

SEND Local Offer

September 2018

Name of School: Morley Place Academy

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The information set out below will be added to Doncaster LA's Local Offer site located under Education (Schools). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4).

Schools have additional duties under the Regulations to provide more detailed information in their SEN Policy, SEN Information Report and how the school meets the duties of the Equality Act 2010.

Brief description of the school

(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)

Morley Place Academy is a 7 – 11 Junior school, with a current cohort of 284 children.

It is a fully inclusive school with a caring ethos that is committed to working in partnership with pupils, parents and the community. At Morley Place we strive for excellence in all we do and endeavour to develop your child both academically and as a person.

We have an exciting and stimulating curriculum that allows the children to experience a wide range of first hand experiences and makes the most of the excellent and extensive range of resources available to us.

It is a primary aim of Morley Place that every member of the school community feels valued and respected, and that each person is treated fairly and well. The presence of pupils with either a disability or special educational needs is warmly welcomed by the governing body. Every opportunity will be taken to ensure that these pupils, along with all others, are treated equally and fairly at all times. This is an inclusive school which accommodates all kinds of special educational needs and disabilities. These are classified according to 4 main categories as referred to in the reforms to the SEN Code of Practice (Sept 2014):

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

How we identify if your child's special educational needs (SEN) have changed

Children with additional and/or special educational needs are identified through a range of methods. The school listens to the concerns and opinions of both parents and staff who feel a child may have a barrier to learning. To identify children who may need our support, we cross reference a range of data driven systems and observations to identify if a child could have a barrier to learning.

Morley Place Academy endeavours to work alongside external agencies and providers such as Educational Psychology, Speech Therapy and EMTAS to assist in identifying children's barriers to learning. All external agencies work alongside Morley Place and parents and use a range of assessment tools to aid in identifying pupils' additional needs.

How we involve parents and carers in meeting the needs of their child and in whole school developments

Through the recent SEND reforms in September 2014, parents and carers are intrinsically involved in bespoke meetings for children who are identified as SEN Support or have a Statement or EHC (Education Health Care) plan. Support plans are centred around providing parents and pupils with a voice; allowing parents to raise any concerns, provide appropriate provision for children as well as identifying additional support networks for parents. Meetings are held termly where we review the progress of short term targets and long term outcomes. Parents are supported by school staff and deeply involved in the process of target setting and reviewing.

Additionally, the school Inclusion Managers work alongside and liaise with parents to ensure their child's pastoral needs are being met. The pastoral team assists in referrals to external agencies and providers listed in the Local Offer (e.g. Autism Family Practitioners, Sleep Clinic) to ensure parents are well supported. The school also provides workshops around core subjects and pastoral needs for parents.

How we will involve your child in the planning and review of their support]

Pupil voice is paramount in the development of support plans and meeting children's needs to address their barriers to learning. One Page Profiles are created with children which focus around 3 key areas:

- Facts about me
- Getting to know me
- What works well with me

Children's responses are listened to and included in SEN and Individual support plan; playing a primary role in developing key outcomes and short term targets.

How we match the curriculum, teaching and learning approaches for your child

Excellent targeted classroom teaching, also known as Quality First Teaching, is the first wave of support Morley Place provides for all children. All teaching is based on building on what your child already knows, can do and can understand.

Different ways of teaching, as well as a wide range of interactive resources, are available and in place so that your child is fully involved in their learning to help improve accessibility. At

times the teacher may direct the class based Learning Support Assistant to work with your child as part of normal working practice.

Specific strategies (which may be suggested by the Inclusion Manager or external agencies or providers) are in place to support your child to learn.

Teachers will closely monitor your child's progress half-termly and will be proactive in monitoring any gaps a child may have in their understanding/learning and if they need some extra support to help them make the best possible progress.

How we provide additional support if your child has social and communication needs

Children who have social communication difficulties are provided for through a range of bespoke interventions, 1:1 support packages and external agencies. Emotional Literacy, Lego Therapy and Learning Mentor programmes are deployed for children who need to access these. These can be taught in both small group and 1:1 sessions dependent on the bespoke need of the child. Lunchtime activities are available for all children including those with SLCN and/or Communication and Interaction needs where they can learn to play and interact on a social level alongside their peers, in a supportive and nurturing environment.

How we provide additional support if your child has physical, sensory and/or medical needs

Bespoke support packages are in place for children with physical, sensory and/or medical needs. Staff have received epipen training to meet the current medical and physical needs of the children in Morley Place. Additional adult support is provided for those children with additional physical needs so they can access the learning environment.

Staff are provided with regular medical updates, through the medical register, of key children to ensure that their individual needs are being met. Any child with a medical need has an individual Health Care Plan.

How we provide help to support your child's emotional health and well being

Children are supported throughout the school by the Pastoral team. Our Learning Mentor is readily available to meet the emotional wellbeing of children if they feel distressed or anxious. Set pieces of work are delivered around emotional regulation and emotional literacy by the Learning Mentor to ensure children feel safe and settled within school.

Parent voice is key to ensure children's emotional health is addressed and developed. Parents work alongside the academies Inclusion Managers to address concerns and provide strategies, advice and guidance towards appropriate agencies which parents can access.

