

# Morton Primary School

## Special Educational Needs Policy

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### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March comes into force from the 1<sup>st</sup> September 2014. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can find additional information on:

[www.derbyshire.gov.uk/education/school/special\\_educational\\_needs/support\\_aspiration/local\\_offer](http://www.derbyshire.gov.uk/education/school/special_educational_needs/support_aspiration/local_offer)

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## **Mission Statement**

### **The Vision for Our School**

At Morton Primary School we aim to enable all children to achieve their full potential and to be included fully in our school activities.

‘Identifying children’s support needs early is vital if they are to thrive, and enables parents and professionals to put the right approach in place quickly.’

*Support and Aspiration: A new approach to special educational needs and disability*  
Our school believes that with appropriate provision every child with Special Education Needs can be helped to achieve his/her maximum potential.

## Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Needs Code of Practice

We will achieve this by;

- Identification of pupils with SEN as early as possible and ensure that all their needs are met
- Maximising the opportunities for pupils with SEN to join in with all the activities of the school
- Ensuring all learners have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- Encouraging learners to develop confidence and recognise value in their own contributions to their learning giving them high self-esteem
- Regular and effective communication between parents and school
- Encouraging pupils to express their views and to be fully involved in their learning
- Ensuring parents are informed of their child's special needs and promote effective partnership to involve outside agencies when appropriate
- Setting high expectations for every pupil, whatever their prior attainment

## Objectives

- **Identifying the needs of pupils with SEN as early as possible.**  
This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school. We liaise with the local nurseries that feed into our school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCO - Mrs Jo Ward and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their needs.** This means providing regular one to one meetings between pupils and their teacher/SENCO and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life [e.g. membership of the School Council].

## **Responsibility for the co-ordination of SEN provision**

All teachers in school teach pupils with special educational needs. They are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High quality teaching, that is differentiated and personalised, should be available for all pupils.

All schools must ensure there is a qualified teacher designated as SENCO.

Key responsibilities of the SENCO, supported by the headteacher;

- Overseeing the day to day operation of the SEN policy
- Liaising with and advising teachers
- Co-ordinating provision for pupils with special educational needs
- Overseeing the records on all pupils with special educational needs
- Liaising with parent/carers of pupils with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including Schools and Family Services, Educational Psychology services, health and social services and voluntary bodies
- Determining the strategic development of SEN policy and provision in school
- Accurately record the provision made for SEN pupils and ensure they are updated regularly

The following people have particular responsibilities;

- Head Teacher- Ms S Russell
- SENCO -Mrs Jo Ward
- Governing Body, in particular the SEN Governor -Mr Sam Watson
- Teaching Assistants
- Midday supervisors, administrative staff and site staff
- Class Teachers

## **Arrangements for co-ordinating SEN provision**

Details of all provision maps and IEPs for individual pupils are kept in registers in a locked filing cabinet in the staff room. Copies of these are also held by the children's class teachers. At the beginning of the year staff hold parent evenings when structured conversations take place. The teaching staff keep copies of these within their files and are updated at subsequent meetings. Individual targets are set for all pupils and are monitored and reviewed every term. These are displayed within each classroom.

**All staff can access:**

- The Morton Primary School SEN Policy
- A copy of the full SEN Register or alternative school document used for tracking this cohort
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans)

- Information on individual pupils' special educational needs, including action plans, targets set and copies of their IEP or alternative records of targets set/outcome monitoring
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities through discussion with the SENCO
- Information on the staff IT system on individual pupils and their special needs and requirements
- Ensure they are aware of individual pupil's special needs and how these needs are met through attending regular staff meetings, year group meetings and informal discussions
- Make regular assessments of progress for all pupil
- Monitor the progress and, where this is inadequate, discuss with the SENCO additional support required
- Information of any special provision required through discussions with the SENCO.
- Provide appropriate evidence based interventions - 1-1 support, small group interventions, art therapy, positive play-currently we offer a range of interventions across the curriculum that respond to the needs of the children currently in school.
- Pass on records as the children progress through school
- Ensure supply staff are aware of a child's individual needs
- Meet regularly with the parents to discuss concerns/progress
- Discuss needs of the children on transfer to another school
- Information available through Derbyshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.

## **Admission Arrangements**

We will never refuse to admit a child to school simply because s/he has special educational needs. We will always try our best to make sure, where possible, that we have put in place arrangements that a pupil needs.

The school believes that with appropriate provision every child with Special Educational Needs can be helped to achieve his/her potential.

See Morton Primary School's Admission policy

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

School admissions are co-ordinated by the Area Education Office, following the NCC admission arrangements

## **Specialist SEN provision**

Morton Primary School has a number of pupils with a variety of Special Educational Needs. We have 1 member of staff who specialises in SEN provision and support. We are committed to whole school inclusion.

