



SEND Policy and Information Report

Reviewed Spring 2020

1. Aims

Our SEND policy and information report aims to:

- Provide accessible information for parents, staff and other stakeholders about SEND provision at Morgans
- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. How does the school define SEND?

A pupil has SEND (special educational needs and disabilities) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils or young people of the same age by mainstream schools (*DfE Special educational needs and disability code of practice: 0 to 25 Years, January 2015*).

3. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the pupils and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

4. Roles and Responsibilities

4.1 Who is the SENCO and what is their role?

The SENCO (special educational needs and disabilities coordinator) is Miss Charlotte Malin.

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the main point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps up to date records of all pupils with SEND

4.2 Who is the SEND governor and what is their role?

The SEND governor is Mrs Sue Jones.

She will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 What is the role of the headteacher?

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 What are the roles of class teachers?

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Ensuring all pupils are supported appropriately within the classroom environment in order to facilitate progress
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4.5 What should I do if I have concerns about my child?

Parents with concerns about their child should always share these concerns with the class teacher as soon as possible. This can be done at parent consultation evenings, by making an appointment via the school office, or by emailing the school office, who will then forward your email to the class teacher. The class teacher will then discuss with parents how their child may be/is being supported within school (see sections 4.4 and 5.2 for further information).

5. SEND Information Report

5.1 What kinds of SEND are provided for?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties, etc.
- Cognition and learning, for example, specific English or Maths difficulties, moderate global learning difficulties, etc.

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, etc.

5.2 How do Morgans School identify pupils with SEND and assess their needs?

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 How are pupils and parents involved in planning for SEND?

We will have an early discussion with the pupil and their parents when identifying whether they require special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Pupils'/Parents' concerns are taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be recorded and given to parents.

5.4 How is progress towards outcomes assessed and reviewed?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review (APDR)**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

For many pupils with SEND, this cycle will be ongoing and discussions will also take place at parent consultations during the school year.

For some pupils with either a wide range of additional needs or profound learning difficulties, provision will be discussed more formally and an Assess, Plan, Do, Review (APDR) document will be created and shared with parents. This will be reviewed at APDR meetings, which take place at the end of each academic term.

For individual pupils with an Education, Health and Care Plan (EHCP), an annual review meeting will be held to respond to guidance from professionals and the pupil's changing needs.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

For many pupils with SEND, handover between teachers at the end of the academic year or Key Stage will take place in scheduled meetings where strategies and best practice will be shared. This includes handover to Secondary settings, where Year 6 teachers meet with staff from the pupils' new school.

If a pupil has an APDR or EHCP document, the final review meeting of the academic year in July should be held with both the current teacher and the next year's teacher to ensure support is in place from the start of the next academic year.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

In addition to a wide range of resources and strategies being employed within the classroom, a number of interventions take place across the school.

For many pupils, these interventions will be delivered by the class teacher, who knows the needs of the pupils and is best positioned to match provision to these needs.

For some pupils with specific learning needs, teaching assistants will deliver the following interventions, which may be recommended by professionals from external agencies:

- Clicker Docs
- Precision Monitoring
- Teaching Reading Using Games (TRUGs)
- Blanks Questioning
- Colourful Semantics
- Whizzy's Words
- Understanding Calculation and Number (UCAN)

For a small number of pupils with exceptional needs, teaching assistants will support pupils on a 1:1 basis within the classroom when this is recommended within an EHCP.

We work with the following agencies to provide support and advice for pupils with SEND:

Speech and Language

Charlotte Brinicombe/Laura Frost - NHS speech and language therapists who are assigned to work with our pupils.

James Dickinson - specialist speech and language teacher who supports children with more profound difficulties.

Specific Learning Difficulties (SPLD)

Leah Caselton - specialist advisory teacher for SPLD, including all Maths and English related difficulties.

Educational Psychologist - provides advice for individuals for whom the strategies listed in sections 5.6 and 5.11 have not been successful.

SEND Outreach

Alison Lindsell - specialist advisory teacher from Amwell View, can provide individualised or small group advice/training for a range of SEND.

ADHD Nurse

Ruth Beets - ADHD Nurse, for children who already have a diagnosis of ADHD.

Behaviour/SEMH Support

Rivers - behaviour support team who provide support for children when in-school behaviour support strategies such as STEP therapeutic behaviour approaches, Lunch Club, Roots and Fruits and Risk Management Plans have not been effective.

