



# **Moorlands Primary School**

*High Expectations, High Achievements, Challenge and Enjoyment for All*

## *Special Educational Needs and Disabilities Policy*

<b>Name of Policy Writer/Amendments</b>	<b>Date Written/Amended</b>	<b>Next Review Date</b>	<b>Approved by Governors</b>
Danielle Augustine	May 2016	September 2017	
	September 2017	September 2018	November 2018
Sophie Crowther	November 2018	November 2019	
Danielle Augustine	October 2020	October 2021	November 2020
Georgia Flint	November 2021	November 2022	November 21
Georgia Flint	November 22	November 2023	November 22

At Moorlands we aim to enthuse **all** our children and strive to foster a life-long love of learning through a broad, balanced and creative curriculum where **all** children can access and achieve regardless of gender, race, religion or abilities.

### **Our Approach**

#### **We aim to:**

- Provide equal opportunities for children of all needs and abilities in our school, recognising that any child may have Special Educational Needs and Disability (SEND) at some time in his or her educational career
- Ensure that the special needs of children are identified, assessed and necessary provision made for any pupil who has Special Educational Needs and Disability
- Create a learning environment that meets the special needs of each child within a broad, balanced and relevant education
- Enable all children to have full access to all elements of the school curriculum
- Work in partnership with parents, outside agencies and the Educational Psychologist to ensure the best provision is provided for our children
- Ensure that children with Special Educational Needs and Disability are included, where practicable; in decisions affecting their future additional needs provision
- Ensure that all staff are aware of their responsibilities towards pupils with special educational needs and are able to exercise them
- Ensure that these children have the opportunity, and are expected to contribute to the work and life of the school
- Develop the children's self-confidence and their respect of individual differences
- Monitor our effectiveness in achieving the above aims

### **Definition of Special Educational Needs and Disability**

Children have Special Educational Needs and Disability if they have a learning difficulty or particular need, which calls for special educational provision to be made for them.

#### **A child has Special Educational Needs and Disability if they:**

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions

#### **Additional provision means:**

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they were taught.

School will have due regard for the Code of Practice when carrying out our duties towards all pupils with additional needs, and ensure that parents are notified when additional provision is being made for their child.

### **Roles and Responsibilities**

Provision for children at Moorlands Primary School is a matter for the school as a whole including Governors, Head Teacher, Special Educational Needs and Disability Co-ordinator and all teaching staff.

#### **The Role of the Governors:**

The governing body, in co-operation with the Head Teacher will;

- Determine the school's general policy and approach to provision for children with SEND.
- Establish the appropriate staffing and funding arrangements.
- Maintain a general oversight of the school's work.
- Designate one specific governor to take a particular interest in and closely monitor the schools work with SEND and liaise with the SENDCo.

#### **The Role of the Head Teacher:**

- Has overall responsibility for the day to day management of provision.
- Will work closely with the SENDCo and keep the governing body fully informed about the working of this policy.
- To encourage all members of staff to participate in training to help them meet the objectives of this policy.

#### **The Role of the Special Educational Needs and Disabilities Co-ordinator (SENDCO):**

The SENDCo is responsible for:

- Providing related professional guidance to colleagues with the aim of securing high quality teaching
- Managing the records of all children with SEND, alongside the teaching staff
- Managing the school-based assessment and completes the documentation required by outside agencies and the LA
- Advise on the graduated approach in providing SEND support
- Tracking children's progress
- Promoting effective home/school liaison
- Acting as link with external and support agencies

#### **The Role of the Class Teacher:**

Each class teacher is responsible for:

- Being aware of the school's procedures for the identification, assessment and provision made for SEND pupils

- Working with the SENDCo to collect ILPs and all available information on the pupil
- In collaboration with the SENDCo, develop ILPs for SEND pupils and My Support Plans if required
- Ensuring that the individual programme set out in ILP is delivered, either by working with the SEND pupils, or ensuring that the support assistant is working with them on a regular basis
- Developing constructive relationships with parents
- Meet with parents termly if the child has an ILP and will review this as well as share the new ILP for the coming term.

