

Morgans Primary School



Inclusion and SEND Policy

Adopted: by FGB November 2017

Next Review Date: October 2018

Introduction

At Morgans Primary School, we believe that educational provision is about equal opportunities for all learners regardless of their age, gender, educational needs, disability, race or social or cultural background. We are an inclusive, nurturing school, providing the best possible learning opportunities for all of our pupils to **enable** them to achieve the best possible outcomes. All staff have high **expectations** of all learners and provide quality first teaching, differentiated learning opportunities and appropriate levels of support. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. Participation of pupils with special educational needs is most likely to be achieved by delivering **engaging** learning for all pupils. Pupils identified as having special educational needs will receive the support and provision that is required to **empower** them to achieve the best possible educational, social and emotional outcomes for their futures.

As a school, we recognise that provision for children with SEND (Special educational needs and disability) is a whole school matter and strive for children with SEND to enjoy the same level of success, achievement, opportunity and self-esteem as other pupils.

A Nurturing School

Morgans are members of the National Nurturing Schools Programme, and use the six principles of nurture practise:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of well being
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

We believe that Morgans will benefit from showing our commitment to developing an ethos and culture that is inclusive, nurturing, therapeutic and supports everyone in and associated with the school.

Pupils benefit from the approach that supports them in their specific needs while delivering teaching and learning in a way that all can access. The pupil is at the heart of the school focus, and their learning is understood developmentally.

Parents and carers benefit from being involved and welcomed in the school and in seeing the improvement in the children's learning, behaviour, confidence and attendance. A better outcome for their children both in and out of the school and classroom.

Staff benefit from focusing on their pupils and a more balanced measure of outcomes for individual pupils ensues.

Definition of SEND (Special educational need and disability)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: Has a significantly greater difficulty in learning than the majority of others the same age, or Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *(DfE Special educational needs and disability code of practice: 0 to 25 Years, January 2015)*

Identification of Need

At the point in which a child is identified by the class teacher as needing special educational provision, parents and the school Inclusion Team will become involved. Provision will then be put into place to support the pupil and regular assessments will be carried out to measure the impact of adaptations made to the pupils learning opportunities. All forms of support will be reviewed regularly. In particular we pay close attention to the progress and provision of the following groups of learners who may be at risk of underachievement:

- girls and boys
- minority ethnic and faith groups
- Travellers, asylum seekers and refugees
- learners who need support to learn
- English as an additional language (EAL)
- learners with special educational needs (see broad areas of need listed below)
- learners who are disabled
- those who are higher attainers
- those who are looked after by the local authority (CLA)
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

Areas of Need

These four broad areas of need give an overview of the range of needs which will be planned for. Identification helps us to decide which support and provision will be most beneficial to an individual child's educational progress.

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

(DfE Special educational needs and disability code of practice: 0 to 25 Years, January 2015)

Good Autism Practice

The school uses guidance from The Autism Education Trust and promotes the following three principles.

- Focus on difference and not deficit.
- Have high expectations and promote positive attitudes to autism.
- Focus on securing learning goals that are meaningful to the pupil and which will support positive life outcomes in the future.

The Inclusion team

Headteacher / Inclusion Leader (INCO)	Mrs Alis Rocca
Assistant Head / Inclusion Leader (on maternity leave)	Mrs Ally Chadwick
SENCo with specialism in Early Years	Mrs Rachel Amos
SEMH support worker (Mental Health Lead)	Mrs Lisa Williams
SEMH support worker (Autism and Speech and Language Lead)	Miss Lauren Howell
SEND Nurturing Schools Lead	Mrs Amelia Hanham
SEND Nurturing School Practitioner	Mrs Claire Robinson
SEND Governor	Ms Jan Wood
SEND Governor	Mr Andrew Noon

All members of the school staff are part of the SEND team available to support your child.

