

This report is in two parts, the first part is the SEND Information Report which will be published on the Academy website. The second part is an analysis of impact and overview of strengths, areas for improvement and next steps.

### Part 1: The following information explains how our SEND policy is implemented within Morton academy

#### Objectives

Our aim at Morton Academy to support students with SEND is 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. All our students access the National Curriculum and are in their timetabled lessons where teachers will tailor their lessons to meet the student's needs. We aim to ensure all students are treated equally and that status as a student with Special Educational Needs does not create a disadvantage and limit access to provision.

We aim to ensure all additional needs are identified quickly, with a clear focus on early identification and appropriate provision is put in place to meet a student's needs. The expectation is that all staff meet the needs of students with SEND through the highest standard of teaching, it is expected that students receive Quality First Teaching across all subjects.

We work closely with families so that those students are included fully in decision making when identifying need and applying appropriate provisions. We have a need led approach which is flexible to ensure that the student's needs are met and barriers to learning are overcome. We have high expectations and aspirations for all SEND students and ensure all reasonable adjustments are made for students to achieve their full potential.

**Our SEND policy is on the Academy website.** The following questions and responses explain how our SEND policy is implemented within Morton Academy.

#### 1. How does the school identify and organise support for children with special educational needs?

We identify concerns in a variety of ways, including:

- Liaison with previous schools e.g. primary school
- Children performing below age expected levels
- Concerns raised by Parents
- Concerns raised by teachers using the Morton SEND referral form e.g. social/emotional difficulties/ self-esteem is affecting performance; and
- Liaison with external agencies who may provide assessments e.g. educational psychologist/Speech and Language Therapy/ CAMHS / learning support service.
- Baseline assessments conducted in the core subjects in the first term of Year 7
- Reading and Spelling such as NGRT tests conducted with all students

Following the identification of a need, a meeting or discussion will take place with the child's parents/carers to discuss concerns. If the child's needs require additional support other than Quality First Teaching, then they will be placed on the SEND register. A child is not placed on the SEND register if they are diagnosed with a disability; the child's needs have to be affecting their progress.

Level 1 is where the student has a need and a set of strategies which staff must use to support that student. Level 2 is when a student will move on to a Learning Plan. This will be implemented to provide the relevant support to meet the child's needs. Examples of this support may include:

- In class support
- Personalised strategies
- Targeted interventions, for example 'Bend Don't Break' (SEMH), 'Read Write Ink' (Cognition and learning)

- Key worker where appropriate
- Intervention groups- where appropriate
- Review of student's Learning Plans- at least annually.

The Academy caters for students across the four broad areas of need:

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

We have designated teaching assistants who work with students whose primary need falls in to these categories for those in receipt of an EHCP.

We also have Morton Academy referral process for teachers who may identify students with an additional need which is passed to the relevant member of staff to follow up. The follow up may involve:

- Observations of student
- Work scrutiny
- Meeting with teachers
- Meeting with parents/carers and/or student.

The Academy will use a three stage approach to assessment in line with the SEN Code of Practice.

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

Stage 2 – Implementation of Early Help Assessment (if necessary) and securing external assessment and advice such as a specialist advisory teacher

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

SEND Early help Assessment will be closely aligned to the EHCP Process and will be used to identify / highlight needs, seriousness of need, actions, outcomes, and next steps. Specialist services will add to this assessment also.

## **2. Who are the key people in the school available to discuss parental/carers concerns about their child's difficulties?**

SENCO: Rebecca Miller [rebecca.miller@rrma.org.uk](mailto:rebecca.miller@rrma.org.uk)

Safeguarding Lead: Will Tyler [will.tyler@rrma.org.uk](mailto:will.tyler@rrma.org.uk)

Heads of Year

Year 7- Mr Devlin

Year 8- Miss Smith

Year 9- Miss Cuthbert

Year 10- Mr Murray

Year 11- Miss Leigh

KS3 Pastoral Lead- Miss Hannah

KS3 Pastoral Lead- Mrs Street

KS4 Pastoral Lead- Mrs Raine

Form tutors and class teachers are also available to discuss your child's needs. You can contact them through the main academy telephone number 01228 822644. There are also opportunities to discuss concerns regarding the child's needs at the following:

