**Morton Primary School’s SEND Information Report.**

All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND) ‘Building futures together’

Morton Primary School aims to lay the foundations for life-long learning, so children become successful young adults who embrace the challenges ahead. We are here to make a difference, to inspire, nurture and encourage children to be the best they can be.

Key People:

Head Teacher – Mr K Flint

SENCO – Mrs J Ward

SEND Governor – Mrs L Baines

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Statements, GRIP or Education, Health and Care Plans, and those without.

We have effective management systems and procedures in place for SEND, taking into account the current Code of Practice (Jan 2015)

* We have successful communication between teachers, children with SEND, parents of SEND children, Teaching Assistants who run groups and outside agencies
* We acknowledge and draw on parents’ knowledge and expertise in relation to their own child
* We are committed to developing the knowledge and skills of all the staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality
* We ensure that consideration for SEND crosses all curriculum areas and all aspects of teaching and learning.

There are many types of SEND for which we are able to adapt our provision to meet the child’s needs. Please see the different types below.

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| **Cognition and Learning** | **Sensory and/or physical needs** |
| SPLD | Specific learning disability | VI | Visual impairment |
| MLD | Moderate learning difficulty | MSI | Multi-sensory impairment |
| SLD | Severe learning difficulty | PD | Physical disability |
| SEMI | Social, emotional, mental health | HI | Hearing impairment |
| **Communication and Interaction** | **Other difficulty/disability** |
| SLCN | Speech, language and communication needs | NSA | SEN support, but no specialist assessment of type of need. |
| ASD | Autistic Spectrum Disorder |  |  |

**How do we identify children who may have an SEN need?**

* Partnership working is very important in helping to ensure that any child who transfers to our setting with additional needs of any kind has their needs identified quickly and accurately. This allows us to plan for a successful transition to school and we work very closely with our local pre-school and with parents and other professionals to ensure that this partnership working is in place.
* The teacher or SENCO will liaise with parents and any previous education providers and will attend any relevant meetings prior to that child starting school, to ensure that the school has a clear understanding of every child’s needs and to ensure a smooth transition is made.
* All children entering the school in the reception year are assessed to form a baseline of attainment. If necessary a further assessment of their communication needs or physical needs will be carried out in liaison with outside agencies e.g. speech and language therapy or health services.
* If a parent has a concern about their child either when they start school or as they are progressing through the school then we listen carefully to their views and monitor the child carefully, before deciding how to proceed forward. Teachers make careful observations of the children in their class and are encouraged to raise any concerns with the SENCO/parents at the earliest opportunity.
* Pupil progress reviews are held every term where we track all children and their progress and identify those who are not making expected progress. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.

**What provision is made for children with SEN whether or not they have an Education Health Care Plan (ECH)?**

* All children identified as benefiting from intervention/support are monitored against the progress they are making; this is normally at the termly pupil progress reviews attended by the headteacher / SENCO and class teacher.  Not all children who would benefit from intervention/support are identified as SEN and often a short period of intensive support is all that is needed to boost the child’s learning and ensure that they are not falling behind with their learning.
* However, if it is felt that further support is required, a meeting is then set up with parents to discuss the assessments that have been carried out and to work out a plan of what we would like to achieve before the next assessment point, how we achieve this, when the work will take place and by whom. We also encourage and record how parents can help and support at home. The SENCO/Head teacher reports regularly to our Governors about the progress of children who require SEN support.

**What are the school’s arrangements for assessing and reviewing progress of children with SEN?**

* Where a child is deemed to need additional support in order to close the attainment gap a suitable intervention is chosen. A judgement is made as to the effectiveness of the intervention at the pupil progress meeting with class teacher and the headteacher / SENCO. A decision will be made, together with the parents and child, as to whether to try an alternative approach, continue with the current programme of support or if the child has made sufficient progress that a support plan is no longer necessary.

**What is the school’s approach to teaching children will SEN?**

* We are a fully inclusive school and strive to ensure that all pupils achieve their full potential. All lessons are differentiated to meet the needs of all children in the class. Children may work in small ability groups or when necessary in a 1:1 situation. Interventions are carefully chosen and matched to the children’s needs and the effectiveness of these is monitored regularly throughout the year.

**How does the school adapt the curriculum and learning environment for children with SEN?**

* The curriculum and teaching sequences are adapted to meet the needs of the individual child and their different learning styles. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of the children e.g. displaying visual timetables; alternative methods of recording; supported learning.

**What additional support for learning is available to pupils with SEN?**

The school provides various interventions/support that meet the individual needs of the children. This is detailed in the school provision map. Children who may require higher levels of support have access to appropriately trained support staff and individual plans. The school works closely with staff from SSSEN, Speech and Language Therapy service, Occupational Therapy service, Physical Therapy Services, CAMHs, Autism Outreach, Behaviour Support, Educational Psychology, School Nurse and Doctor and also Family Support Workers. Parents also have support from [Parent Partnership](http://www.derbyshireparentpartnership.co.uk/).