How we promote developing independence

All children are encouraged to develop a sense of identity and independence within Morley Place. Support is provided to help instil learning qualities through small group work within lessons. Directed and indirect support networks, led by peers, teachers and Learning Support Assistants, are developed to encourage children's confidence in their abilities to promote lifelong independent learners.

How we measure and review your child's progress against their targets and longer term outcomes

Children's academic progress is measured through data collection. Alongside termly data collections, your child is continually monitored and their progress recorded. Pupil progress meetings are held and intervention and enrichment groups are reviewed and monitored.

Short term outcomes are reviewed termly through SEN and Individual Support plan meetings, with impact measured through both data and observations. The progress towards long term outcomes is also assessed termly, as new short term targets aim to scaffold and support long term outcomes within the SEN and Individual Support plan.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Morley Place is accessible for all children and adults with SEND and/or additional medical and physical needs.

When and where needed visual timetables are used within the classroom to help promote the structure of the school day, as well as to assist children to prepare themselves and adjust to changes in the day. Learning walls are utilised as a visual stimulus to help promote accessibility towards learning different concepts. Visual and kinaesthetic stimuli are used regularly during lessons alongside practical experiences to provide new and exciting opportunities for children to gain a love for learning.

How we include children with SEND in the life of our school

Morley Place employs a holistic and inclusive ethos which promotes all children to be included and have access to all aspects of school life. Additional adults assist in supporting those with additional medical needs to ensure they have full access to the curriculum and wider curriculum.

Through our disability and equality policy the school is committed to ensuring equal treatment to all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

The SENCO's job is to support the class teacher in planning for children with SEN. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD), dyslexia and speech and language difficulties.

Regular TA meetings are also used by the school to disseminate information and train the support staff.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. Autism, Speech & Language, Phonics, Rainbows, Guided Group Work, First Aid, Specific Medical Needs, Positive Handling, and Attachment.

External support and expertise we can call upon to help us to meet children's needs

At Morley Place Academy, we embrace additional support from external agencies in order to assist the school in meeting the needs of children and their families. Examples of some of the external provision utilised in school is listed below.

Local Authority Provision delivered in school;

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- EMTAS
- Outreach Support from the Special Schools or Pupil Learning Centre's

Health Provision delivered in school;

- Speech and Language Therapy
- School Nursing
- Occupational Therapy
- Physiotherapy
- CAMHs

Other External Agencies;

- Children's Centres
- Open Minds

How we prepare children to join our school

The Inclusion Manager will ensure smooth transition between all phases of education from entering Key Stage 2 to leaving our school at the end of Year 6.

As children are ready to enter Morley Place, the Inclusion Manager liaises with the Infant feed school. Children with additional needs are given the opportunity to visit Morley Place more frequently and parents are involved at every stage. Any necessary adaptations are put in place and the class teachers are informed about the children's learning needs. Children are supported in school throughout this process by Learning Mentors to address and support any pastoral or social and emotional needs.

All children who enter Morley Place throughout the academic year are supported by the Inclusion Managers. Support networks for parents are developed and offered at an early stage, with parents able to access this support any time throughout their child's time at Morley Place.

How we prepare children to move on from our school

As children enter year 6, we will liaise with parents/ carers as well as the SENCo at De Warenne Academy in the Autumn term to begin planning the transition process. The Inclusion Manager will then put in place any necessary adaptations to provision provided, arrange additional visits for both parents and children prior to them leaving Morley Place.

If children leave mid-point at Morley Place the Inclusion Managers work closely together to ensure parents and children are well supported, and that links between the new school are developed.

How we deploy our resources to meet the needs of children in our school

The deployment of resources within Morley Place to support children is focussed on a needs based system. It is paramount that children with SEND and additional needs have appropriate support provided for them so they can access the learning environment and achieve their potential. Children with EHC Plans have additional support within class in relation to their

area of need as well as additional academic support to ensure they feel settled and confident in the learning environment.

Children on SEN Support and EHC Plans have access to bespoke needs based interventions, which are both Teacher and Learning Support Assistant led. The Inclusion Manager is deployed strategically to ensure that children with SEND are supported well and that their needs are being met.

Needs of children with SEND are reviewed termly with the deployment of additional resources available if their need requires this

Contacts for more information

Head Teacher: Mr Paul Rust

Chair of AAB: Mrs M Woods

Address: Old Road, Conisbrough, Doncaster DN12 3LZ

Telephone: 01709 863400

Email: info@morleyplace.org.uk

Website: www.morleyplace.org.uk

SEN Information Report link: <https://www.morleyplace.org.uk/statutory-information>

Please note:

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Please return this proforma to Natalie Foulds, Families Information Service, by email to Natalie.foulds@doncaster.gov.uk or by post to Natalie Foulds, FIS, 3rd Floor, Floor 3, Civic Office, Waterdale, Doncaster, DN1 3BU.

If you have any queries, please contact Helen Barre on 01302 73753, Jenni Machin on 01302 735978 or Natalie on 01302 862136.

Thank you.