Step 2 - this agency works alongside CAMHS and is the first stage in providing intervention and support for children with mental health needs.

CAMHS - Children and Adolescent Mental Health Support, for when Step 2 intervention has not been sufficient to meet the child's needs.

Family Support Worker

Sam Urquhart - family support worker who works with the pupil and their family to support with needs at home.

NHS

School Nursing Team, Hearing Impairment Advisor, Visual Impairment Advisor, Neurological Impairment Advisor, Occupational Therapy - all these teams contribute expert reports to support the school to make necessary adjustments to support pupils.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by providing resources to support with tasks, providing different tasks where appropriate, grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Who is responsible for SEND at Morgans?

SENCO	Miss Charlotte Malin
Assistant Head (Pupil Premium Lead)	Mrs Ally Chadwick
Inclusion Manager (Mental Health Lead)	Ms Lisa Williams
Inclusion Manager (Autism Lead)	Miss Lauren Howell
SEND Nurturing Schools Lead	Mrs Amelia Hanham
SEND Governor	Mrs Sue Jones

5.9 How is the effectiveness of SEND provision evaluated?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term through teacher assessments
- Holding regular pupil progress meetings with a focus on SEND pupils
- Reviewing the impact of interventions as each objective is taught
- Monitoring by the SENCO
- Using APDRs and Insight Tracker to measure pupils' progress
- Using APDRs to record the views of pupils and their parents

- Holding termly reviews for pupils with more complex needs

5.10 How are SEND pupils supported to engage in activities available to those in the school who do not have SEND?

All of our extra-curricular activities are available to all our pupils, including our before-and after-school clubs, provided that appropriate provision can be made in order to meet the needs of all pupils.

School trips, including residential visits, are discussed with parents and necessary adaptations made. An 'Individual Risk Assessments and Additional Support' form may be completed to facilitate some pupils' participation. We endeavour to include all pupils in all curriculum visits; however this may not always be possible within the risk assessment framework.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

For further information on admissions arrangements for disabled pupils and the school accessibility plan, please see the 'Statutory Information' section of the school website.

5.11 How does the school support pupils' emotional and social development?

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

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

The school follows the Hertfordshire Steps therapeutic approach to positive behaviour management.

The school's Inclusion Managers, Ms Lisa Williams and Miss Lauren Howell, lead the provision of support for pupils to improve their emotional and social development in the following ways:

- Lunch Club nurture group
- Mindfulness lessons across Key Stage 2
- Mindfulness assemblies for pupils in Years 1-6
- Therapeutic interventions (1:1 or in small groups), such as:
 - Narrative bead therapy
 - Talking and drawing
 - Play therapy
 - Circle of friends
 - Mindfulness and meditation
 - Emotional check-ins

5.12 Complaints about SEND Provision

If you have a concern or wish to make a complaint, you can do this by telephone, in person or in writing (by letter or email). We hope that most complaints can be settled quickly and informally, either by putting matters right or providing you with an explanation. We encourage you to discuss any concerns with the class teacher, or the SENCO if appropriate. If, following this discussion the matter has not been resolved please refer to the school's Complaints Policy on our website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their pupils. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

5.13 What support services are available for parents of children with SEND?

<https://www.thecommunicationtrust.org.uk/>

Provides free resources and information for parents about supporting children with speech, language and communication needs.

<https://www.autism.org.uk/>

Provides a wealth of information and support for children and families living with autism.

<https://www.childautism.org.uk/>

Provides information about ABA (Applied Behaviour Analysis) and how this can be used to help children and young people with autism.

<http://www.thedyslexia-spldtrust.org.uk/>

<https://www.dyslexiamatters.co.uk/>

Provide information and resources to support children with specific English difficulties.

<https://www.dyscalculia.me.uk/>

Provides information and resources to support children with specific Maths difficulties.

<https://youngminds.org.uk/>

<https://www.healthyyoungmindsinherts.org.uk/>

Provide support and guidance for parents of children and young people with mental health needs.

<https://www.dyspraxiauk.com/dyspraxiafoundation.php>

Provides information and support for children and young people with dyspraxia, or with general fine and gross motor difficulties.

<http://www.add-vance.org/>

Provides support, guidance and resources for children and young people with ADHD, ADD and autism.

