



## SEND Information Report

### Special Educational Needs and Disabilities at Morpeth First School

At Morpeth First School we:

*M*otivate and challenge children to achieve their full potential

*O*rganise high quality teaching and learning within a stimulating environment

*R*espect diversity, appreciate uniqueness and emotional development

*P*romote independence, resilience and initiative within an inclusive setting

*E*ncourage creativity and an interest in lifelong learning

*T*ogether nurture children to be confident, respectful citizens

*H*arness positive partnerships between home, school and the local community

**The community of Morpeth First School believes in developing potential, personal success and maturity within a happy, safe and caring environment by 'Learning Together and Growing Together.'**

#### **School Aims**

In such an Inclusive Community of Life Long Learners we aim:

- *To work together as a community with a shared purpose to create a secure, safe, warm and caring environment that encourages and recognises respect for all.*
- *To create a welcoming and stimulating learning environment within which children can confidently learn.*
- *To promote professional relations and respect between all the school's stakeholders so modelling a positive attitude for our children.*
- *To be committed to inclusivity and equality of access to learning for all.*
- *To achieve high standards through high expectations of behaviour and learning.*
- *To make learning explicit by sharing the highest quality of teaching, ensuring all children improve their performance and achieve their potential.*
- *To deliver a broad, balanced, relevant and creative curriculum which provides all children with an exciting range of experiences and opportunities in which to realise their own goals.*
- *To involve Pupil Voice in decisions about curriculum choices and learning so motivating children to be life long learners across a range of stimulating themes of self interest.*

- *To enable children to develop excellence in communication skills and become self motivated and active citizens with a sense of ‘belonging’ and responsibility within their community.*
- *To develop children as creative thinkers and effective problem solvers.*
- *To help children to develop a balanced, happy, emotionally mature and healthy lifestyle in order to form positive relationships, develop a concern for others and respect different peoples’ beliefs, races and cultures.*
- *To ensure parents are fully involved in their child’s learning and all aspects of school life.*
- *To create active partnerships in the community, to foster good relations and enrich children’s experiences.*

At Morpeth First School we strive to support all of the children in our care to enable them to achieve at the highest levels possible. We understand that quality teaching is vital if children are to learn effectively and successfully. However there are some occasions for some children when further support is necessary to help them achieve their targets. If this happens we will provide additional help and support for each child as they develop through their learning journey at Morpeth. We will discuss this with parents and devise an individualised learning plan for the child. These are reviewed with parents/carers and children each term or as and when necessary. The process for meeting children’s Special Educational Needs must be flexible so that all needs can be recognised and met. Depending on the category of Special Educational Need, other professionals such as those from the Health Service may be involved in supporting the child. Morpeth First school employs the services of specialist teachers from Northumberland Education Inclusion Service [LIST] to offer support and advice for those children who require additional support above that provided by quality, differentiated classroom teaching.

Miss Laura Taylor is the school’s Special Educational Needs and Disabilities Coordinator [SENDCo] she is responsible for the operation of the SEND Policy and coordination of specific provision made to support individual children with SEND. Miss Taylor liaises with staff to monitor the pupil’s progress and plan further interventions where progress is slower than expected.

We regularly have contact with a wide range of external agencies that are able to give more specialised advice when pertinent.

Our school Governor with responsibility for Special Educational Needs is Mrs Caroline Ash.

Our process follows guidelines in the “Special Educational Needs Code of Practice”. This presently has several stages, initially school based and then involving external specialists if/when required.

Liaison with parents plays an important part in the process for meeting children’s Special Educational Needs. We value the help and support that parents can give us and appreciate them sharing any problems a child may have had previously or during their time with us. Should a parent have concerns about the progress of their child, they should discuss them with the class teacher. If there continues to be a concern then this should be brought to the attention of the Special Educational Needs and Disabilities co-ordinator (SENDCo) Miss Laura Taylor.