- Learning Plan reviews
- Educational, Health and Care plan (EHCP) annual reviews
- Parents' evenings
- TAF meetings

## **3. How will parents/carers be informed about a child's progress within the setting and how will progress be measured?**

The school sends out two reports (Mid and End of year) detailing the child's progress. This will identify the level at which a child is currently working at in each of their subjects against the rest of their cohort- we report in deciles. Parents/carers will also be informed of their child's attendance and attitude to learning. Parents can also contact the academy to request information when required. If you would like to arrange a meeting, please contact the relevant member of staff to arrange an appropriate time.

Those students who are on the SEND register, at a level 2, will have a Learning Plan outlining the support required for them to successfully access the curriculum and achieve their potential. Outcomes will be established and reviewed annually by the student/SENCo and parent/carer.

As a school we measure children's progress in learning against National Expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

#### **4. What support will parents/carers receive if their child has been identified as having special educational needs?**

Parents/carers will be kept informed with how their child is progressing in school. The SENCo can meet with parents/carers to discuss concerns and provide contact details for relevant support for the family in relation to their child's needs. Information from the local authority or support groups is given to parents/carers and the academy actively encourages parents/carers of children with SEND to participate in these groups where appropriate.

Parents/carers are involved in the planning and supporting of a child's progress throughout the year.

If a child has an EHCP an annual review meeting will be held to set targets for the coming year.

Learning plan reviews are held annually, whilst telephone conversations and emails are used to share information and discuss current matters.

We work closely with parents to identify if any external agency support is required and, when necessary, will support parents with referrals to outside services.

#### **5. What support is offered to ensure the wellbeing of children with special educational needs and disabilities?**

Every student has a form tutor and a head of year to support with everyday wellbeing. Students with EHCP's are also allocated a key worker. Through reviews of their Learning Plans, students and parents also can suggest further strategies for progress and other support which they may need.

During lunch time, students have access to a quieter space which is supported by the SENCo and learning support assistants. Risk Assessments are created for children who require additional support in managing risk within the school. These are done in conjunction with the child, parents/carers, safeguarding, pastoral and SEND team.

Should a child have an ongoing medical condition, a medical plan will be put in to place in order to identify support required to ensure full inclusion within the school. This will be carried out by the Medical co-ordinator, parents and child and are reviewed annually or more frequently if required. The plan will be sent to all teachers of the child attached to the child's profile on Arbor.

In an emergency, first aiders will be called who will assess the risk and identify the next steps. In case of the child not breathing, emergency services will be called immediately and parents and carers informed immediately after. We have qualified first aid staff on site who can assist with administering medication in accordance with care plans.

Students who require medication in school must report to the medical room. This will be given by a trained medication administer. Medication should be clearly labelled and full instructions given to the school for safe administration.

#### **6. How will teaching be adapted to support a child with special educational needs?**

It is an expectation of the school that all teachers provide Quality First teaching using the Rosenshine Principles in response to students' individual needs. For example, teachers can begin lessons with Do Now activities to engage

students immediately when entering the room and using recall tasks which help to retrieve information from last lesson in order to support those with cognition and learning difficulties. Additionally, the 'I do, we do, you do' model is mindful of students who benefit from visual learning and the benefits of chunking information, therefore being mindful of avoiding cognitive overload. The teaching style also promotes mastery and deep learning. Staff have high expectations of students and we do not narrow the curriculum; all our SEND students are in their timetabled lessons receiving a knowledge rich curriculum to achieve their full potential.

We scaffold the curriculum in different ways depending on a child's individual needs, this may include:

- Allowing additional time to complete a task
- Differentiating tasks so that students can access the objectives
- Giving scaffolded sheets to promote independence with longer writing tasks
- Providing bespoke resources such as laptops, overlays, and reader pens

All staff are trained in providing differentiation and scaffolding of work for students with special educational needs. This training is supported by the SENCO and learning support assistants.

