



# Morton Academy

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## Special Educational Needs Policy

September 2025



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06	08/06/19	Annual Review – update to reflect change of SENCo to Rebecca Miller and removal of Inclusion Coaches	RMi
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10	24/09/23	Annual Review- updates to reflect the changes made within the academy	RMi
11	13/09/24	Annual Review- update in objective section to include monitoring of interventions.	RMi
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## Objectives:

- To fulfil all legal requirements under the Code of Practice introduced in 2014 and requirements set out in Section 19 of the Children and Families Act 2014.
- To ensure where appropriate full access to the National Curriculum, however, where appropriate the Academy will seek to modify and tailor curriculums to meet individual needs.
- To ensure all students are treated equally within the Academy and that status as a student with Special Educational Needs does not create a disadvantage and limit access to provision.
- To ensure all additional needs are identified with a clear focus on early identification and appropriate provision is put in place to meet a student's needs and ensure success.
- To ensure that all staff meet the needs of students with Special educational needs through the highest standard of teaching.
- To ensure that all students with Special Educational Needs and parents of those students are included fully in decision making when identifying need and appropriate provision.
- To ensure appropriate multi agency involvement so as to secure the highest standard of expertise and advice for our students.
- The Academy will ensure appropriate levels of support and staffing for SEN students both in class and through specific intervention.
- The Academy will ensure provision of appropriate resources for students to maximise their ability to access a full curriculum.
- To ensure a needs led approach which is flexible and meets the needs of all students.
- A standard procedure for recording, monitoring and planning for students' progress both formally and informally.
- To have high expectations and aspirations for all SEND students and ensure all reasonable adjustments are made for students to achieve their full potential.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.
- To have regard to any other guidance issued by the United Learning Trust.
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.

## The Management of Special Educational Needs Provision:

The SENDCo will be responsible for ensuring that students with Special Educational Needs will make the best possible progress in all areas of school life through the leadership and management of:

- The day to day operation of the SEND department and coordination of provision for students with SEND.
- Support and advice for subject teachers to differentiate accordingly and meet the needs of the students in their class.
- To ensure the quality and provision offered by the TAs both in and out of the classroom.
- To monitor and ensure up to date records on all students on the SEND register.
- To work with students, parents / carers and appropriate agencies to ensure clarity of provision within a supportive and respectful environment.
- Liaison with Academy pastoral staff.

- To monitor both short and long term progress of SEND students within individual subjects.
- To ensure all adults working within the Academy understand their responsibilities to children with SEND, including pupils whose persistent mental health difficulties mean they need special educational provision.
- Liaising with the Designated Teacher where a looked after pupil has SEND.
- To plan interventions for SEND students and to monitor these with 'Assess, Plan, Do and Review'- this is only on a needs must basis, as students make the best progress in the classroom with their teacher.
- To monitor interventions and to track the progress that is being made. Liaise with relevant staff who deliver interventions every half term and make appropriate 'next step plans'.

### **Identification, Assessment, Monitoring and Reviewing of Procedures:**

The Academy acknowledges its duty to identify students who have special educational needs, a student has special educational needs if he or she:

- Has a significantly greater difficulty in learning than the majority of children his / her age.
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of a same age in mainstream schools or mainstream post 16 institutions.

### **Identification:**

- The additional needs of the majority of students entering the Academy will have been identified at primary school and the appropriate information shared accordingly. This will inform the initial process of identifying individual needs on arrival to the Academy.
- All students in year 7 will undergo a variety of diagnostic tests decided by SLT.
- All staff have a responsibility to share information about students who are experiencing difficulty, completing the SEND Cause for concern referral form, which can be located on TEAMS.
- SEND Departmental meetings allow staff opportunities to discuss SEND students and to set appropriate actions where necessary.
- Students identified as making less than expected progress given their age and individual circumstances could be characterised by progress which: 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, widens or fails to move towards closing the attainment gap between the child and their peers.
- All SEND students are identified on our academy SEND register, where the students area of need is stated.
- The SEND register details: Level 1 are students who staff need to be aware of for having an additional need and they have a set of strategies which staff must follow to ensure they are meeting the student's needs), Level 2 are students are students who have agencies involved and they have targets which are reviewed at least every 6 months.
- We have an 'additional needs' register which is separate. This identifies students who have a need, such as an ASD diagnosis, but their need is not affecting their progress and therefore they are not on the SEND register.
- Where a pupil is identified as having SEND, the SENDCO and class teachers will take action to support effective learning and make all reasonable efforts to remove barriers and put effective special

educational provision in place, as per the code of practice. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

It is important to note that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a child being placed on the SEND register. It should also not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Additionally, a student with a disability or diagnosis does not mean the student should be on the SEND register, it is only when their need is affecting their progress.

- When identifying additional needs, these will be categorised under the one or more of the four key areas identified in the CoP:
  - Communication and Interaction
  - Cognition and Learning
  - Social, Emotional and mental health difficulties
  - Sensory and Physical Needs

#### **Assessment:**

The Academy will use a three stage approach to assessment in line with the CoP.

Stage 1 – Internal assessment, Quality First Teaching, strategies applied and intervention

Stage 2 – Implementation of Early Help Assessment (when necessary) and securing external assessment and advice

Stage 3 – External assessment leading to implementation of an Education Healthcare Plan (EHCP)

Discussions will take place with SATs about any students we are concerned about, if we have tried multiple approaches/ interventions and we require further advice. We will request input from the Local Authority when this is required.