## **Facilities for pupils with SEN**

Morton Primary School has an Access Policy that states what we do to increase participation for all of its pupils.

Some of our priorities include;

- Maintaining our small school knowledge of all our children as good practice.
- Ensuring that all pupils with Special Educational Needs are able to take part in all activities of the school including those that occur outside school hours.
- Continued involvement with the Derbyshire SSEN Service.
- Regular training for school staff on SEN best practice

## **Allocation of Resources for Pupils with SEN**

The Head Teacher takes advice from staff and looks at data to inform decisions as to the allocation of staffing across school for all pupils, including those with SEN. Resources are allocated according to pupil needs ensuring all have access to relevant technologies and specialised equipment. Additional funding will be applied for through the Derbyshire SEN bidding system.

## **Identification of Pupil's needs**

See the definition of Special Educational Needs at start of this policy.  
Broad areas of need (as identified within the Code of Practice)

### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication

Children and young people with Autism Spectrum Disorder, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction.

### **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi sensory impairment (MSI) will require specialist support and/or equipment to access their learning

Some children and young people with a physical disability(PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **Disabled children and young people**

Many children and young people who have SEN may have a disability under the Equality Act 2010-that is “a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

Morton Primary School has formulated an Equality policy and an Access plan that highlight the arrangements that are in place to enable all children to reach their full potential.

These policies are available from within school.

### **We recognise children with SEN through referral from:**

- Schools and Family Special Services
- Education Psychology Service
- Physical Disability Support Service
- Agreed liaison with Health Professionals - Paediatricians, Health Visitors, Speech Therapists

### **In school this is achieved through:**

- Foundation 2 assessments
- Observational assessment
- Summative assessment at the end of Foundation and Key Stage 1
- Teacher assessments
- The P statements.
- Pupil progress in relation to objectives in the National Curriculum
- Standardised screening/assessment tools
- Information passed on from previous schools
- Information from parents
- Information from outside agencies

Once a child has been identified as having a specific need, Morton Primary School will adopt the following strategies

A graduated approach:

### **Quality First Teaching**

- a. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored
- b. Once a pupil has been identified as possibility having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
- c. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied
- d. The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e. Through (b) and (d) it can be determined which level of provision the child will need going forward  
If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary
- f. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school
- g. The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference
- h. Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual needs and progress being made

### **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not

involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

## **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

## **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class/subject teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process that is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO

- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer, or by speaking to an Education, Health and Care Plan Co-ordinator, or by contacting the Parent Partnership Service.

## **Education, Health and Care Plans [EHC Plan]**

- Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **Access to the Curriculum, Information and Associated Services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The school's Access plan outlines how Morton Primary School monitors this provision.

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- Setting appropriate individual targets they motivate pupils to do their best, and celebrating achievements at all levels

## **Inclusion of pupils with SEN**

The Access Policy oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by all staff and the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services where appropriate.

The main principles of inclusion are:

- To provide a choice for parents and pupils, which takes into account their views
- To promote the idea that, with the right training, strategies and support, nearly all pupils can be included in mainstream schools
- The interests of all pupils must be safeguarded and their views always taken into account
- To ensure that all pupils are included in all aspects of school life and have full access to an appropriate curriculum
- To ensure that the education of all pupils affords them the opportunity to make the most of their own potential.
- To ensure that all schools seek actively to remove all barriers to learning and ensure full participation in every area of school life

We must meet the needs of all its pupils in a positive and practical way, remembering that inclusion is not just about placement but about the delivery of the curriculum to all of its pupils. Our SEN policy reinforces the need for teaching that is fully inclusive.

School visits are a necessary and stimulating aspect of the school curriculum and every pupil, regardless of his/her special need, is given the opportunity to take full advantage of them.

Extra adult support is provided if necessary using T.A.s, parent helpers or the pupil's parent as a helper to enable the SEN pupil gain maximum benefit from this learning experience.

## **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

The school's Governing Body has a duty to evaluate annually the provision school makes for pupils with SEN and to report on that through the annual report to parents. The effectiveness of the SEN policy is achieved by;

- Discussing the children's progress with parents
- Results achieved in Statutory End of Key Stage tests by SEN pupils
- Including the pupils' in all areas of the curriculum
- Accessing outside agencies to support staff
- Providing training to meet the needs of both staff and children
- Monitoring the delivery of the curriculum

- Developing inclusive strategies - signs and symbols
- Governor Monitoring
- The monitoring of mapping provision and IEPs

The Governing body oversees the effectiveness of the school's SEN Policy. There is an identified Governor who has the responsibility to ensure the policy is adhered to. It is the Governing body's responsibility to ensure that the school is meeting the needs of pupils with SEN and supporting their families appropriately.

