

## **Moreton School SEND Policy 2016**

Moreton School is an inclusive school. Each child is urged to fulfil his/her potential by following a broad and balanced curriculum including attending some of the many extra-curricular clubs and activities. Talents are there to be recognised; weaknesses to be supported, according to need. We are a school where no child is left behind because every child matters.



### **What defines Special Educational Needs and Disabilities?**

The SEND Code of Practice states that “a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.” (Code of Practice 2014, P 15). These needs fall into 4 categories:

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

Pupils at all waves of response with specific SEND, that fall within these categories will be listed, along with support advice and interventions given, on the school Provision Map which can also be found in the Inclusion folder on the shared area.

### **Who is responsible for these pupils?**

At Moreton School, all classroom based staff have a shared responsibility to teach pupils who have special needs (Code of Practice 2014). All lessons should be differentiated to be inclusive of all learners. It is a Departmental Responsibility to discuss SEND matters ensuring that SEND is an item on Department Briefings agenda.

### **Roles & Responsibilities**

#### **SENDCo – Special Educational Needs and Disabilities Co-Ordinator**

- Monitor the achievement of Wave 1, 2 and 3 pupils on the SEND register.
- Routine day to day management of the Learning Support Team.
- Running Annual and Interim Review meetings with parents/carers and invited outside agencies.
- Completing all statutory paperwork.
- Informing Directors of House and all staff of pupil needs and how to address them.
- Training and advising staff on current best practice.
- Compiling SEND register.
- Liaising with Outside Agencies and feeder Primary Schools.
- Liaise with Line Manager.
- Audit, develop, lead and evaluate Learning Support Assistants’ training programmes.

- Coordinate and lead whole school SEND Training.
- Monitoring of schemes of work for differentiation.
- Monitoring the quality of teaching of SEND pupils.
- Completing local authority and DfE returns.
- Writing Personal Provision Plans.
- Complete evidence and recommendations for Access Arrangements.

### **Learning Support Assistants**

- Specialist support for pupils with specific difficulties such as: Autism Spectrum Disorders or Hearing Impairments and working across the curriculum to support targeted individuals.
- Operate clubs such as: Handwriting Club and Communication and Interaction Club to enable pupils to access a broad and balanced curriculum.
- Working in small groups and 1:1 with pupils.
- Specifically trained LSAs to lead lessons in “Fresh Start”.

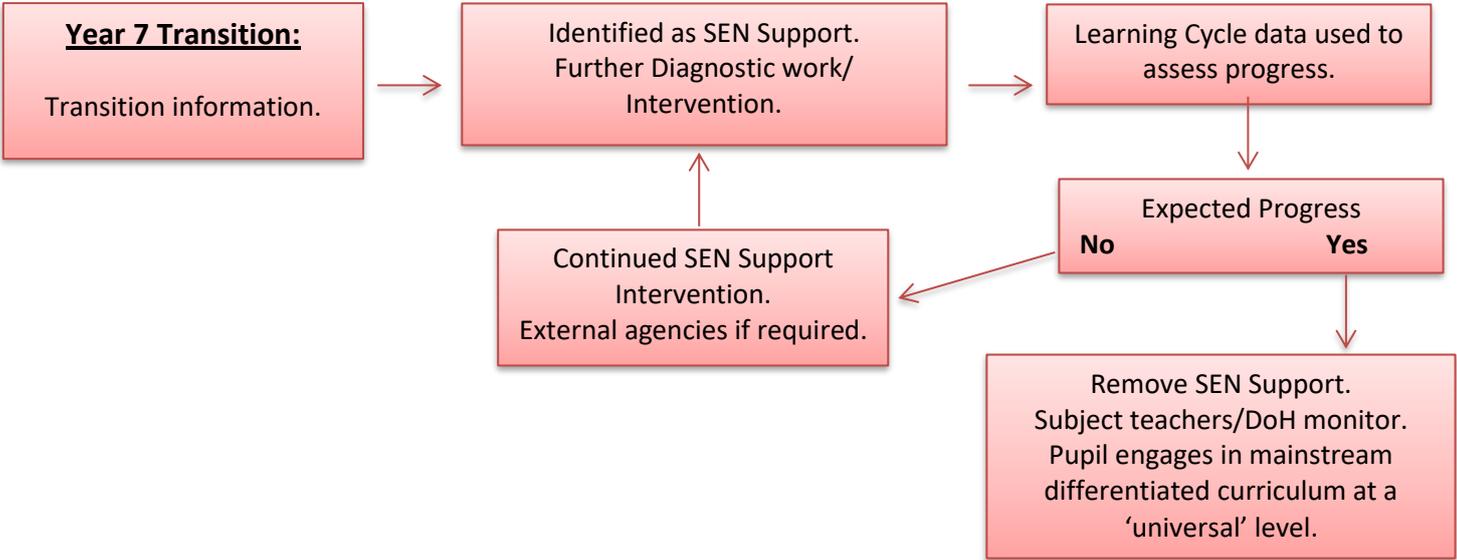
### **How will I know if a child has Special Educational Needs or Disabilities?**

