

**MORVEN PARK PRIMARY SCHOOL**



# **Special Needs Policy**

**December 2024**

**Review Date: January 2026**

## ***Introduction***

This policy is a whole school document where we aim to secure the best for all pupils as individuals. We endeavour to promote a positive school atmosphere that recognises the right of pupils with SEND to be fully included in all aspects of school life.

### ***Key :***

SEND	- Special Educational Needs and/or Disabilities
QTA	- Qualified Teaching Assistants
TA	- Teaching Assistant
PP	- Pupil Profile
SENCO	- Special Education Needs Co-ordinator
AFN	- Additional Family Needs
HLN	- Higher Level Needs
AFA	- Achievement for All

## ***Aims***

At Morven Park our aims are:

- to support all children with special educational needs as fully as possible by supporting their needs in a way that is appropriate to them
- to ensure that the SEND of children are identified, assessed (where appropriate) and provided for
- to promote an atmosphere of encouragement, acceptance and respect for achievements in which all children can thrive
- to identify the roles and responsibilities of staff in providing for children's SEND and make clear the expectations of all partners in the process
- to inform parents of the needs and progress of their child and to work in partnership with them.

## ***Educational Inclusion***

All pupils with SEND are educated in mainstream classes and have access to their full Curriculum entitlement.

Our curricular provision realises that children:

- have different educational, emotional, social and mental health needs and aspirations
- require different strategies for learning driven by need
- acquire, assimilate and communicate information at their own rate
- require a variety of teaching techniques and learning opportunities.

- Some pupils will be working within the Engagement Model, and therefore their curriculum entitlement may look different to other children within their class.

## ***Special Educational Needs***

Children with SEND have learning/specific difficulties and/or disabilities that call for special provision to be made.

Every school must have a member of staff who has designated responsibility for co-ordinating Special Needs within the school. This is the SENCO, Mrs Marcella Olliffe.

### **The role of the SENCO includes:**

- manages the day to day operation of the policy
- co-ordinates provision for children's SEND
- with the Senior TA, regularly monitors and tracks progress of SEND children
- supports and advises colleagues
- tracks pupil progress through management of the SEND register
- manages school based assessment
- acts as a link with parents
- works in partnership with external agencies
- monitors and evaluates SEND provision, reporting to the governing body
- with the Senior QTA co-ordinates work of QTA's regarding working with SEND pupils
- tracks and monitors Pupil Profiles throughout school

Working closely with the SENCO at Morven Park is the Senior QTA, Mrs Wilkinson and the SEND assistant, Miss Jackson.

## ***Access to the curriculum***

All children have the right to access a broad and balanced curriculum where work is adapted and / or personalised to ensure that children

- understand the relevance and purpose of all learning activities
- experience success and achievement
- needs are met using a variety of teaching strategies
- objectives for lessons are clear and appropriate
- work is adapted to meet the needs of individual pupils
- assessment is used to inform the following stages in learning
- equipment, support and curriculum is personalised to meet each individual child's needs

Pupil Profiles, which employ small steps in a child's development, are key in educational provision. Support is provided which promotes independence as well as enabling children to experience learning alongside their peers where possible, working in small groups and with 1:1 support. Pupil Profiles are reviewed at least once per term with the child's teacher. Some pupils have their Pupil Profiles reviewed by the SENCO or Assistant SENCO, alongside those agencies involved in the child's well-being.

Children that are not able to access subject specific study are working on the Engagement Model; a curriculum that is personalised to develop Exploration, Realisation, Anticipation, Persistence and Initiation.

## ***Identification of SEND***

- a child is considered to have SEND if he/she has a need which calls for special educational provision to be made
- initial identification is usually made by the class teacher or
- the school may have been contacted by an outside agency prior to the child being admitted or
- the school may be responding to parental concerns
- ongoing assessment enable the progress of a child to be tracked and need amended where appropriate

## ***Identification and Assessment***

- Identification of SEND may occur before a child becomes of school age or whilst the child / pupil is at Morven Park Primary School
- Early identification is crucial. Class teachers, SENCO and external agencies work in partnership with parents and their child to identify SEND.
- Parents are informed and involved from the beginning
- Class teacher, SENCO and Senior QTA assess and monitor progress to ensure appropriate provision is made
- SENCO works in partnership with Senior QTA, teachers and TAs to plan an appropriate programme of intervention and support
- Morven Park Primary School works in partnership with external agencies to provide the best support available for pupils with SEND.

