

Morpeth First School Special Educational Needs and Disabilities Policy

MISSION STATEMENT

Morpeth First School is a safe, kind and inclusive school where all children are treasured, courageous and empowered to be independent learners. We provide a high quality education for all pupils according to their needs and teach all children to develop attitudes of respect and responsibility.

General Objective

At Morpeth First School the emphasis is on a whole school approach. All staff accept responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches.

We therefore intend . . .

- ❖ To have regard to the Code of Practice on the identification and assessment of special educational needs.
- ❖ To follow the guidelines laid down by Northumberland County Council Education Authority.
- ❖ To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- ❖ That class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- ❖ Where a child is identified as not making adequate progress provision that is additional to or different from that provided as part of the school's usual differentiated curriculum will be given.
- ❖ To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.

- ❖ Where a child is identified as having special educational needs a Pupil Passport will be drawn up outlining each individual child's needs. Realistic targets will be set and these will be reviewed/evaluated regularly and involve the child, parent, teacher and any support services.
- ❖ Enhance self-esteem by setting appropriate targets and celebrating them when they are achieved.
- ❖ To use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or outside the classroom when appropriate.
- ❖ To include the child within the class, wherever and whenever practicable.
- ❖ Endeavour to use all resources appropriately and efficiently.

- ❖ Make full use of all the support agencies that have been made available through the LEA.

Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

- ❖ communication and interaction
- ❖ cognition and learning
- ❖ social, emotional and mental health
- ❖ sensory and/or physical

Identification and Assessment

"The law says that a child has special educational needs if he or she has:

- ❖ **a learning difficulty** (ie a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally); and if that learning difficulty calls for
- ❖ special educational provision (ie provision additional to, or different from, that made generally for children of the same age in local schools).

Whether or not a child has SEND will therefore depend both on the individual and on local circumstances. It may be entirely consistent with the law for a child to be said to have special educational needs in one school but not in another. (Excellence for all Children, DFEE, October 1997).

English as an Additional Language

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language or arise from special educational needs.

School Model of Assessment and Provision

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties the key test of how far their learning needs are being met is whether they are making adequate progress.

If a child's progress is below that expected of them the class teacher will provide interventions that are **additional to** or **different from** those provided as part of the usual differentiated curriculum offer and strategies.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- ❖ makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- ❖ shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- ❖ presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school
- ❖ has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- ❖ has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Following a meeting to review a child's targets and in consultation with parents a decision may be taken to request help from external support services, both those provided by the LEA and by outside agencies.

Education, Health and Care Plans

An EHC Plan is a legal document describing a young person's needs, the provision to meet those needs and the suitable educational placement. EHC Plans can continue into further education and training, and for some young people up to the age of 25. Plans are applied for by school through the council.

Children and young people with primarily health or care needs will not be issued with a plan, unless these needs impact their education.

School will provide 15 hours worth of funded support themselves to support children and young people who have special educational needs but do not have Education, Health and Care plans.

All families whose child has an EHC plan will have a right to request a **personal budget**. The personal budget will allow young people or parents to buy support identified in the plan directly, rather than relying on the local authority.

It is a requirement for the local authority to publish information about the provision it expects will be available for children and young people with SEND aged 0 – 25 years, both within and outside their local area. This is called Northumberland's Ordinarily Available Provision (OAP) and is available on the County Council Website.

<https://northumberlandeducation.co.uk/wp-content/uploads/2022/09/Northumberland-Ordinarily-Available-Provision-Guidance.pdf>

Individual Pupil Passport and Support Plan

This will be used to plan the interventions for individual pupils.

It is the structured planning documentation of the differentiated steps and teaching requirements needed to help the student achieve identified targets.

It should focus on up to three or four key individual targets and should include information about:

- ❖ the short term targets set for or by the pupil
- ❖ the teaching strategies to be used
- ❖ the provision to be put in place
- ❖ when the plan is to be reviewed
- ❖ success and/or exit criteria
- ❖ outcomes (to be recorded when reviewed)

Group Intervention Plan

When pupils in the same group, class or subject lesson have common targets and hence, common strategies a group intervention plan can be drawn up rather than producing individual documents for each child.

These documents are working documents and will be continually annotated, reviewed and monitored. However, the level of success or progress towards targets will generally be evaluated three times a year (Oct./Nov, Jan./Feb., April/May).

Class SEND Files

This is kept by the class teacher in the classroom and highlights children who need additional support/help over and above what the class teacher would normally be doing in meeting the needs within her class. It contains Pupil Passports, Target sheets and Group Intervention Plans and any other relevant information on individual children. If the teacher is away, this information should be offered to the supply teacher.

Medical Information

The school database is updated as and when information comes into school. Any major changes are passed on to the teacher straight away. Updated class medical information is passed on to the teacher every term.

However, a medical diagnosis or a disability does not necessarily imply SEND. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore, consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

The Role of the Support Team

The SEND team members include the SENDCo, classroom teachers, teaching assistants and specialist support teachers.

