

## 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 – Mrs E Thornhill  
 SENCO – Miss K Allen  
 SEND Governor – Mr N Morrissy

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.

<b>Cognition and Learning</b>		<b>Sensory and/or physical needs</b>	
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
<b>Communication and Interaction</b>		<b>Other difficulty/disability</b>	
SLCN	Speech, language and communication needs	NSA	SEN support, but no specialist assessment of type of need.
ASD	Autistic Spectrum Disorder		

## **How does Morton Primary School 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 class teacher and SENCO will liaise with the previous school/pre-school settings.
- 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.
- When teachers first identify a pupil as needing additional support they will plan and differentiate appropriately and log the extra support in place on Provision Map. The support will be shared with parents/carers and the SENCO. The support will be assessed, reviewed and adapted and updated on Provision Map.

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

- The Code of Practice describes how help for children with Special Educational Needs should be made by a step by step approach or 'graduated response'. The graduated response recognises that children learn in different ways and can have different kinds of levels of SEN. Specialist expertise may be brought in to help the school with the difficulties that a child may have. We will inform parents as soon as we start giving extra or different help to your child due to their special educational needs. Help may be needed through a graduated response for a short time or for several years, perhaps even through a pupil's whole education. Help for pupils with SEND will usually be in the classroom, sometimes with the support of other adults and occasionally with outside specialists.

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

- When teachers first identify a pupil as needing additional support they will plan and differentiate appropriately and log the extra support in place on Provision Map. The support will be shared with parents/carers and the SENCO. The support will be assessed, reviewed and adapted and updated on Provision Map.
- As a school we track and analyse the children's' progress in learning against national expectations and age-related expectations on a termly basis.

- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at EYFS to Year 6, using a variety of different methods. Please ask the school if you require any further details.
- The Head Teacher and SENCO report regularly to the Governing Body. We have a governor who is responsible for SEND, who meets with the SENCO and attends briefing sessions.

### **What is the school's approach to teaching children with SEN? How does the school adapt the curriculum and learning environment for children with SEN?**

- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. 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.
- Where appropriate the SENCO alongside the class teacher will implement strategies advised by outside specialists involved in your child's support.
- The class teacher, alongside the SENCO will discuss a child's needs and what support will be appropriate regarding equipment, time allocated to tasks or other adult support.
- All pupils as well as those with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. talking tins, concentration stations or adapted equipment.

### **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 SSEN, 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.

### **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.
- A risk assessment is carried out prior to any off site activity to ensure that everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

## **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 administering 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 **Miss Allen**, 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 Miss Allen via 01773 872360, ringing up to make an appointment or emailing

[headteacher@morton.derbyshire.sch.uk](mailto: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 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 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](#).

### **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. Mrs Thornhill is the school's Designated Safeguarding Lead (DSL) Miss Allen is the deputy Safeguarding Leads. We also have a Governor with responsibility for Safeguarding (Hayley Bramley) and a Governor with responsibility for SEND (Nick Morrissy).

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

- We encourage all new children to visit the school prior to starting so they can meet their new teacher and take a look around the school environment.
- We can take photographs of key people and places and write 'social stories' with/for the children if transition is likely to prove challenging.
- For children starting in EYFS, the class teacher along with the Headteacher holds a meeting for parents in addition to planning visits to the school in order to help children, parents and staff get to know each other.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher. These can be adapted and personalised to suit your child's needs.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

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

[Derbyshire Local Offer](#) is available on the [Derbyshire Special Educational Needs Information](#) site.