



“Nurturing Life-Long Learning”

SEND Policy
(2026-2027)

1. Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to:

- ensure our school fully implements national legislation and guidance regarding pupils with SEND
- provide accessible information for parents, staff and other stakeholders about SEND provision at Morgans
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- set out how our school will:
 - support and make provision for pupils with special educational needs and disabilities
 - provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - help pupils with SEND fulfill their aspirations and achieve their best
 - help pupils with SEND become confident individuals living fulfilling lives
 - communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

2. Vision and Values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the pupils and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

4. Policy Development and Implementation

4.1 How was this policy created and shared with stakeholders?

This policy was written by the Head Teacher and SENCO, incorporating the following;

- guidance from the key legislative documents named in Section 3
- views of staff members
- views and expertise of the SEND governor
- views of parents
- pupil voice

The policy was then ratified by the governing body and has been shared with all stakeholders by being published on the school's website.

4.1 Who is the SENCO and what is their role?

The SENCO (special educational needs and disabilities coordinator) is Miss Cosh.

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance, including training opportunities, to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the main point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps up to date records of all pupils with SEND

4.2 Who is the SEND governor and what is their role?

The SEND governor is Mrs Sue Jones.

She will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

4.3 What is the role of the Head Teacher?

The Head Teacher will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 What are the roles of class teachers?

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Ensuring all pupils are supported appropriately within the classroom environment in order to facilitate progress
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. Identification of SEND

The SEND Code of Practice, 2015 states that "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 him or her."

A child of compulsory school age has a learning difficulty or disability if they:

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

Teachers continuously monitor children's progress through observations, marking, feedback discussions and a range of formative and summative assessments. Regular pupil progress meetings are held each term at which every child is discussed by the class teacher, the SENCo and a member of the Senior Leadership Team.

These discussions will identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Parents with concerns about their child should always share these concerns with the class teacher as soon as possible. This can be done at parent consultation evenings, by making an appointment via the school office, or by emailing the school office, who will then forward your email to the class teacher. The class teacher will then discuss with parents how their child may be/is being supported within school.

6. Approach to supporting pupils with SEND

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review (ADPR)**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil
- their previous progress and attainment and behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Quality First Teaching: Each child's education will be planned by the class teacher, taking into account your child's preferred learning style. All lessons will be appropriately differentiated to suit the needs of each child. This may include additional general support by the teacher or teaching assistant in the class. All children will be given the opportunity to review, consolidate or develop their understanding within a lesson. **Teachers use the new Ordinarily Available Provision (OAP) document from Hertfordshire in supporting children in class.**

Additional Need: If assessments show that a child's needs relate to more specific areas of learning then the child may be included in an intervention group (School Support). This may be led by the class teacher, intervention teacher or teaching assistant. The length of time the intervention runs will vary according to the need but will be monitored regularly. All interventions will be reviewed by the class teacher and SENCO to assess the effectiveness of the provision and to inform future planning.

SEN Support: If the review of interventions shows that the child is not making targeted progress or the child has a higher level of needs, then the child is identified as having SEN Support. Further advice may be sought from external agencies, to support school staff to plan for the needs of the child. This process will require a meeting at least every term with the child's parents/carers, child and teacher to identify targets, plan how they would be achieved and review the impact of the support they have had. These are called Individual Support Plans (ISP's).

Complex needs: If a pupil's needs are more complex, a formal assessment for an Education, Health and Care Plan can be requested and undertaken if deemed to meet LA criteria.

A child may move between levels of support depending on their individual level of need.

7. Staff Training

The SENCO, who has obtained the National Award for SEN Coordination, regularly attends training courses to ensure her knowledge of SEND remains up to date.

The School has a training plan for all staff to improve the teaching and learning of children including those with

SEND. This includes whole staff training on SEND issues such as ASD, mental health and speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

8. Monitoring Arrangements

This policy and information report will be reviewed by the SENCo and SEND Governor **every year**, and feedback will be sought from the parents of pupils with SEND at Morgans School. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

9. Complaints Procedure

If you have a concern or wish to make a complaint, you can do this by telephone, in person or in writing (by letter or email). We hope that most complaints can be settled quickly and informally, either by putting matters right or providing you with an explanation. We encourage you to discuss any concerns with the class teacher, or the SENCo if appropriate. If, following this discussion the matter has not been resolved please refer to the school's Complaints Policy on our website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their pupils. They can make a claim about alleged discrimination regarding:

