

SEN policy and information report

Morden Primary School



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1. Aims

Our SEN policy and information report aims to:

At Morden Primary School we welcome and value all children equally no matter what their special need or disability. We are committed to providing equal access for all children, to a broad and balanced social and academic curriculum, including the National Curriculum, and to the life of the school. It is our aim, therefore, that any pupil with a special educational need has that need identified and addressed as quickly as possible, to enable pupils with SEN to maximise their attainment and progress. We constantly work towards providing a safe, secure and structured environment where all children feel nurtured. We encourage all children to value their own achievements, and provide opportunities for the school community to acknowledge the achievements of all children. We understand that achieving our aims will require the full and active involvement of all staff, parents and children.

2. 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 Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The Inclusion Manager is Jim Carrington.

They will:

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

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN 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 SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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, pupils and parents to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that 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

- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment issues, anxiety.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing 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 SEN.

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.

In the first place, many children will be placed on our Monitoring stage where they will receive targeted support, before either moving onto the Special Needs register or being removed from our Monitoring stage. In some cases, and in agreement with parents, a child may move straight onto our Special Educational Needs register.

5.3 Consulting and involving pupils and parents

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

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- 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 added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

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

This will inform the child's Individual Education Plan. 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.

5.5 Supporting pupils moving between phases

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. Where possible, we will meet with the SENCO of the receiving school to share information and plan for transition. We will work with outside agencies (such as speech and language therapy) and secondary schools to prepare children for the transition, where appropriate.

5.6 Our approach to teaching pupils with SEN

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 SEN. This will be differentiated for individual pupils.

We will also provide the following interventions, where appropriate:

- Speech and Language therapy
- Fine motor skills interventions
- Gross motor skills interventions
- Interventions to help regulate sensory needs
- 1:1 support
- Social skills groups
- Language groups
- Smaller group teaching in core subjects
- Pre and post teaching
- Reading interventions, such as Inference Training, Perceptual Reading and 15 Minutes a Day
- Writing interventions, such as Write Away Together, dyslexia friendly strategies
- Jigsaw4U sessions
- ELSA (Emotional Literacy Support)
- Emotional regulation strategies eg 5 Point Scale
- Specific autism related strategies and interventions – eg Social Stories, Attention Bucket, Comic Strip Conversations, now/next cards
- Visual strategies – eg visual timetable, Communicate In Print

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 grouping, 1:1 work, teaching style, content of the lesson, working in areas with less visual/ noise stimuli 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 Additional support for learning

We have 17 teaching assistants who are trained to deliver a range of interventions.

Teaching assistants may support children on a 1:1 basis or in small groups. This will depend on the needs of the children and will often be informed by strategies identified by IEPs, outside agencies or a child's EHCP.

We work with the following agencies to provide support for pupils with SEN:

- CAMHS
- LBL (Language, Behaviour and Learning Team)
- MAOS (Merton Autism Outreach Service)
- Educational Psychology
- Occupational Therapy
- Community Paediatrics
- School Nurse
- Merton Early Years Inclusion Team
- Virtual Behaviour Team

5.9 Expertise and training of staff

Our Inclusion Manager has 11 years experience in this role. They work 4 days a week to manage SEN provision.

We have a team of 18 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in attachment and trauma, mental health, dyslexia and autism.

We use specialist staff for assessment and advice in speech and language, occupational therapy, behavior and learning.

5.10 Securing equipment and facilities

Where necessary, we will seek to secure equipment and facilities to support children's learning and access to the curriculum.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term, with parental and pupil input
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Meeting with outside agencies to discuss interventions and their impact

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability. The school has an accessibility plan which is available on the school's website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of clubs, including Sunshine Club, to promote teamwork/building friendships etc.
- Social skills groups and interventions
- Interventions to support emotional wellbeing and emotional regulation

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work with a range of other agencies (education, health and social care) to support the needs of SEND pupils and their families in our school. Where appropriate, we will discuss with parents when we feel that a referral to an outside agency would benefit the child or family. We will then work with the pupil, family and outside agency to get the best outcomes for the child.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy, which can be found on the school 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 children. 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

5.16 Contact details of support services for parents of pupils with SEN

Parents are welcome to seek support from the IASS (Information, Advice and Support Service) in their local authority. In Merton, they can be contacted on 0208 543 8854. Parents can also contact KidsFirst on 020 3963 0597

5.17 Contact details for raising concerns

If you or your child has a concern about SEN, you should contact the class teacher in the first instance, or the Inclusion Manager.

5.18 The local authority local offer

Our contribution to the local offer is: <http://www.morden.merton.sch.uk/Files/Curriculum/sen-local-offer1.pdf>

Our local authority's local offer is published here:

<https://directories.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0>

6. Monitoring arrangements

This policy and information report will be reviewed by the Inclusion Manager **every year**. 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
- Antibullying
- Behaviour
- Concerns and complaints
- Equality
- Equal Opportunities
- Supporting pupils with medical conditions