



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

EQUALITY AND DIVERSITY STATEMENT

Morecambe Road School is committed to the fair treatment of all in line with the Equality Act 2010. This policy ensures that all factors are considered and all will be treated with dignity and respect.

Morecambe Road School caters for pupils aged 3 to 16 years attending from a wide catchment area in the North of Lancashire who have an Education, Health and Care Plan (EHC Plan). Pupils attend from a wide and diverse catchment area centred on the population of Morecambe and Lancaster.

The school provides an environment and opportunities created for all pupils to achieve their potential, to flourish and thrive. The intention of the school is to welcome and value all the pupils and adults who create the school community, and those who visit for various purposes. The school seeks to provide the highest quality of education possible from the resources available and to continuously improve the provision it makes.

The school's Mission Statement, Aims and Objectives provide a framework for all partners to work to a common purpose in best meeting pupils' educational needs.

The Governing Body monitors the delivery of this and other policies, by a Review process undertaken by the Governors' Curriculum Committee and by its involvement with and responsibility for, the School Development Plan.

In addition, Governors regularly visit school on an individual basis to maintain an awareness of pupils, classroom activities and school management. Alongside individual visits and committee meetings, the full Governing Body meets formally on a termly basis. These meetings are accessible to all staff.

The school is a District resource for pupils who find learning difficult. The Local Authority recognises the pattern of Special Educational Needs & Disability existing in the District and resources the school to meet the needs of the pupils placed at the school.

The District's Admissions Panel meets termly. This Panel is chaired by the Area SEND Manager, and is comprised of representatives of the Educational Psychological Service, Morecambe Road School, The Loyne Specialist School, Bleasdale School and other relevant professionals who are invited if or when required. This termly meeting provides an opportunity to address general issues affecting the school's provision, and the needs of individual pupils.

The school is single story, with ramped access. The school has specialist facilities for EYFS, Science, Design Technology, Music, Art, Food Technology, Computing and Horticulture. School meals are prepared on the premises, and special individual needs are catered for. The school

MORECAMBE ROAD SCHOOL

has a dual purpose hall for dining and P.E. All pupils, except under-5's and Year 1 pupils and those in Years 9, 10 and 11 attend weekly swimming sessions. The school has three minibuses and is committed to motivating its pupils to learn within and beyond its own grounds. All facilities and opportunities are accessible to the physically disabled. The school seeks to provide all its pupils with an equality of opportunity with their mainstream peers. This affords an entitlement to a full, broad, balanced and relevant curriculum.

The school aims to resource pupils in small classes with staffing levels that reflect the needs of the pupils. Funding to resource this is allocated by the L.E.A. Group sizes will on occasions vary according to specific activities and exceptional needs. Pupils bring to the school resources that relate to a banding agreed by the Local Authority and school.

Materials and resources are allocated to curriculum areas from the school's capitation budget, which is agreed by the Governing Body. Other educational resources agreed by the Governing Body relate closely to needs and strategies identified in the School Development Plan.

Pupils' needs are identified and specified on their Education, Health and Care Plan. These are formally reviewed on an annual basis and more frequently when this is appropriate. Wherever reasonable, pupils are consulted regarding their needs and ascertainable views are taken into account and included in the assessment process. Parents contribute to this "Annual Review"; in addition, there are at least two formal Parents' Evenings each year. Pupils' needs include, or are translated into objectives and short term targets that form an integral part of teachers planning and recording. Pupils too are encouraged to assess their own progress.

The school has a comprehensive system of assessment and recording reflected in the detailed school policies for Recording, Reporting Achievement and Assessment.

An additional emphasis is placed on reviewing needs at the end of Key Stages 2, 3 and 4, when issues relating to transition and transfer are addressed.

The medical needs of pupils are reviewed by the Community Pediatric Consultant and his/her team. Children with particular speech and motor difficulties are reviewed and monitored by the Speech and Language Therapist, Physiotherapist and Occupational Therapist working in school. School seeks additional advice from specialist educational and medical professionals when appropriate or requested. At the present time the school works closely with the Psychology Service who supports pupils and their parents or carers if required.

It is the policy of the school to provide a broad, balanced and relevant curriculum for all pupils. A Senior Leadership Team (Head, Deputy Head, Assistant Headteacher and members of staff with TLR), addresses core and functional curriculum, teaching and learning and assessment across the school.

The school is committed to providing access to a full entitlement curriculum so that enhancements accrue through attendance at this school. It is school policy to provide rich and varied curriculum opportunities which contribute to an enhanced school curriculum. The school ensures that pupil voice is taken into consideration along with an emphasis on mental capacity.

MORECAMBE ROAD SCHOOL

The specific roles of individual Governors ensures a wide and varied involvement in school. Attendance in school through membership of formal committees and working groups complement individual arrangements, and ensure that meetings of the Full Governing Body are effectively and efficiently informed of the quality of education provided in the school. Meetings of the Governing Body are open to all staff and individual members of staff are regularly requested to make presentations to committees and to the full Governing Body. Evidence of pupils' attainments through National Curriculum assessment, examinations successes, attendance figures, national and local recognitions of achievement, and records relating to complaints and exclusions contribute to the Governors evaluation of pupil success.

The Governing Body ensures the school has an efficient and clear Complaints Procedure, and that records are maintained to record complaints. The Complaints Procedure is available from the school office.

In-Service Training for teaching and support staff is coordinated by a Staff Development Coordinator who provides an annual summary report. The Staff Development Coordinator provides an annual report, summarising professional development needs identified through the scheme of Appraisal. General issues relating to the training needs of support staff are addressed at their termly meeting with the Headteacher.