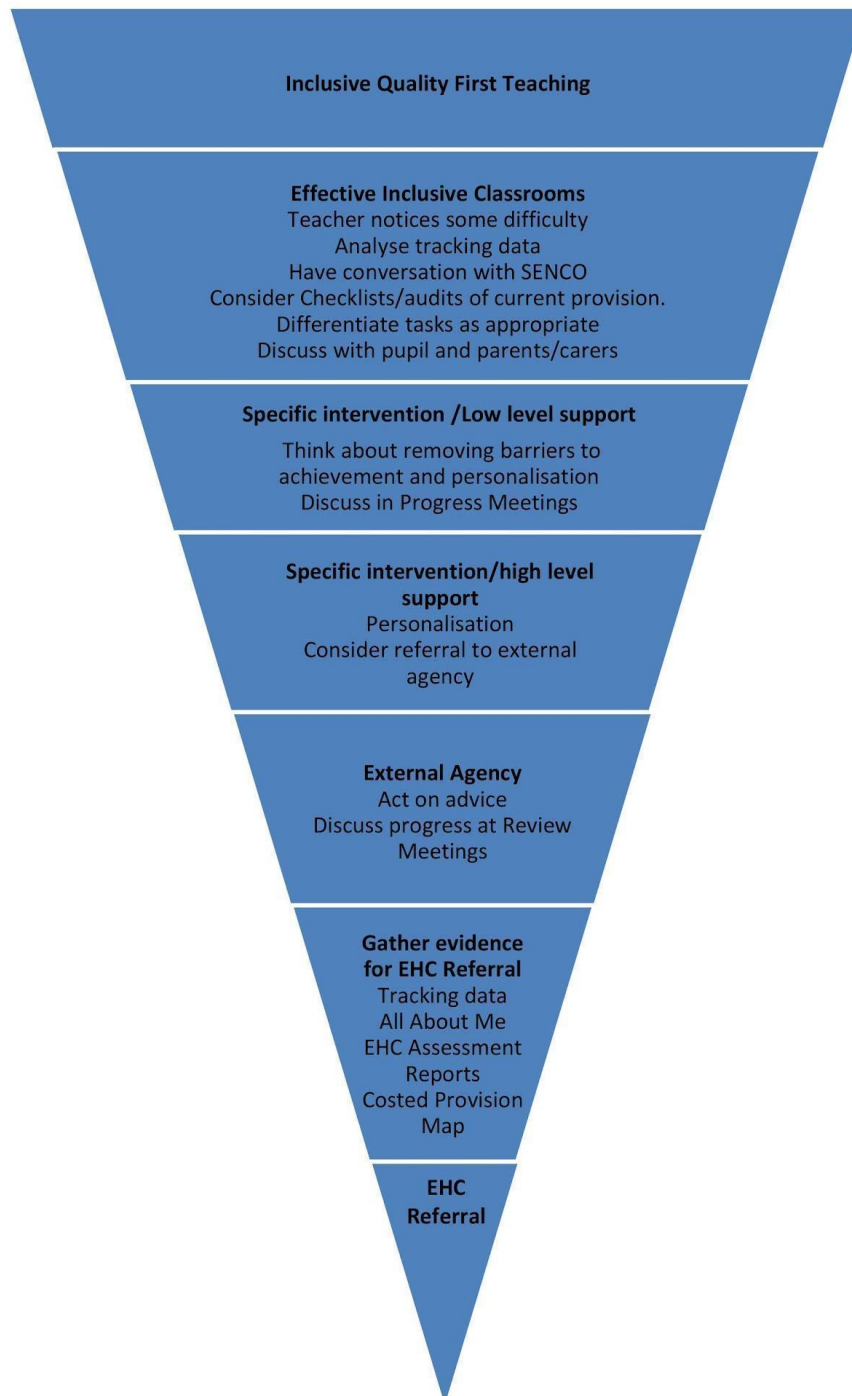
- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

10. Links with other policies and documents

This policy links to our policies on:

- SEND Information Report
- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions

Assess, Plan, Do, Review at each stage



Exceptional support
Applicable to FEW pupils

Lots of additional support
Applicable to SOME pupils

Some additional support
Applicable to SOME pupils

No additional support
Applicable to ALL pupils