All staff will be informed through a variety of ways:

- Classes are set in KS3 according to ability based on annual reading tests and teacher assessed Key Stage 2 SATS levels.
- Pupils are identified, through information from primary school and entrance assessments, then placed on the Special Educational Needs and Disabilities Register.

At Moreton, we use the following model for identification of SEND:

**Moreton School**  
 Procedure for identifying pupils requiring SEND Support



**Initial Concern**  
 Teachers 'Assess-Plan-Do-Review' over 2 Learning Cycles with support from the Inclusion Department and Heads of Departments/Faculties, employing a variety of support strategies and departmental interventions.

Expected Progress  
**No** **Yes**

1. Make a referral to Mrs Webster (Director of Inclusion) via E-mail and she will arrange to meet with you.
2. In preparation for the meeting collate evidence of difficulties and support strategies trialled – for example, pupil work, progress data etc.
3. Mrs Webster will assess whether SEN Support is required through diagnostic testing or advise of further strategies to be implemented by the class teacher.

Continue to monitor at department level and repeat the Assess-Plan-Do-Review cycle if necessary.

**No SEN Support required**  
 Teacher to continue to provide a differentiated curriculum to meet the learners' individual needs.

**SEN Support required**  
 Staff notified  
 Interventions planned/delivered.  
 Personal Provision Plan created.

## Code of Practice

**Wave 1 – Universal Support** - All teachers are responsible for Wave 1 children in classrooms and departments. Learning needs should be addressed through differentiation.

**Wave 2 – Targeted Support** - Pupils will have a Personal Provision Plan (PPP) and will receive more support from Learning Support Assistant (LSA) as needs are more profound. They will be invited to take part in interventions that are additional and different to the norm.