Parental views will be sort through questionnaires and interviews

There will be an annual evaluation of the effectiveness of the school SEN provision and policy from January 2015. This will be conducted by the SENCO, class teachers, and the SEN governor. Information will be gathered from different sources such as child and parent/carer surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Some of the questions on the feedback form may include:

- How well do you think the school supports your child?
- What intervention do you think has helped your child?
- What could be improved?
- What has been especially praiseworthy?

Evidence collected will help inform school development and improvement planning.

## **Complaints Procedure**

We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's class teacher or to the SENCO. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, school has a formal complaints procedure. You can get a copy of this sent to you by contacting Ms S Russell (Head Teacher)

## **In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

We gather information every year to help us identify what training is necessary for all staff in school. This will depend on the range of special educational needs pupils have that we need to provide for. All staff are able to undertake whatever training they need to help them develop their knowledge and skills in the area of Special Educational Needs.

This training is provided in the following ways:

- In-house training
- Mentoring
- Observation of others' practise
- Visits to/links with other schools
- Training arranged through the family of schools
- Non-contact time
- Attendance at externally provided training events

- Participation in accredited training opportunities-SENCO induction programme
- Specific training for staff e.g. Manual handling /Behaviour management/SEND conference/Health and Safety
- Training for MDSA's - Safe guarding, Handling

The SENCO attends relevant SEN courses, meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues and we have funding available to support this professional development via our whole school budget. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

## **Links to Support Services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

We have a range of Support Services in Derbyshire that we can call upon to give us advice, support and training on SEN. In our school we access information from;

- SSSEN
- Behaviour Support Service
- Education Psychology Service
- Physical Disability Support Service
- Specialist teachers for sensory impairments
- Special schools

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

## **The Health Service and Social Care**

Many pupils with SEN have support from or involvement with Health and/or Social Services. These pupils are helped best when all professionals work closely together.

- Work with designated Health and Social Services Officers for SEN to seek advice on pupils' needs
- Review meetings with appropriate professionals and parents are held to discuss pupils' needs and progress
- Ensure that we implement the advice of Health professionals
- Support Speech Therapists' work

## **Working in partnerships with parents**

Morton Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN

c) personal and academic targets are set and met effectively

Parent/carers are kept up to date with their child's progress through;

- termly meetings

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

Parent Partnership Services provide information, advice and guidance on special educational needs and can provide an independent parental supporter for all parents who want one.

In our school we:

- Inform parents of the role Parent Partnership Services have
- Distribute information published by Parent Partnership Services

If an assessment or referral indicates that a pupil has additional learning needs the parent/carers and the pupil will always be consulted with regards to future provision. Parent/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor may be contacted at any time in relation to SEN matters.

## Links with other schools

Schools in Derbyshire are grouped together in what we call 'cluster of schools'. The schools in our family are :**The Tibshelf Cluster.**

We work together in order to:

- Ensure additional school funding is distributed according to need
- Secure successful transition between Key Stage1 and 2
- Develop links with SSEN.
- Encourage links with the Tibshelf Secondary School by providing work experience opportunities
- Plan collaborative training events

This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

## Transition

All children have a planned transition during their final year at Morton Primary School before going on to Secondary Education, mainly Tibshelf Secondary School.

This will include a comprehensive programme of events.

Children with SEN will visit more frequently with TA support.

Staff from both schools will meet and discuss all the children, with special emphasis on SEN children and the support they will require.

The SENCO from both schools meet to discuss individual support that the children have been receiving.

Children who are not transferring to the feeder school visit their new setting. Detailed information will accompany their transition and staff from feeder schools are offered the opportunity to visit the children in our setting.

## Links with other agencies and voluntary organisations

Morton Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEN. The SENCO is the designated person responsible for liaising with the following:

- Behaviour Support Service
- Social Services
- Speech and Language Service - deliver regular information to parents of F2 children.
- Specialist Outreach Services
- Education Psychology Service

### Voluntary Agencies

Voluntary Agencies have an important role to play in meeting the needs of pupils with SEN as they can provide information about particular SEN and can often support parents and schools. In our school we:

- provide information for contact points e.g. Parent Partnership Project
- Special Needs Network
- Provide initial contact for Sure Start support groups e.g. behaviour strategy

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. (Parent/carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.)

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Signed \_\_\_\_\_ [Name] (Headteacher)

Date \_\_\_\_\_

Signed \_\_\_\_\_ [Name] (SENCo)

Date \_\_\_\_\_

Signed \_\_\_\_\_ [Name] (SEN Governor)

Date \_\_\_\_\_

This policy will be reviewed annually