[A copy of the full SEN policy is available on request.](#)

The school has access to various organisations that can offer additional support to parents of children with Special Educational Needs. A great deal of help is available from the Local Education Authority, Social Services and the Health Service.

**There are many SEN terms that are abbreviated below is a glossary of the most used SEN terms.**

EWO	Educational Welfare Officer
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity
ASD	Autistic Spectrum Disorder
ESD	Emotional & Social Difficulties
EHA	Early Help Assessment
CAMHS	Child & Adolescent Mental Health Service
CYPS	Children and Young People's Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
EHC	Education Health Care Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
SaLT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs and Disabilities Co-ordinator

SpLD	Specific Learning Difficulty
VI	Visual Impairment
HI	Hearing Impairment

## Current SEN Updates:

### What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years [Known as 'Ever 6 FSM'] Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel.

### Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals [FSM] and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

### Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

### How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers.
- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract Pupil Premium.

## Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Governments' commitment to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs [SEN], including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: progress and next steps by:

- Replacing statements and learning difficulty assessments with a new birth to 25 Education Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring Local Authorities to involve children, young adults and parents in reviewing and developing provision for those with special educational needs.

#### How does Morpeth First School know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child;
- limited progress is being made;
- there is a change in the pupil's behaviour or progress.

#### What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns
- If you have concerns then contact Miss Taylor who is the SENCO.

#### How will I know how Morpeth First School support my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- These interventions will be recorded on the school provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO.
- Occasionally a pupil may need more expert support from an outside agency such as the Speech Therapist, Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

- The Governors of Morpeth First School are responsible for entrusting a named person, Mrs Sandra Bell to monitor Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

#### How will the curriculum be matched to my child's needs?

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, they will be given a personalised learning program. Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCo termly, or as and when necessary. These will be discussed with parents and a copy given to them.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

#### How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings.
- Your child's class teacher will be available at the beginning and end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.

#### How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child.
- Miss Taylor may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

#### What support will there be for my child's overall well-being?

Morpeth First School offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

Members of staff such as the class teacher, teaching assistants and SENCO are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out. Nurture groups are ran in the Early Years and both Key Stages for those children needing them.

### Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff receive epipen training via the school nurse.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.
- All staff have basic first aid training including paediatrics

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Child Protection Advisors
- Educational Psychologist. An Educational Psychologist is assigned to specific areas . Morpeth is in the 'Central' area.
- SEND Support Services (Speech & Language/Occupational Therapy/ Physical & Sensory Service /Autism Team/Behaviour support). An application can be made to SEND support services directly with pupils whose needs are felt to be quite considerable or/and they have not responded well to the interventions previously put in place for them. The correct specialist support can then be sent to the school.
- CYPS (Children Young people's Service)
- EWO (Educational Welfare Officers)
- Social Services
- Paediatricians
- School Nurse

### What training are the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND. These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.

### How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

### How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps into school to make the building accessible to all.
- 1 adult toilet, although this is spacious it is not adapted for disabled users.
- wide entry, exit and internal doors in most parts of the building.

### How will the school prepare and support my child when joining Morpeth First School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend transition sessions where they spend some time with their new class teacher and new peer group.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Staff are always willing to meet parents/carers prior to their child joining the school.
- Middle school staff visit pupils prior to them joining their new school.
- Staff liaise with the SENCOs from the middle schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Miss Taylor, staff and the middle school SENCO, the parents/carers and where appropriate the pupil.

### How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff depending on individual circumstances.

### How is the decision made about how much support my child will receive?

- These decisions are made in consultation with class teachers and the Head teacher. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

### How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- discussions with the class teacher
- during parents evenings
- during discussions with Miss Taylor or other professionals
- parents are encouraged to comment on their child's targets with possible suggestions that could be incorporated.

### Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENCo/Head teacher.

I hope that we have answered any queries or concerns you may have about SEN and your child. If you still have any queries please do not hesitate to contact the school.