and parents informed;
- Interventions will be monitored by the school leadership teams.

Wave 3 – Specified Individual Support

Specific 1-1 interventions which will be led by specialist teachers or other agencies. This includes children with an EHCP (Education Health and Care Plan).

School may liaise with a range of external agencies and professionals to ensure they effectively meet the needs of children with SEND. These include:

- Speech & Language Service;
- Specialist Teachers;
- Physiotherapy;
- Occupational Therapy;
- LA Educational Psychology Service;
- Acorn Psychology;
- Stepping Stones Short Stay School;
- IEST.

All teachers are responsible and accountable for the progress of their pupils including those who require additional support from teaching assistants and specialist staff.

Section 5: Managing the SEND register

The SENDCo (Mrs Jessica Capstick) is responsible for keeping the SEND register up to date.

Every class teacher is responsible for evidencing progress and this is reviewed at least termly alongside the senior leadership team.

TLPs (Targeted Learning Plan) are used to evidence adapted provision for children on the SEND register.

A child will be exited from the SEND register when they are able to make progress within the adapted whole class high quality teaching, i.e. they do not need anything above and beyond what is offered to the class as a whole.

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 welcomes pupils irrespective of their ability. 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/adapted 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 a TLP (Targeted Learning Plan) 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 SENDCO will liaise with parents through: -

- An open-door policy which means staff are available daily at drop off and pick up
- Parent evenings
- SENDCo 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.
- Parental Questionnaires.
- Governors Report
- 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.

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 effectively 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 pupils' views.
- Regularly evaluating the impact of strategies and interventions.
- Liaising with staff involved with the child.
- Termly Pupil Progress meetings between the SENDCo, class teacher and SLT.
- Evaluating targets met in on TLPs.
- Evaluating outcomes 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.

Areas of staff training are identified by the needs of pupils, the School Improvement Plan and individual aspirations (appraisals). Training is put in place in response to these discussions. Resources are identified to meet individual needs through regular review of pupil attainment and progress.

Funding -

All mainstream schools are provided with resources that they can use to support those with additional needs, including those with SEND. Most of these resources are determined by a local funding formula discussed with the local school's forum.

Schools have an amount defined within their overall budget, called the national SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality support.

For those children with an Education Health and Care Plan, additional funding (top up) is provided by the Local Authority to help the school meet the child's individual needs by implementing the provision in their EHCP).

Section 10: 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.

Documents are held electronically and are password protected.

Section 11: 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 on both levels of the school.

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.

Section 12: 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 regarding the education of their child with SEND they should, in the first instance, discuss it with the class teacher or the SENDCo (Mrs Jessica Capstick).

If the concern cannot be resolved a more formal meeting with the Headteacher, SENDCO, 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 carers.

All complaints will be dealt with sensitively and with the child's needs and care at the heart of our work.

Section 13: 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, see our Bullying Policy on the school website.



APPENDIX 1

MORECAMBE BAY COMMUNITY PRIMARY SCHOOL

SEND GRADUATED RESPONSE