5.14 The Local Authority Local Offer

Our local authority's local offer is published here:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

6. Monitoring Arrangements

This policy and information report will be reviewed by the SENCO and SEND Governor **every year**, and feedback will be sought from the parents of pupils with SEND at Morgans School. It will also be updated if any changes to the information are made during the year.

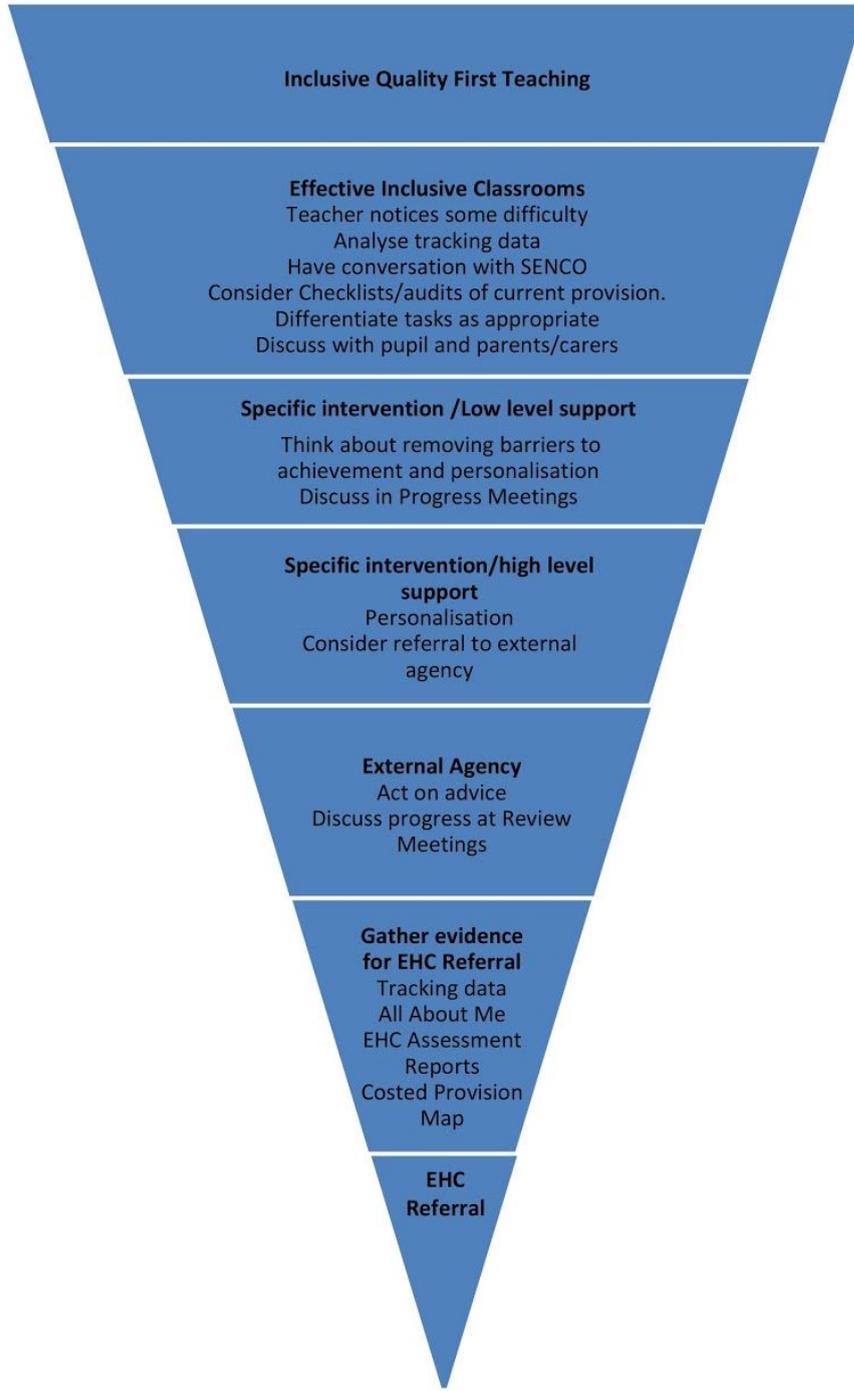
It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Assess, Plan, Do, Review at each stage



Exceptional support
Applicable to FEW pupils

Lots of additional support
Applicable to SOME pupils

Some additional support
Applicable to SOME pupils

No additional support
Applicable to ALL pupils