The SEND nominated Governor, meets regularly with the SENDCo to discuss SEND issues. The team will have regard to the Code of Practice. We will work closely with and support class teachers in the early recognition, assessment and testing of children. We will work closely with parents meeting as and when necessary.

We will regularly test and set new targets (long and short term) when appropriate and work with the named children within the class, a group or 1-1 as appropriate. We will plan reviews at least three times a year with the parents, child and class teacher.

The role of the SENDCO

- ❖ overseeing the day-to-day operation of the school's SEND policy
- ❖ coordinating provision for children with special educational needs
- ❖ liaising with and advising teachers
- ❖ managing learning support assistants
- ❖ overseeing the records of all children with special educational needs
- ❖ liaising with parents of children with special educational needs
- ❖ contributing to the in-service training of staff
- ❖ liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies
- ❖ attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- ❖ work closely with the nominated Special Needs Governor

- ❖ monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff.

Planning the Curriculum

It is vital that children with special needs do not have a narrow curriculum, particularly with the demands of the National Curriculum. Effective management, school ethos and the learning environment, curricular, pastoral and behaviour management arrangements can help prevent some special educational needs arising, and minimise others. Differentiation of learning activities within the curriculum framework will help us meet the learning needs of all children.

Exclusion from school

Occasionally, a child finds the following of our school rules very hard and continually behaves in an unacceptable way putting others or themselves at risk or disrupting others persistently. We will have worked closely with the parent/carer. The child may be excluded from school for a set number of days. The Chair of Governors is informed as is the authority. Parents are given reasons for the exclusion and contact numbers.

The SEND Register

The school maintains a SEND register which contains details of all children identified as having special needs. This is confidential. The register is continually being revised and updated.

Support Sources

We do not have any special unit attached to our school, but have access to and benefit from a wide range of support services and other agencies with whom we aim to work in partnership.

- ❖ Educational Psychology Service
- ❖ High Incident Needs Team (HINT)
- ❖ Northumberland Inclusive Education Service (NIES)
- ❖ Social Services
- ❖ School medical service
- ❖ Speech therapists
- ❖ Secondary school liaison
- ❖ Local nurseries
- ❖ Children and Young People' Service (CYPS)
- ❖ Police service

❖ SENDCO Cluster group (Central Area)

Governor responsible for SEND

The governor responsible for SEND together with the SENDCO/Head monitors the most efficient use of the SEND budget. They report back to the governing body and parents on the effectiveness of the policy.

Governor/Staff Training

We will continue to develop staff/governors expertise by making full use of courses provided by the Education Authority, National conferences and other agencies or INSET drawing on staff specialisation. The needs are identified by the individual, the SENDCO and through the School Improvement Plan. The school's Performance Management system will assist in highlighting training needs.

Partnership with Parents (all those with parental responsibility)

"Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them."

(Special Educational Needs Code of Practice January 2002 p.16)

We actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication. We will inform parents as soon as any concern is raised about a child, so that they are fully involved in the school based response for their child, understand the purpose of any intervention or programme of action, and can be told about the parent partnership service.

Partnership with Other Schools

The school liaises with all local feeder Schools in order to ensure the easiest possible transition from primary through to the secondary phase. Planning for transition for some pupils may start as early as Year 3 when, working with parents, individual visits can be arranged to help inform the correct placement for their child. In Year 4, the Year 5 tutor and/or the SENDCO visits our school for the transfer of information and to meet the children. The children have the opportunity to spend part of the day 'sampling' life in their new school. The Year 5 teacher and/or the SENDCO discuss each child plus relevant information is passed on. Occasionally, a child may need to visit more often in order to prepare more fully – this is usually a child with additional teacher support. We make flexible arrangements whereby the two can visit. All records – assessments, records of achievement and SEND records are passed on. If a Year 4 child holds an EHCP, a review is held in the Summer Term to bring together the family, child and all staff/support services involved. The strengths and areas of concern are looked

at as are the needs of the child. The possible new School is also invited to attend. The wishes of the parents are considered carefully. The Area Special Needs Officer will guide and suggest a placement where the child's needs can best be met.

When a child transfers to another primary school, special school or unit, records are forwarded within 15 school days of the child ceasing to be registered at the school to ensure minimum disruption in educational profession and progress. The school always offers the SENDCO as a person to contact if further information is needed.

Complaints Procedure

Parents/carers are asked to speak to the class teacher or SENDCO in the first instance. The SENDCO will handle any complaints about the SEND provision in school, under the school Complaints Policy. The school complaints procedure is available on the school website – www.morpethgoosehill.org.

The Use of Information Communication Technology

ICT is a very useful tool for all children, but can be an invaluable resource for a child with learning difficulties. Once again, peer group or independent use is encouraged. Word processors and specific programmes are used in all areas of school. All children learn about the importance of e-safety and staying safe online.

This policy is due for monitoring – SEPT 2026