## **7. What different types of support can the child receive in school? (e.g. small group or individual)**

The support which may be offered within the school can include:

- Access to a Learning Support Assistant in lessons
- Additional Literacy lesson within English lessons
- Lexia Reading intervention
- Phonics support
- Guided reading intervention using reciprocal reading strategies
- Handwriting support
- Homework clubs
- Small group interventions in core subjects (English and Maths)
- Mentoring
- Self-esteem programmes (Stranger Danger, Bend Don't Break, AMP'd)
- All students in Year 9, who are on the SEND register, are concessions tested for their Year 10 and Year 11 exams
- Online, self-marking programmes which are personalised with algorithms such as Bedrock Vocabulary, Sparks Reader and Sparks maths.

Whilst the SEND provision is inclusive, the academy also provides opportunities for further support in literacy and numeracy:

Strategies to develop literacy:

- Whole school literacy focus through our Literacy Lead
- Teaching Assistants to support those who have a requirement within lessons
- Whole school guided reading for year 7-10
- Introduction of Bedrock
- Introduction of Sparks reader

Strategies to develop numeracy:

- Teaching Assistants to support those who have a requirement within lessons
- SPARX maths

How we support Social, Emotional and Mental Health (SEMH):

- 1:1 or small group intervention sessions focusing around SEMH using recognised programmes
- Lego Therapy and Drawing Talking Therapy
- Positive Behaviour Support Plans (PBSP) are implemented to support the student with strategies for the teacher/school and the student to engage with.

- Referrals made to Child and Mental Health Services (CAMHs) and PAC when greater levels of need are identified
- Liaison with SEMH workers (Special Advisory Teachers, ADHD Clinicians, Educational Psychologists) when appropriate
- Meetings and reviews with parents/carers
- Reasonable adjustments which can be used alongside the behaviour policy

## **8. How will the academy support a child in unstructured times such as social times and enable them to access after school clubs and school trips?**

We offer a range of extra-curricular activities which are specifically geared towards our students with special educational needs. These may include:

- Homework club
- Social Club
- Early lunch pass
- Co-curricular programme
- Student leadership groups, e.g. Student Council
- Sporting activities
- Outdoor resources, such as table tennis and table football

We aim to ensure that all students are equal and can access all lunchtime and after school activities. Trips and residential stays are accessible to students with SEND, Learning Plans, Risk Assessments, and medical plans are all taken and incorporated where needed.

Parents/carers are contacted by letter or telephone regarding any trips which their child may be involved in. They can contact the school at any time, asking for the special educational needs department if they have any concerns regarding trips or activities which their child is involved in.

## **9. How does the academy involve children in decisions that affect them?**

Pupil voice is extremely important and with Learning Plans, students are asked their opinions and views on what would help them make progress. This is documented on the plan and all teachers and support staff have these so that they are aware of the student's views. Learning plans are reviewed on an annual basis so that the information can be updated in line with a student's opinions at this time.

We also capture student's voice in annual surveys and their opinions and thoughts are taken into consideration about how we can further improve the support that we offer to SEND students.

## **10. How are the academy resources allocated to support children with SEN?**

The SEND funding is allocated in the following ways:

- The SENCO has the strategic overview of the SEND department and the teaching and learning of SEND students including attainment, achievement, social and emotional development
- A team of teaching assistants (TAs) to provide appropriate support for those students with an EHCP
- Learning resources including specific resources to meet individual needs linked to disabilities and as identified in the EHCP
- Service level agreements including Educational Psychologist and Specialist Advisory Teachers
- Pastoral support
- The Bridge is a short-term provision for those students SEND who are also eligible for Pupil Premium and may need extra support to remove any barriers to learning, such as poor attendance, SEMH or requiring support with academic catch-up.

The SENCO has overall responsibility for the SEND provision and reports back to staff, governors, parents and other key stakeholders on progress.

Those students with an EHCP receive support based on the provisions outlined in their plan from

school and top-up funding, using Section F of their EHCP document. Where specialist support is required, the student may be referred to a specialist provision. This is dependent upon the needs of the individual student and the capabilities of the support structures that are in place at the school.

