

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 'Information, Advice and Guidance' (then under 'Schools and Alternative Provision'). 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 SEND Policy, SEND 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 that are part of the Delta Academes Trust. We currently have 299 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 are committed to develop your child both academically and as a socially and emotionally as a person.

We have an exciting and stimulating book led 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 ours that every member of the school community feels valued and respected, and that each person is treated fairly and well. Pupils with either a disability or special educational needs are 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. Morley Place 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 SEND Code of Practice (Sept 2014):

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

How we identify if your child may need additional help and/or has special educational needs (SEND)

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 works alongside external agencies and providers such as Educational Psychology, Speech Therapy (SALT) 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 SEND reforms in September 2014, parents and carers are involved in meetings for children who are identified as SEND Support or have a EHC (Education Health Care) Plan. Graduated Response 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 are deeply involved in the process of target setting and reviewing.

Additionally, the school SENCo works alongside teachers and 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.

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

Pupil voice is central 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 view are listened to and included in Graduated Approach SEND and Individual support plans; playing a key role in developing outcomes and short term targets.

How we match the curriculum, teaching and learning approaches if your child has SEND

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 resources and manipulatives, are available and in place so that your child is fully involved in their learning and that this is accessible for them.

At times, the teacher may direct the class-based Teaching Assistant to work with your child as part of normal working practice.

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

Teachers will closely monitor your child's progress monthly 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 learning needs

Children who have learning needs are provided for through a range of bespoke interventions, 1:1 support packages and external agencies. Children work as either part of a small group or on a 1:1 basis due to their individual needs. We offer a range of interventions such as: Power of 2, RWI and Phonics, Toe-by-Toe and Precision Teaching for reading and spelling. All interventions are bespoke to individual pupils and help to work towards their individualised Graduated Response Plan Outcomes.

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, the Thrive approach 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 pupil. 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 training from outside professionals 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 Medical 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. We have a number of qualified Thrive practitioners who work closely with our Thrive lead to put in place bespoke targets and provision for those pupils who need it.

Parent voice is key to ensure children's emotional health is addressed and developed. Parents work alongside the academies pastoral team 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 the Morley Place Academy community. Support is provided to help instil learning qualities through small group work within lessons. Directed and indirect support, led by peers, teachers and Teaching 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 discussed in RAG meeting with senior leaders 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 our Graduated Response Plans for SEND 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 Graduated Response SEND Plan.

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

Morley Place Academy 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 Academy employs a holistic and inclusive ethos which encourages 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 SEND, 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 SEND. The school provides training and support so that all staff can improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD), dyslexia and speech and language difficulties and Thrive.

Regular TA development meetings are also used by the school to train the support staff in specific interventions or whole school approaches to teaching and learning.

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. Thrive, Autism, Speech & Language, Phonics, 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 work closely with outside agencies who can offer additional support and advise 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 are listed below.

Local Authority Provision delivered in school;

- Autism Outreach Service (ASCETs)
- 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
- BOSS

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 SENCo 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 SENCo liaises with the Infant feed school. Children with additional needs are given the opportunity to visit Morley Place Academy 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 Academy throughout the academic year are supported by the SENCo and pastoral team. 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 Academy.

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 SENCo 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 Academy.

If children leave mid-point at Morley Place Academy, the SENCo works 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 with SEND

The deployment of resources within Morley Place Academy to support children is focussed on a need-based system. It is vital 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 areas of need as well as additional academic support to ensure they feel settled and confident in the learning environment.

Children on Graduated Response SEND Plans and EHC Plans have access to bespoke need-based interventions, which are both Teacher and Teaching Assistant led. The SENCo is deployed strategically to ensure that children with SEND are supported well and that their needs are being met.

The needs of children with SEND are reviewed termly with the deployment of additional resources available if this is needed.

Contacts for more information

Head of Academy: Mr Duncan

Chair of Governing Body: Mr Longley

Address: Old Road, Conisbrough, Doncaster DN12 3LZ

Telephone: 01709 302340

Email: info@morleyplace.org.uk

Website: <http://www.morleyplace.org.uk>

Please note:

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

Contact the Families Information Service:

Freephone: 0800 138 4568

Phone: 01302 735237

Email: fis@doncaster.gov.uk