



Special Educational Needs & Disability (SEND) Policy Morice Town Primary Academy

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1. Introduction

Morice Town Primary Academy provides a broad and balanced curriculum for all children, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Some children have barriers to learning that mean they have special needs and require particular action by the school. These children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

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 (see SEN Information Report)
- Also; please see our Equality Policy 2018, Accessibility Policy Nov 2018 downloadable directly from our website, along with our link to the local offer <https://www.plymouthonlinedirectory.com>

This policy also complies with our Reach South Academy guidelines.

3. Aims and objectives

The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

4. Definitions

A pupil has SEN 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 children or young people of the same age by mainstream schools.

5. Educational inclusion

At Morrice Town Primary, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions.

6. Special Educational Needs

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. Children may work in small groups, or in a one-to-one situation. This support may happen within or outside the classroom.

The school works closely with parents and carers in the support of those children as they have much to contribute to our support for children with special educational needs.

7. Roles and responsibilities

7.1 The SENCO

The SENCO is Xanthe Bulley

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
- Record strategies used to support the child in the form of an Individual Education Plan (IEP) and share this with parents when reviewed and updated.
- Ensure the school keeps the records of all pupils with SEN up to date

7.2 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
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7.3 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

7.4 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 to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

8. Assessment

Early identification is vital. The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation. A Record of Concern form is completed and shared with parents.

The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process. The SENCo works closely with parents/carers and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

9. Monitoring and review

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers to draw up Individual Education Plans (IEPs) for children. The SENCO and the headteacher hold regular meetings to review the work of the school in this area.

The governing body reviews this policy at least 3 yearly and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

10. Complaints

Procedure

At Morice Town Primary Academy School, parents are encouraged to bring any concerns initially to the attention of the child's class teacher. If concerns persist the parent may refer it to the SENCO and thereafter to the Head Teacher. Where difficulties are unresolved the complainant should follow Reach South's complaints policy, available on their website.

Parents of children with special needs are always made aware of PIAS (Parent Information and Advice for SEND) www.plymouthpias.org.uk/ should they need additional support or advice.

January 2019

**Reviewed on an annual basis, next
review January 2020**