The Governing Body approves a training budget as a discrete budget heading on an annual basis and monitors the allocation and use of this budget.

Staff training is a standing item in the termly report to Governors by the Headteacher.

The school uses available professionals, particularly from within the LA, where relevant and possible within budgetary constraints. School expects an appropriate involvement from colleagues in related disciplines as specified on pupils' Statements or EHC Plans. This involvement is mainly from the local Health Authority and Children's Services.

In addition, as an organisation the school makes the maximum use possible of the resources of related organisations and services, including career advice, the Outward Bound Trust, and local sports and football club. The school acts as a base for the interchange of Special Educational Needs & Disability expertise and shares specialist in-service opportunities to colleagues from other schools and agencies in this area.

The school seeks to access the full range of opportunities and services in the community and is committed through its aims to a full and active involvement in the local community.

School acknowledges parents as the main educators of their children and is committed to a partnership with parents. This commitment is reflected in School Aims and School Policy Statements on Parental Involvement and Home Visits.

The Governing Body includes 2 Parent Representatives who historically have devolved responsibility for the preparation of the Governors' Annual Report to Parents.

MORECAMBE ROAD SCHOOL

The school has an active programme of parental involvement which is monitored and regularly reported upon by the Headteacher. Governors are aware of the changing socio-economic circumstances affecting parents and are committed to involving parents fully in school despite changing circumstances.

The school is committed to effective relationships with other schools in the district. Visits to mainstream schools and pre-school bases form an integral part of the admissions process. The school monitors developments and innovations in schools in the community which may relate to enhancing opportunities or may affect considerations relating to placement.

School has a comprehensive programme which prepares pupils for adult life, the world of work, citizenship and the transition to further education, training or work. It builds on the work-related and life skills curriculum provided in Key Stage 4. Transition is recognised as a crucial element and a comprehensive process occurring at the end of Key Stage 2 prior to Primary-Secondary transition. Increasingly the school finds active partnerships with local schools and other institutions. Link courses in FE enable active inclusion for pupils in KS4.

The Governing Body includes representatives of the local community. This representation ensures that the school is aware of and abreast of local initiatives related to the work of the school and influenced by the local community.

The school is committed to regular contact with child Health Services and with Social Care. The large part of this contact will relate to individual pupils although the school and its Governing Body will represent issues of general concern to the Community Paediatric Consultant, and the Area Special Educational Needs & Disability Manager in the case of wider concerns.

The school safeguards its pupils through rigorous and embedded systems and policies ranging from employment through volunteers to the delivery of its curriculum. Similarly, the health and safety of its pupils and the school community is supported by active monitoring and consultation.

Morecambe Road have a duty to actively promote wellbeing principles when carrying out any care and support functions in respect of a pupil. This is a guiding principle that puts wellbeing at the heart of care and support. This principle must be applied to all safeguarding practice and decisions. "Wellbeing" is a broad concept, and it is described as relating to the following areas in particular:

- personal dignity (including treating people with respect);
- physical and mental health and emotional wellbeing;
- protection from abuse and neglect;
- control by the individual over day-to-day life (including care and support and the way it is provided);
- participation in work, education, training or recreation;
- social and economic wellbeing;
- domestic, family and personal relationships;
- suitability of living accommodation;

MORECAMBE ROAD SCHOOL

- the individual's contribution to society. Promoting "wellbeing" means actively seeking improvements, for the pupil with care and support needs (regardless of whether they have eligible needs or not).

Mental capacity and consent the law presumes that over 16's have mental capacity to make their own decisions. However, there will be times and situations in which an individual lacks mental capacity in relation to particular decisions. Issues of mental capacity and the ability to give informed consent are central to decisions and actions within the safeguarding young adults procedure. There are five key principle of the Mental Capacity Act that we consider:

- Presumption of capacity – an inability to take some decisions doesn't mean that they can't take any decisions.
- A right to support – a young person who has difficulties may be able to take the decision if properly supported
- Right to make unwise decisions – making an unwise decision does not, of itself, mean that the person lacks capacity
- Best interests – anything done on behalf of a young person who lacks capacity must be done in their best interests
- Minimising restrictions – should be the least restrictive of their basic rights and freedoms that is compatible with their welfare

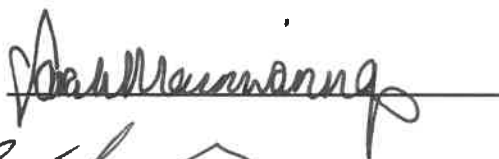
All interventions need to take into account the ability of young adults to make informed choices about the way they want to live and the risks they want to take. If an individual refuses intervention to support them with a safeguarding concern or requests that information about them is not shared their wishes should be respected. However, there are a number of circumstances where this consent can be overridden.

The school actively seeks to influence local policies relating to children with special educational needs and disability. The school was successful in gaining funding which has lead to developing a Summer Play Scheme, Holiday Club and after-school club for pupils from the district who have SEND. These schemes have become an important part of the overall provision offered to the local community by the school to support pupils and their parents/carers with SEND.

The school actively seeks equality of opportunity for its pupil cohort in terms of opportunities in the 14 -19 Educational Reforms – in particular the opportunities for its pupils to access vocational and other courses through their provision at appropriate levels.

Approved by the Full Governing Body on 11th November 2020

Signature: (Chair of Governors)



Signature: (Headteacher)



