



# Morelands Primary School

*With Resourced Provisions For Children With Autism  
And Speech, Language & Communication*

Headteacher: Mr Steve Bilbe

E-mail: [adminoffice@morelands.hants.sch.uk](mailto:adminoffice@morelands.hants.sch.uk)

[www.morelandsprimaryschool.co.uk](http://www.morelandsprimaryschool.co.uk)

Telephone: 023 92253770

Date of Policy:	November 2024	Review Date:	November 2025
Responsibility:	Steve Bilbe	Chair of Governors:	Richard Gridley

## Policy for Special Educational Needs & Disabilities (SEND)

Morelands Primary School provides a broad and balanced curriculum for all children. The National Curriculum is the starting point for planning that meets the specific needs of individuals and groups of children. When planning, Teachers set suitable learning challenges and respond to the children's diverse learning needs. A minority of children have particular learning requirements that could create barriers to learning. These requirements are likely to arise as a consequence of a child having special educational needs.

In addition to the mainstream school, Morelands has two specialised provisions: SLCN (Speech, Language and Communication Needs Resourced Provision) and from September 2023 ASC (Autism Spectrum Condition Resourced Provision). The children in both provisions are designated places by the Local Authority. Pupils are given equal opportunities to participate in selected aspects of school life, according to their individual needs.

### Special Educational Needs Team

At Morelands, every Teacher is the teacher of every child in their class, including those with SEND.

The SENDCo and Teacher in Charge of Provisions, have day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans. They provide professional guidance to colleagues and work closely with staff, parents and other agencies.

The SEND Team meet regularly with the rest of the Senior Leadership Team to ensure effective management of the SEND provision. To contact a member of the SEND Team, please phone the main school office.



Mrs K Harvey  
SENDCo  
National Award for SENDCo  
University of Chichester



Mrs P Chapman  
Teacher in Charge of Resourced Provisions

## **Aims**

The Governors, Head Teacher and all staff are committed to ensuring that effective provision is made for children identified with special educational needs or disabilities. The Governors and Head Teacher are responsible for ensuring that all children with SEND have access to good/outstanding teaching and that the curriculum is adapted to meet each child's individual needs. All staff are committed to pupils accessing a broad and creative curriculum in order to make good/outstanding progress in line with national SEND expectations. The SEND Team oversee the progress of any child requiring additional support for SEND across the school.

At Morelands we ensure our aims are met through the following:

- All children are valued equally and have the right to learn, achieve and participate fully in education regardless of ability and behaviours.
- All children are entitled to have access to a broad, balanced and relevant curriculum that is differentiated to meet individual learning styles, recognising personal strengths and needs.
- Varied children's needs are recognised and met through a flexible and varied provision.
- Children with SEND are identified as early as possible then monitored and assessed appropriately.
- The roles and responsibilities of staff providing children's personal educational needs are identified.
- All procedures for identifying children with SEND are known and understood by all staff.
- Records relating to SEND follow the child through the school, which are clear, accurate and up-to-date.
- All staff are aware of the expertise with SEND through outside agency training, support groups, Hampshire training, EP Consultation Service and INSET.
- Adequate resources are provided for SEND.
- Adults listen to the child's wishes and desired outcomes.

## **Legislation**

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.

## **Arrangements for Identification of Special Educational Needs**

Regular monitoring and assessment of all children in the school ensures that problems are identified at the earliest possible opportunity. Teachers report Teacher assessments (TA) for each child three times a year in Reading, Writing, and Maths. End of year testing in Reading, Writing and Maths provides additional opportunities to screen all children. KS1 and KS2 currently undertake SATs if appropriate for the child.

Appropriate progress/achievement can be defined in a number of ways. It might, for instance, be progress/achievement which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of the peers starting from the same attainment baseline, but less than that of the majority.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in child's social, emotional and/or mental health.

## **Definition of Special Educational Needs**

A child is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/ or Physical needs

Some children may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these children.

Although there are acknowledged links, in some instances, with children who have English as Additional Language (EAL), this policy is a separate area of provision and is accordingly, addressed in a different policy document. Children with EAL should not be regarded as having SEND, although children with EAL may also have SEND.

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.

The Equalities Act 2010 and subsequent updates identify the fact that some children with disabilities may have learning difficulties that call for special educational provision. However, not all defined as disabled will require this provision. A child with Asthma or Diabetes for example, may not have special educational needs, but still have rights under the Disability Discrimination Act. Each child will be assessed as required and the appropriate provision made based on his or her needs.