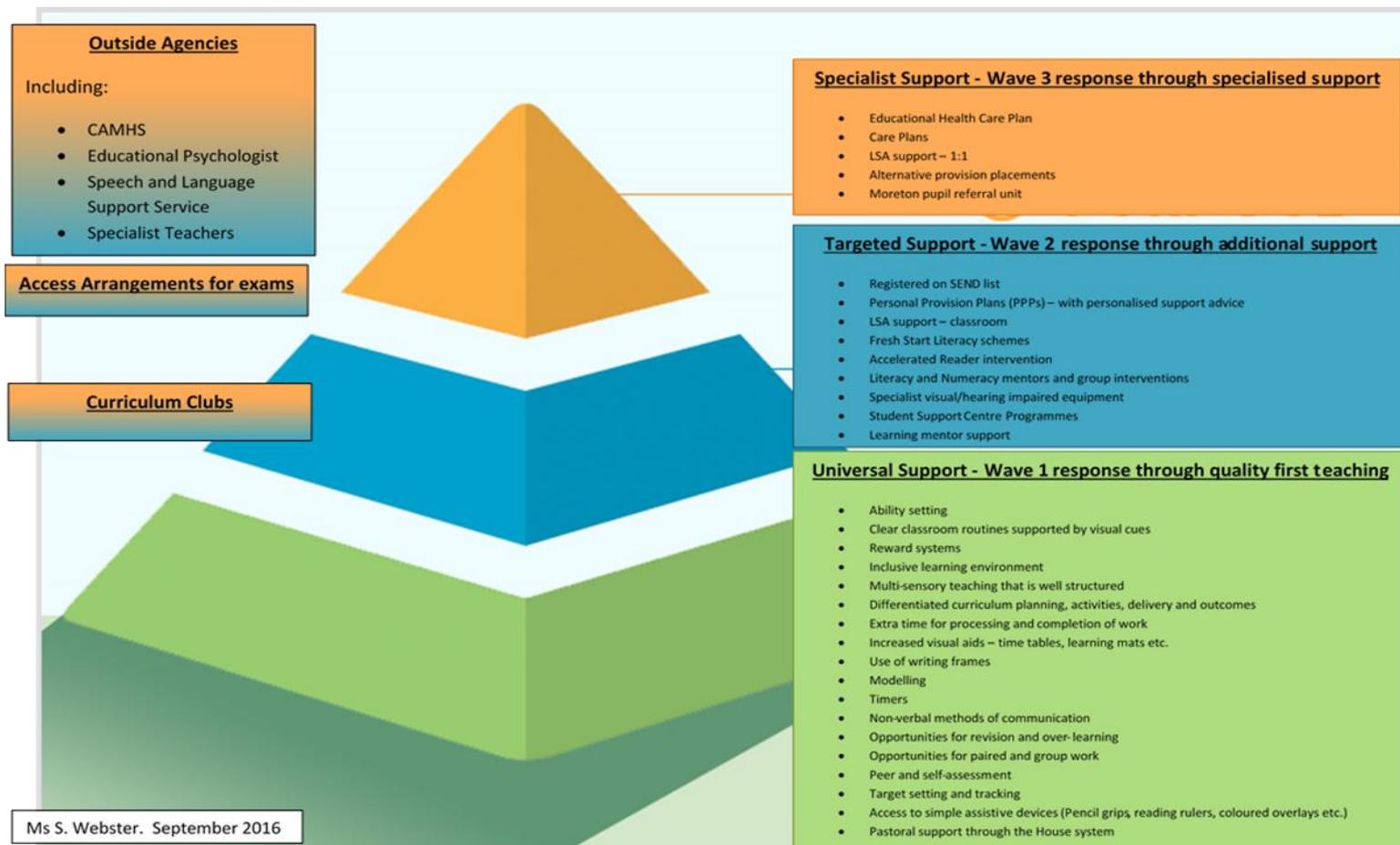
**Wave 3 – Specialist Support** - Pupils will also receive support from Outside Agencies - E.g. Advisory Teacher, Educational Psychologist or Specialist Teacher. They may be assessed and provided with an Educational Health Care Plan which is followed by an Annual Review with his/her needs being supported by the Educational Health Care Plan which is funded by the Local Authority. This child will be allocated various hours of specific support from 15 – 25 hours per week and must receive them.

At all stages, parents and pupils are involved in reviews and the consultation process. All pupils at Wave 1, 2 or 3 feature in The Register which gives code of practice background information on each child and their identified need. All pupils in The Register at wave 2 and 3 will have a PPP. PPPs are reviewed at least twice a year. As progress is measured, pupils can be moved between stages outlined in the Code of Practice (2014). Exceptional progress can mean that they are removed from The Register.

All teachers and Learning Support Assistants will be allocated PPPs for the pupils who they teach or support. They should be kept in staff planners to inform planning and aid differentiation. The PPPs are also available on the Staff Area in a folder labelled 'SEND'.

### **Interventions available at Moreton**

Each school has to offer interventions to SEND pupils in line with the local authority's 'Local Offer'. Here is what support is available at Moreton.



### **The Student Support Centre**

At Moreton we have a Student Support Centre to which pupils can be referred for various reasons.

Pupils may be referred for the following:

**Behaviour Modification** – This is a programme to support pupils on, or in danger of being placed on, individual behaviour plans/red reports. Pupils that are persistently displaying disruptive behaviour, despite various interventions from both subject and pastoral staff. Pupils will then be removed from lesson on a short term basis whilst targets are set and restorative work is completed.

**Managing Emotions** – This will be a group intervention to support pupils who are unable to manage their emotions in an appropriate way.

**Raising Self Esteem** - This will be a group intervention to support pupils who experience low self-esteem due to a variety of negative experiences e.g. family issues, trauma, bullying, peer pressure, illness.

**Social Use of Language** - This will be a group intervention to support pupils who have difficulties in communication and social interaction, with emphasis on improving pragmatic skills and emotional literacy.

All programmes are short term measures and progress will be reviewed on a 6 week/ half termly basis.

### **The Pupil Referral Unit**

At Moreton we have also developed an in-house Pupil Referral Unit (PRU). This provision will be primarily for pupils whose behavioural difficulties, despite numerous appropriate interventions, mean mainstream lessons are not suitable for their needs.