Provision

High Quality Teaching - Engage, Enable, Empower, Expect

All teachers are able to make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers. As a school we provide a curriculum which challenges and meets the needs of all pupils ensuring that all learners reach their full potential. Some pupils may be identified as excelling in a particular curriculum area. Teachers are skilled at adjusting their teaching to suit differences in learning and will ensure that effective learning is taking place for all pupils and that enrichment and extension activities are provided when required. Opportunities for effective learning and teaching for all pupils can take place through:

- Developing lifelong learners through the teaching of our **7 Learning Powers**
- An **engaging** and relevant curriculum
- A stimulating and meaningful learning environment
- The use of collaboration and group work
- **Empowering** children to formulate questions
- Working both co-operatively and independently
- Experiencing success to gain self-esteem and self-confidence
- Building resilience through encouragement to take risks and experience setbacks
- **Enabling** children to take responsibility for their own work and encouraging them to value the work of others
- Discussions between teachers and children communicating high **expectations** and standards
- A therapeutic and nurturing approach
- Use of technology for learning

Targeted SEN Provision

If additional support is needed beyond class provision, our SEND support takes the form of a four part cycle known as the **graduated approach – Assess, Plan, Do, Review**.

Assess – A clear analysis of the pupil's needs is identified.

Where a parent or teacher identifies that a pupil needs further provision to support their developmental needs, they will be referred to the Inclusion Team for assessment. The class teacher, working with the Inclusion Team, carry out a detailed analysis of the child's strengths and needs. This draws on a range of evidence such as teacher's assessments, progress and attainment, the views and experience of the parents, the pupils views and if relevant, advice from external support services. Children with SEND may be identified at any point in their school journey. We aim to ensure that the child and parent/carer are involved throughout.

Assessment tools used by the school include:

- Teacher assessment of academic subjects
- Observations of the child
- Single word reading and spelling assessment
- Sandwell early numeracy test

- Reports from outside agencies (e.g. Speech and Language Therapist, Educational Psychologist etc.)
- Boxhall profiling
- Speech and Language screening tools
- Strengths and Difficulties Questionnaire
- Fine and gross motor skill assessment tool

Plan – Support and interventions are planned in order for the child to meet their identified outcomes .

The parent, the child, the class teacher and a member of the inclusion team will plan strategies and set goals to help support the child. This will be recorded on a Pupil Passport, which gives a holistic view of the child.

Do – Inclusion Team will support the class teacher and learning support assistants with planned provision as outlined on the Pupil Passport. Strengths and Difficulties of the pupil will continue to be assessed.

Review – Interventions and support will be reviewed to ensure that they are having an impact on pupil's learning. This will be evaluated and adapted accordingly.

Pupils and parents will be involved throughout the stages. In addition to this approach, we will continue to:

- Provide a broad, balanced and differentiated curriculum for all children
- Focus on ensuring that children make small steps of progress towards their personal targets in order to achieve their outcomes
- Ensure that all pupils with SEND are monitored regularly and adjustments made swiftly to ensure they make good progress, relative to their starting point
- Monitor the needs and progress of all children
- Ensure that the provision for children with Special Education Needs and Disabilities is the responsibility of all members of staff
- Have an inclusive admissions practice which provides equality of access and opportunity
- Check that our physical environment is as far as possible suitable for children with disabilities
- Work closely with any other agencies and may choose to form a Team Around the Child, using Early Support or Common Assessment Framework
- Provide person centred approaches to all planning and provision
- Provide children that need to be absent from school for extended periods of time, e.g. travellers, suffering long term illness them with learning materials so they may continue their learning,
- Input all relevant information into our school provision map that outlines the provision in place for all pupils including; intervention programmes, pupils at risk of underachievement and special adjustments
- Support pupils with an identified area of need which follows the four part cycle as outlined in the SEND Code of Practice 2015

- Follow a graduated approach to identifying SEND with frequent reviews, specialist involvement and intervention support that is well matched to the needs of the child.

Education, Health and Care Plans

Where a child has not made expected progress despite the school's efforts, parents and the school may consider requesting an Education, Health and Care needs assessment. The school will then collect a range of evidence to support this application and parents will be involved in the whole application process.