In drawing-up this policy, the school has referred to The Children and Families Act 2014 SEND Code of Practice. The SEND Code of Practice 2014 defines SEND under the four main areas of need as mentioned above.

### **A Graduated Approach to SEND Support**

High quality teaching, varied to individual children is the first step to responding to who may or may not have SEND requirements. It is the responsibility of the Class Teacher to track, monitor and review the progress of all children in their class.

Where a child does not show appropriate achievement or progress, it is necessary to take some additional or different action to enable the child to learn more effectively. At this point the child will be identified. The SENDCo will be informed of the child's difficulties and progress will be tracked for an agreed time span. The Teacher may need to adapt their teaching style or seek further guidance in order for the child to access the learning. It is recognised that there may be particular times in a child's life where progress is hindered due to external circumstances. Whatever the level of child's difficulties, the key test of how far their learning needs are being met is whether they are progressing/achieving appropriately.

When insufficient progress is identified and a child fails to make progress over the agreed period of time of monitoring, a decision will need to be made in conjunction with the SENDCo, Class Teacher and Parent/s about whether the child needs to be placed on the SEND Register, as they have been identified as needing further support.

## **Special Needs Support**

When a child is identified as having SEND, the Teacher for that child should devise interventions additional to or different from those provided as part of the school's usual varied curriculum.

Once a child has been placed on the SEND Register, the Class Teacher will be responsible for creating individual targets for the child in the form of a Pupil Passport. The Pupil Passport will contain appropriate Specific, Measurable, Achievable, Realistic & Timed (SMART) targets and strategies in order to support the child and permit maximum access to the curriculum. The Passport describes the child's strengths, difficulties, barriers to learning and support strategies needed. Progress will then be reviewed three times a year as part of the, 'Assess, Plan, Do Review' cycle. At any point in this process a child can be removed from the SEND Register if they make accelerated progress and no longer need to targeted intervention.

If a child fails to make sufficient progress on school action, a request for help from external services is likely to follow. This is following a decision taken by the SENDCo and colleagues, in consultation with Parents, at a meeting to review the child's present Pupil Passport.

The triggers for outside agency involvement could be that, despite receiving an individualised programme and/or concentrated support the child:

- Continues to make inappropriate progress in any specific area over a long period.
- Continues working at below expected level for their age.
- Continues to have difficulty in developing numeracy or literacy skills.
- Have emotional, mental or social difficulties which substantially and regularly interfere with their own learning, or that of the class group, despite having an individualised behaviour management programme.
- Has on-going communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.

The Class Teacher and SENDCo, in consultation with parent/s and outside agencies will devise a Pupil Passport with additional or different strategies to those previously applied. Further assessment may be requested from outside agencies.

Monitoring and reviewing will continue to take place three times a year in consultation with child, parent/s and outside agencies as appropriate. All interventions and SEND support programmes are evidenced by a provision map which is evaluated against the expected outcomes for all pupils on the SEND Register.

## **Requesting Statutory Assessment**

For a few children, the help given by the school through SEND support may not be sufficient to enable the child to make adequate progress. At this point the school may want to apply for an Education Health Care Plan (EHCP).

## **EHCP**

A school may consider to apply for an EHCP if it is deemed that the child needs additional support in mainstream school, a place in a specialised provision or a place in a special school. At this point the school requests a statutory assessment.

Where a request for a statutory assessment is made, the Local Authority (LA) will seek evidence from the school that any action implemented for the child, has continued for a reasonable period of time without success and that the alternatives have been tried. The LA will need information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any special arrangements put in place. By the time the SENDCo considers requesting a statutory assessment of a child's special educational needs, the school will be in a position to provide evidence of or information about:

- The schools action through SEND support.
- Pupil Passport for the child.
- Records of regular reviews and their outcomes.

- The child's health record, including medical history where relevant.
- National Curriculum attainment.
- Attainment in English and Maths, tracked through Summative Assessment.
- Educational assessments, for example, from an Advisory Specialist or Educational Psychologist.
- Involvement of other professionals.
- Any involvement by Social Services or the Educational Welfare Office.
- The child's learning needs and progress, together with information about the special education provision made, which will form the basis on which the LA can consider whether a statutory assessment is necessary.