### **11. What external services are available to provide support to children with SEND?**

The school maintains links with the following services from Cumberland Council's Education Authority:

- Service for the Visually Impaired
- Service for the Hearing-Impaired
- Speech and Language Service
- Education Psychology Service
- Autism Spectrum team
- CAMHS- ADHD service

These services may be utilised to support the school with a child's learning and mental/social and emotional wellbeing. They may undertake observations and assessments of students to develop appropriate strategies for supporting the child to make progress.

They may also attend meetings with professionals and parents/carers to provide professional advice.

The SENCO will liaise with these professionals when students are identified as requiring external support. This can be done through meetings, emails and reports.

### **12. How are staff in the school supported to work with children with special educational needs and what training do they have?**

Staff at Morton Academy have had training to ensure that relevant and appropriate support is provided to students with SEND. This includes:

- Speech and Language;
- Dyslexia;
- ADHD
- Adaptive teaching
- Autism; and
- Attachment
- Trauma
- Hearing impaired
- Visual impaired
- Emotional regulation

New colleagues working with the Learning Support department are provided with a full induction to support them in working with students with SEND. This includes shadowing outstanding learning support assistants. Teachers are provided with training on specific needs, differentiation and other areas of SEND during CPD and other available training opportunities. Information is shared through regular team meetings and staff briefings relating to policies and practice. Monthly SEND bulletins are sent out with key information's about SEND students, strategies to use in the classroom and recent SEND news.

Staff have access to the school systems which allow them to view learning plans and student Information on the SEND register on TEAMS. Arbor allows staff to see which child is on the SEND register and they are able to access the SEND register in the confidential staff shared area, along with each student personal Learning Plan and EHCP's.

### **13. How will class setting support a child in moving on to another school or college or to the next key stage in their education or life?**

For students transferring from Key Stage 2 to Key Stage 3, the SENCO visits or telephones each

feeder primary school prior to transfer.

Year 6 Students will be invited to attend additional transition visits which help them to become more familiar with the school and help settle them into their new school life. Sessions are facilitated by staff to familiarise the students with the KS3 curriculum and the format of the school day.

For students with an EHCP, an annual review meeting is usually scheduled by the feeder primary school in which the Morton Academy SENCO will attend to implement targets for their transition to Morton Academy. Professionals involved with children with an EHCP usually also attend these meetings and will feed back information to us which they feel is relevant to ensuring a successful transition to Morton Academy.

For students with an EHCP transferring to post 16 education, links are maintained with the SEND Coordinators at the local colleges including Carlisle College, Central Academy 6<sup>th</sup> form and other institutes. Students with EHCPs receive early additional INSPIRA support in helping them to make informed decisions about their future, from Year 9.

Information which is usually passed between the feeder schools/colleges and Morton Academy can include:

- Up to date curriculum levels (National Curriculum/ GCSE's/ Entry Levels);
- EHCP & Learning Plans
- Professional's report eg Educational Psychologist report;
- Information regarding Access arrangements for examinations and assessments
- SATs KS2 data
- Attendance data; and
- Log of achievements and behaviour.

#### **14. How accessible is the school environment?**

The school building is accessible from all entrances for wheelchair access. A lift is available for students with physical disabilities to access upper levels. A lift pass is provided to each student who requires lift access and it is their responsibility to ensure this is kept safe. Disabled toilets are available on each floor of the school. We also have wide corridors to transition around the building safely.

#### **15. Who can parents/carers contact for further information at school?**

The first point of contact for a child with Special Educational Needs will be the SENCO. Meetings can be arranged with the SENCO where necessary and the best form of contact is through the school office on 01228 822644

If you feel your child has an unidentified special educational need then the SENCO would be the first point of contact to develop a plan for ensuring that the relevant process is followed to meet the needs of your child. When professionals become involved with a child, they are also available to be contacted to gain further information and discuss concerns/need regarding the child.

#### **16. Complaints**

Parent complaints about SEND provision are handled through the School's Complaints Policy.