**How will my child be included in activities outside the school classroom including school trips?**

All children, regardless of needs, are included in all school trips or enrichment activities. Parents are informed about the nature of the trip and the identified learning intentions and if appropriate, are invited to participate in them with their child if they are at all concerned.  All trips are assessed for accessibility and to ensure that all children can participate in the activities as fully as possible. This includes our regular local environment trips as well as topic enhancing trips and residential trips. All school trips will be risk assessed and if appropriate a behaviour risk assessment will take place to accommodate children with behavioural issuses.

**What support is there for my child’s overall well-being?**

The emotional and social development of all children is very important to us at Morton Primary School. The children regularly take part in mixed age-group activities and enjoy being part of mixed-age group classes. We have regular buddy sessions where children are mixed across the whole school, regardless of additional need or ability. Any child can put themselves forward to join the School Council or become a Mini-Leader.

When it is thought that a child needs additional support with their social and/or emotional development then we are able to offer social skills groups or 1:1 work following expert advice e.g. Educational Psychology programmes. We are committed to a wide range of programmes and have a team of highly skilled TA’s who are trained to run programmes including the Derbyshire **Positive Play** scheme and running **Nurture** sessions.

All the school staff are trained in administrating specialist medication such as EpiPens or asthma inhalers. If a child requires short-term medication from a prescription then arrangements can be made through the school office for the medicines to be administered in school to ensure that children are able to attend school.

**Who can I contact about Special Educational Needs at Morton Primary School?**

The Special Needs Co-ordinator (SENCO) is **Mrs Ward,** but you can also talk to any member of staff who will try to help and point you in the right direction.

You can contact Mrs Ward via 01773 872360, ringing up to make an appointment or emailing

headteacher@morton.derbyshire.sch.uk

**What specialist services and expertise are available at or accessed by the school?**

When a child with additional needs starts at the school we endeavour to ensure that all staff have up to date training for the specific needs of the child, for example dealing with diabetes, specific communication skills eg visual timetables or physical handling skills. All staff have regular training to ensure that they are up to date Safeguarding and know exactly what to do if they have any concerns about the welfare of a child.

The school also works closely with other professionals such as our MAT team and Specialist Support for Special Educational Needs (SSSEN), Speech and Language Therapy, CAMHs, Autism Outreach, Behaviour Support and we have access to other advisory services such as the Support Service for Physical Impairment, the Hearing Impairment Service and Visual Impairment Services.

**How accessible is the school both inside and outside?**

The school is fully accessible throughout with disabled facilities available. All play zones are accessible by wheelchair.

**How are parents involved in the school?**

All parents are actively encouraged to be partners in their children’s education through; informal discussions with their class teacher or any member of staff.

**What are the arrangements for consulting children with SEN about, and involving them in, their education?**

All children, regardless of SEN, are aware of their next steps to their learning. Children have targets that are shared, discussed and worked through with members of staff providing the additional support. The children who do have special educational needs are invited to give their feelings about their progress in the review meetings which are held throughout the school year.

**What are the arrangements for parents of children with SEN who may wish to complain about the provision?**

Parents who wish to complain are strongly encouraged to initially speak to the Headteacher regarding their complaint. If the issue cannot be resolved at this level or the complaint is regarding the SENCO or Headteacher (who are the same person) then the parent would be directed to the Chair of Governors and the school’s Complaints policy and procedure. The school has a published complaints procedure which is available to all.  Parents can also obtain support and advice from [Parent Partnership](http://www.derbyshireparentpartnership.co.uk/).

**How does the school/governing body involve health, social services, LA support Services, and others in meeting the needs of children with SEN and supporting their families?**

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague to support the child’s academic and social progress. The school and Governing Body will use its knowledge of The Local Offer in order to find the best possible support for a child. Mr Flint is the school’s Designated Safeguarding Lead (DSL) and Mrs Ward is the deputy Safeguarding Lead.  We also have a Governor with responsibility for Safeguarding (Tina Chipp) and a Governor with responsibility for SEND (Tina Chipp).

**What are the school’s arrangements for supporting children with SEN in transferring between phases of education?**

Every child, regardless of need, has a planned transition between year groups and between key phases of education. The SENCO and class teachers meet regularly to plan for individual transitions and have strong links with our local pre-school and with our feeder school (Tibshelf Community School).  Transitions may require any of the following:

* Consultation with parents/carers discussion how we can best meet the emotional needs of the child
* Consultation with the teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child
* Consultation with the next placement of education, liaison and familiarisation of personnel
* A transition timetable to be drawn up and shared between parents/carers and child to include: Opportunities for the parents/carers to meet with the staff at the school that the child is moving to, opportunities for the child and parents/carers to have several supported visits to the new placement and a transition booklet to be created if required to be referred to and used during the summer break.

**Where is the Local Authorities Local Offer published?**

[Derbyshire Local Offer](http://www.derbyshiresendlocaloffer.org/) is available on the [Derbyshire Special Educational Needs Information](http://www.derbyshire.gov.uk/education/schools/special_educational_needs/default.asp) site.  Both links will take you straight there.

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| Approved by: |
| K. Flint | Headteacher | Date: | 7th February 2020 |
| S. Watson | Chair of governors | Date: | 7th February 2020 |
| Review date: | Spring Term 2021 |