Parents are encouraged to be at the heart of this process and provide vital information regarding the wellbeing of their child including their health, social, emotional and educational needs. As part of the statutory assessment process, parents are invited to complete 'Our Story'.

Once all evidence is gathered, the Local Authority decide whether an Education Health Care Plan (EHCP) should be awarded. If an EHCP is awarded, this becomes a statutory document and must be reviewed annually. The Annual Review will be chaired by the SENDCo or a suitably qualified responsible leader. Reports will be submitted by the Class Teacher, support staff, the parent and child and anyone else working with the child, for example a Speech and Language Therapist (SALT).

### **Outside Agencies**

Morelands Primary School has a service level agreement with the Educational Psychology Service, and works closely with a number of outside agencies, which include Speech Therapists, Occupational Therapists, Physiotherapists, Children and Adolescent Mental Health Service (CAMHS), transition schools, special schools, Parent Support Advisors and the Primary Behaviour Service. Morelands Primary School recognises the need for open working relationships in order for SEND children to gain the most from the expert support available.

### **Parents**

Morelands values the close working partnership between parents, teachers and children. Morelands Information Report can be accessed through the school website and is linked to the Hampshire Local Offer website.

Parents are offered advice and support from Morelands staff and other professionals. They receive invitations to meetings and copies of any reports related to their child's special needs. These can include reports by both internal and external professionals. Parents are encouraged to share private assessments of their children's SEND wherever appropriate.

Morelands offers an open-door policy. Parents are welcome to make an appointment to meet with the Class Teacher and discuss their child's progress or any concerns they may have. We aim to keep communication channels open between home and school. For some children, with complex needs, it may be appropriate to have a home school link book so that an on-going communication can be developed.

Parents are, where appropriate, supported by a Parent Support Advisor (PSA) and/or a Speech and Language Therapy Assistant (SALTa)

### **Joining the school**

All families are offered a visit when seeking a place at the school. Once a place has been secured, children with SEND may require further visits to the school prior to starting. Children in Resourced Provisions are placed by the Hampshire County Council SEND Team, but you are still welcome to request a visit.

Before starting at the school, the SENDCo will contact you and any previous school or early years setting to ensure all the necessary arrangements are put in place before your child's start date.

### **Transition**

The school recognises that moving on can be difficult for a child with SEND, and take steps to ensure that any transition is as smooth as possible.

If a child is moving to another school:

- We will contact the new school's SENDCo and ensure that he/she knows about any special arrangements or support that need to be made for the child.
- We will make sure that all records about the child are passed on as soon as possible.
- A Transfer Partnership Agreement (TPA) may be arranged to identify and meet any particular needs the child may have when transitioning to a new school.
- We can help look at the options available and discuss needs and schools' capabilities.

## **Pupils**

At Morelands we value and respect every child and believe they have the right to express their views on all aspects of school life. Children are encouraged to express their views about their learning and be involved in determining their next steps. Children, who have Pupil Passports, have the opportunity to discuss and review their targets with their Class Teacher. If a child has a Transition Partnership Agreement (TPA) or an EHCP, their views will be sought before any review meetings. By taking part in the process our children know they are listened to and that their views are valued.

## **Supporting Pupils with Medical Conditions**

### **(Link with schools policy - managing the medical conditions for pupils)**

Morelands recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and an EHCP, which brings together their health and social care needs, as well as their special educational provision.

## **Training and Resources**

We ensure that all children who have SEND needs are provided for to the best of the schools ability with the funds available. We have a team of Learning support Assistants who are funded from the SEND budget and deliver programmes designed to meet the needs of the children.

As part of the schools commitment to providing the very best support for children with SEND, teaching staff and Learning support assistants are encouraged to attend training to further their expertise. The school regularly carries out a skills audit to identify gaps in provision, and match the needs of the pupils to the skills of those working with them.

We have two members of staff trained as Emotional Literacy Support Assistants (ELSA's) and one member of staff thtrained as a Tala (thereapeutic active listening assistant) who receive regular support from the Educational Psychologist. We also have staff trained in delivering Speech and Language programmes. A number of Teachers and Learning support assistants are Team Teach trained, to support children with behaviour difficulties. All of our Learning support assistants have had training in delivering intervention programmes. We also have a Speech and Language Therapy Assistant (SALTA) who specialises in the provision of targeted language programmes.

The SEND team regularly attend the SENDCo circle for the Havant area, as well as local SEND briefing sessions. The SEND team recognise the importance of keeping abreast with both national and local changes through networking with outside agencies.