At Morven Park Primary School we offer a Graduated Approach when supporting our pupils with SEND. This is also referenced in the SEND Code of Practice 2015.

As a school team, we follow a cycle of Assess, Plan, Do, Review:



### **Assess**

- The class teacher, working with the SENCO and parents work in collaboration to assess any additional needs that a child may have. Assessments are reviewed regularly (termly as a minimum), creating a team around the child.

### **Plan**

- A plan of specialist educational provision is drawn up for a pupil. At Morven Park, we do this on Pupil Profiles. The plan includes small step targets and dates for the child to have met these by.

### **Do**

- Additional provision, either by Specialist Educational Provision, equipment and resources, or adaptations are made to enable the pupil to reach their full potential.

### **Review**

- The pupil's Pupil Profile is reviewed termly and new targets are set.

## ***Partnership with Parents***

This is a crucial part of supporting children with SEND. All parents/carers are formally invited once per term to discuss progress either with the SENCO, assistant SENCO or class teacher. Alongside this, parents are also able to make an appointment with the class teacher, Senior QTA or SENCO to discuss their child's needs. We always aim to deal promptly and sensitively with any issue and endeavour to keep parents well informed and involved with the provision made for their child.

## ***QTA's***

We currently employ one Senior QTA plus a team of TAs who work with identified children, including children with AFN and HLN funding.

## ***AFN & HLN Provision***

The family of schools provide funding, through a panel, for children who require additional support. Children who fall into the AFN category receive an allocation from the family budget. Pupils with severe and complex SEND may be funded through HLN, where a panel at Nottinghamshire County Council decide upon the funding arrangements once they have gathered information from the school about the individual child's needs. Funding through AFN and HLN is used to directly support the individual pupil in their educational provision at school.

## ***Education, Health and Care Plans (EHCP)***

Statements of Special Educational Need have been replaced with Education, Health and Care Plans. These have been designed by Nottinghamshire County Council to offer a more integrated mechanism for identifying, assessing, planning and resourcing SEND provision across Education, Health and Social Care.

Please speak with Mrs Olliffe, our school SENCO, if you feel that your child may be eligible for an EHC Plan.

Parents are also able to apply for an ECHP themselves via the Nottinghamshire County Council website.

## ***Governing Body***

The governing body has statutory responsibilities as stated in The Code of Practice. The Head Teacher informs the governing body of how funding allocated to support special educational needs has been employed. The governor with oversight for special educational needs is Mr Mike Reid.

This policy has been developed by SENCo and SEND governor in line with the Department for Education's Code of Practice and is to be reviewed annually.

## ***Liaison with other schools***

We operate as part of the Kirkby family of schools. We liaise very closely with feeder schools to which children transfer. Transition plans are drawn up for those children identified in collaboration with the receiving secondary schools where necessary.

## ***Training***

The SENCO, teachers, Senior QTA and TAs regularly attended training on special education needs and disabilities, and will continue to do so as part of our professional development programme.

## ***Specialist Facilities***

The school building has yellow markings for visually impaired pupils. The school is wheelchair accessible and has three adapted hygiene facilities.

## ***Equal Opportunities***

All SEN pupils irrespective of race, gender, creed, academic ability, disability or nationality will be given equal access to the Curriculum. Mutual respect and tolerance for all cultures will be promoted at all times. Also see Equal Opportunities Policy.

## **Summary of Stages on Special Needs Register**

### ***SEND:***

#### **Children who**

- are unable to make progress in line with age-related expectations and require additional or adapted provision by class teacher
- make little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of difficulty
- continue to work at levels significantly lower than those expected for children of a similar age in certain areas
- have social, emotional, and mental health needs
- has sensory or physical difficulties and continues to make little or no progress despite the provision of personal aids and equipment
- has communication and/or interaction difficulties, and requires specific individual intervention in order to access learning
- require specialist educational provision / interventions

***The 4 areas of SEND:***

1. Social, Emotional and Mental Health
2. Communication and Interaction
3. Cognition and Learning
4. Sensory, Medical and Physical