In identifying a pupil as needing SEND support, the subject teachers, in conjunction with the SEND department, will carry out a clear analysis of the pupils needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as all other relevant data including most recent data from all subjects reflecting up to date data about levels of progress and most recent attainment, behaviour reports, any external information already available, any relevant mental health information that have been made available by various NHS agencies. The pupils own views and that of their parent / guardian will be sought and recorded at this time to ensure that parents and students are fully involved in any decisions made moving forward. Staff are asked to complete and return a SEND Cause for Concern referral form to the SENDCO so that there is documentation being kept and a timeline is clear.

## **The Coordination of Provision:**

### **General Provision:**

Students with special educational needs will be taught in mainstream classrooms by subject specific staff. Subject teachers will ensure the needs of students are met through appropriate differentiation and rigorous monitoring and tracking to ensure progress, including Quality First Teaching.

Students with additional needs may be involved in specific and targeted interventions in order to support their needs but this only occurs if the intervention is best for student's needs, as opposed to being their timetabled lesson.

Learning Plans for all SEND students are held in a central area for staff to access, these will be monitored and maintained accordingly, staff involved with a student will be asked and expected to contribute to the review and potential amendment of student's Learning Plans.

The provision offered to pupils requiring SEND Support will differ from pupil to pupil. They may include:

- evidence based interventions (Lexia, Bend Don't Break, Drawing Talking Therapy, Lego therapy)
- additional support from another adult
- different materials, resources or equipment
- working within a small group
- use of alternative technologies
- personal care support

### **Students with an Education Health Care Plan (EHCP)**

The Academy will ensure that all students with an EHCP receive the minimum provision to which they are entitled from both the Academy and Local Authority. Where possible the Academy will endeavour to enhance packages of support further to ensure students achieve their potential.

Subject teachers, alongside the SEND department, Pastoral team, student and parent / carer will contribute to the annual review of a student's EHCP.

The SENDCo will directly monitor students' progress on all areas of development and where appropriate call 'Early' annual reviews to ensure the student's needs are being met.

### **Non-Educational Provision:**

Students with special educational needs shall not be excluded from any non-educational provision made by the Academy except where the student may present a danger to themselves or others.

### **Special Arrangements /Exam Concessions:**

The Academy will seek where appropriate to secure the necessary and appropriate dispensations from examining bodies to enable students to preform and achieve to the best of their abilities at both KS3 and KS4.

In order to access special arrangements, a student will be tested by an appropriately qualified teacher to identify the appropriate support arrangement. All students on the SEND register will automatically be tested by the SENCo. This can happen from the summer term of Year 9.

Only students on the SEND register will be concession tested and will be awarded their concessions.

### **Resource Allocation:**

Resources for those students with additional funding will be allocated according to their area of need. Clarity of this is available for anyone who may require it and will be shared with parents. Each EHCP student has a provision map which outlines specifically what support the student gets.

Where appropriate the Academy may offer additional intervention or provision to a student without an enhanced funding package.

For students with an EHCP or Early Intervention Assessment, a clear record of allocated resources, objectives and outcomes will be maintained as part of the plan. All students and parents will be invited to contribute their thoughts / suggestions about how best to meet the needs of their child. The Academy will value and welcome all suggestions made and will do their best to provide the best support.

### **Partnership with Parents:**

The Academy, where possible, will develop links with parents as early as possible, both in year 5 and into year 6. The Academy will send an appropriate representative to meetings / reviews and aim to build a positive working relationship with parents / carers where possible.

Parents will be invited to attend or provide input for any school based reviews or assessments.

Parents are invited to contact the Academy at any time to share any concerns they may have or seek advice.

All information shared between school and home will be treated with respect and the appropriate confidentiality it deserves.

The Academy will maintain an up to date 'school offer' available on the school website in line with the CoP to ensure clarity and support for parents and students.

The SENDCo will communicate with all EHCP families about local events and information.

### **Children in Care:**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

## **Governing Body:**

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a pupil with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs and Disabilities.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCo.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

## **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for pupils with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCO and the Governor with responsibility for SEND.

In collaboration with the Headteacher and governing body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

## **The SENDCo**

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupils’ needs, and by monitoring the quality of teaching and standards of pupils’ achievements and target setting, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review.
- Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.
- Delivering relevant SEND CPD for all staff.
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.

- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

### **All Teaching and Non-Teaching Staff**

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEND.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- Class teachers will ensure that any pupil on SEND Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

### **Training and Development**

Training needs are identified in response to the needs of all pupils. We have a number of staff with specific training in speech and language, literacy and numeracy interventions, ASC and specialist areas within the SEMH umbrella.

### **Complaints Procedure:**

The complaints procedure for students with special educational needs will follow the procedure as defined in the Academy's Complaint Policy.

The Academy will respond immediately to any initial complaint and will investigate and report back to parents as quickly as is consistent with thoroughness.

## **Staffing Policies and Partnerships with External Agencies:**

The Academy enjoys a positive working relationship with many external providers; contact with these agencies can be made through the SENDCo. These agencies exist to support the needs to students and should be accessed as appropriate.

- The Educational Psychology Service
- The Pupil Referral Unit
- NHS Professionals/ NHS representatives
- CME Officer – child missing education
- Physiotherapy
- Speech and Language Therapy
- Specialist Advisory Teachers
- Social Services
- Youth Offending Service
- Hearing Impairment team – Children’s Services
- Visual Impairment team – Children’s services
- CAMHS / Fairfield
- Inspira

This policy is reviewed annually by the SENDCo and Local Governing Body.