### **The Role of the Parents/Carers:**

Parents/Carers are required to:

- Work in partnership, with the school and other agencies, towards the achievement of the agreed aims for the pupil
- Be involved in the decision-making process
- Attend meetings if required

### **Identification and Intervention**

We have adopted a whole school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. The SEN Code of Practice 2014 makes it clear that all teachers are teachers of pupils with additional needs.

- **All** children are to receive Quality First Teaching within the classroom by the class teacher.
- If additional support is required, children may join the SEND register as School Support. This may be in the form of additional interventions as they have been identified falling behind their peers.
- Should outside agencies be involved or there is a concern over the progress made, children may require an ILP (individual learning plan) which sets specific targets and outlines how these will be achieved. Parents will be invited to meet with the class teacher termly to discuss this.
- If it is considered that the child may require more support and that there is a complexity of need, a My Support Plan would be created with parents, class teacher, support assistant and SENDCo collaboration.
- Should a child require more intensive, one to one support, an Educational Health Care Plan (EHCP) may be considered. The process is lengthy and only considered in special circumstances.

### **Requirements from the National Curriculum**

Teachers set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers are to use appropriate assessment to set target which are deliberately ambitious. Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. Potential areas of difficulty should be identified and addressed at the outset of work.

### **Quality First Teaching**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class
- That all teaching is based on building on what your child already knows, can do and can understand
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress (targeted interventions)
- Your child will be given individual targets to show the next steps in their learning
- Your child is assessed and set challenging yet achievable next steps

### **Specific group work within a smaller group of children.**

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning, which means they have been identified by the class teacher as needing some extra support in school.

***This is called an Intervention group and may be:***

- Run in the classroom or other small learning space
- Run by a teacher or Teaching assistant who has had training to run these groups

***For your child and yourself this would mean:***

- He/She will engage in group sessions with specific targets to help him/her to make more progress
- A teacher, teaching assistant or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan
- You will be asked to come to a meeting to discuss your child's progress if they have not made the expected progress over a period of two terms

### **SEND support in School**

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups, which means they have been identified by the class teacher or SENDCO as needing some extra support in school this could also include specialist support from outside professionals. Once a potential special educational need is identified, four types of action is taken to put effective support in place. These actions form part of a cycle through which earlier actions are revisited, refined and revised with the growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach; it draws on more detailed approaches, more