## **Responsibility**

The Governors, Head Teacher and all staff are committed to ensuring that effective provision is made for children identified with special educational needs and/or disabilities, including arrangements to provide inclusive

education and services for all those involved in the school. It is recognised that effective provision means ensuring financial resources are used effectively and the provision provided is good value for money.

Morelands Primary School recognises that all staff are responsible for meeting the educational needs of the children in the classroom, 'All Teachers are Teachers of children with special needs' (SEND Code of Practice 2014) effective planning, teaching and assessment are used to monitor progress of all children. Teachers take into account the requirements of children with SEND and make the necessary provision. Where necessary, children are supported individually, or as part of a group in order for them to participate effectively in curriculum and assessment activities.

All staff are responsible for identifying students with special educational needs and/or disabilities, informing the SENDCo Coordinator and ensuring that the curriculum will be differentiated and delivered in an inclusive way. The following roles are allocated the additional responsibilities listed:

### **Head Teacher**

- Allocate roles and responsibilities to staff so that special needs are met.
- Liaise with SENDCo, staff, support services parents and children.
- Report to Governors on the needs of the SEND children in their care.
- Delegate the organisation of Review Meetings to SENDCo.
- Ensure that the needs of SEND children are met within the school.

### **SENDCo**

- Play a key role in delivering the strategic development of the SEND policy and provision.
- Keep up-to-date with relevant legislation and developments regarding the special needs provision.
- Oversee the day-to-day operation of the school's SEND policy.
- Identify and monitor the needs of SEND children together with the Head Teacher and Class Teachers.
- Ensure Pupil Passports are written and reviewed termly.
- Ensure Summative Assessments are completed for each assessment milestone.
- Organise annual Progress Reviews and TPA Meetings.
- Support colleagues leading Progress and TPA Reviews, when necessary.
- Monitor the effectiveness of SEND intervention programmes.
- Give advice on the level of support, strategy and appropriate resources to support learning.
- Report to Governors as requested by the Head Teacher.
- Manage Teaching Assistants.
- Keep an up-to-date Register of pupils with SEND
- Track progress of pupils on SEND Register.
- Liaise with outside agencies and parents.
- Be responsible for the SEND budget for both personal resources and educational aids.

### **Class Teachers**

- Accountable for progress for each child with SEND in their class.
- Identify Special Educational Needs of individual children in their class.
- Know which children in their class are on the SEND Register.
- Maintain a SEND file for their class reflecting this information for each individual child and copies of all relevant Pupil Passports.
- Write Pupil Passport for pupils on the SEND Register.
- Complete Teacher Assessments for the four milestones throughout the year.

- Ensure that these Pupil Passports are reviewed with the parents at least three times a year.
- Provide records of the individual education plan targets and strategies adopted and their relative success.
- Ensure TA's are supporting children in their class, as directed.
- Ensure that the SENDCo, Head Teacher and other colleagues are aware of children's needs.
- Provide learning experiences which are appropriate to the needs of the child.
- Attend appropriate INSET courses.

### **Learning Support Assistants**

- Be responsible for the learning of children they are supporting.
- Work under the direction of the SENDCo and Class Teachers within the classroom.
- Record developments and possible barriers children are experiencing in lessons and report these to Class Teachers.
- Support the work of the Teachers.
- Attend regular meetings.
- Attend training where necessary.
- Ensure that the directions of the Teachers are understood and followed.
- Plan, teach and assess intervention programmes.
- Keep records of work from intervention programmes.
- Support pupils in class or through withdrawal of individuals and small groups\*.
- Be fully aware of the school's SEND policy.

\* It may be necessary for children to be withdrawn from class work with a small group or on a 1:1 for specialised teaching with a Learning support assistant.

### **Governors**

- A named Governor (A.Vass) has responsibility for the implementation of the SEND policy.
- Be fully involved in the developing and monitoring of the SEND policy.
- Have up-to-date knowledge about the school's SEND provision, including funding.
- Know how equipment and personal resources are deployed.
- Ensure that SEND provision is an integral part of the School Improvement Plan.
- Ensure that financial resources are available to carry out the SEND policy.
- Ensure the quality of SEND provision is continually monitored.
- Ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- Liaise with SENDCo and Teacher in Charge of Resourced Provisions.

### **Reviewing the SEND Policy**

The SEND policy is reviewed annually by the SEND team.