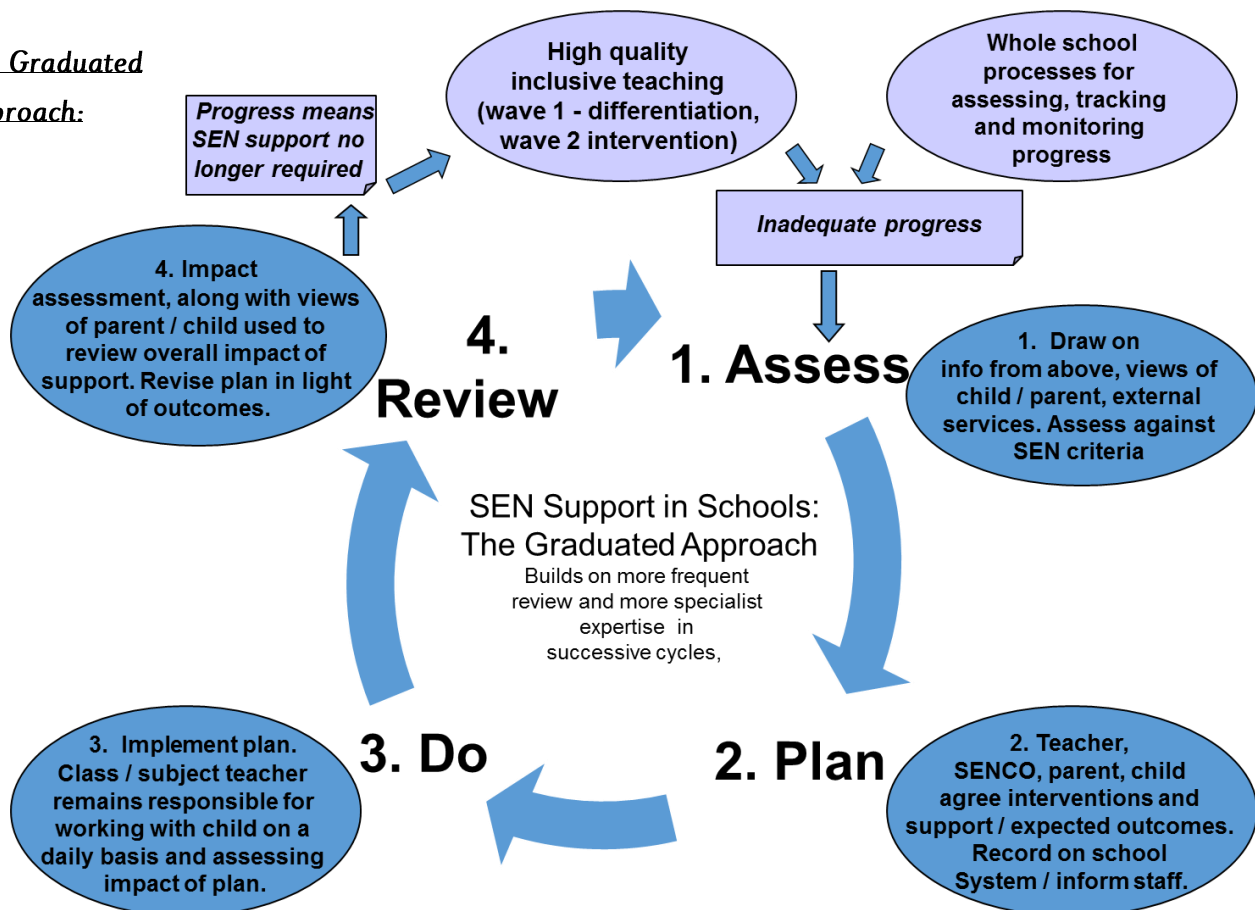
frequent reviews and more specialist expertise in successive cycles in order to match interventions to the needs of children and young people.

This may be from:

- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapist, Sensory Impairment, Portage, Portex, Educational Psychologist, complex communication and interaction outreach, visual impairment, hearing impairment, physical impairment social, emotional and mental health and cognition and learning.

### The Graduated

#### Approach:



External support services will require access to pupil's records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting ILP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may request direct intervention/support from a specialist.

### Request for Statutory Assessment/ Educational Health Care Plan (EHCP)

The school will request a statutory assessment/ EHCP from the LA when, despite an individualised programme of sustained intervention within School Support, the pupils progress remains a significant cause for concern. The school will have the following information available:

- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Curriculum attainment
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social services/Educational Welfare Service reports
- Any other involvement by professionals

### **Partnership with Parents**

The school works hard to build positive and constructive relationships with all its parents.

At all stages of the SEND process, the school keeps parents fully informed and involved. We have; communication intervention notes, regular meetings to share the progress and agree on specific targets to be reviewed at the discretion of those involved.

### **Disability and Access**

In accordance with the Special Needs and Disability Act of 2001, efforts will be made to ensure that disabled pupils are not treated less favourably, and that sensible adjustments will be made to avoid substantially disadvantaging disabled pupils.

### **Equal Opportunities**

The school is committed to achieving excellence in terms of care and opportunity for all pupils, irrespective of ability, gender, race, class, or culture. We seek to ensure that all pupils will work to improve their level of achievement and we strive to maintain a strong tradition of high standards and expectations both academically and socially.

For further information about the SEND policy and any other concerns you may have, please do not hesitate to contact our SENDCo's, Mrs Walker, Miss Flint and Mrs D. Augustine or SEND Governor Mrs G. Dolan.