

**2023-2024**

Moorside Community Primary School  
Head Teacher – S. Lawler-Smith



# **MOORSIDE COMMUNITY PRIMARY SCHOOL**

## **INCLUSION POLICY (SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

## Special Educational Needs and Disabilities Inclusion Policy

Moorside Community Primary School

Head Teacher: S. Lawler-Smith

### Named personnel with designated responsibility

Designated SLT	Deputy designated SLT	Nominated Governor	Chair of Governors
S. Lawler-Smith	K. Bailey	Full Governing Board	S. Corlett

Next Review Date	September 2024
Committee Responsible	Governing Board
Document locations	Shared Drive

### Change History

Version	Date	Change Description	Stored
1	Sep 2019		
2	Sep 2020	<ul style="list-style-type: none"><li>Statutory guidance updated</li><li>Procedural changes within school and amendments detailed</li></ul>	
3	Sep 2021	<ul style="list-style-type: none"><li>Inclusion of Appendix 1 SEMH Support provided to pupils and staff</li></ul>	
4	Sep 2022	<ul style="list-style-type: none"><li>Staffing structure updates</li><li>Personnel updates</li></ul>	
5	Sep 2023	<ul style="list-style-type: none"><li>Personnel updates</li><li>Wording changes</li><li>Accountability and responsibility of the teachers' updates</li><li>Description of the SEND Phase Leader role included</li></ul>	
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**This policy should always be read in conjunction with the School's Safeguarding and Child Protection Policy and the most recent version of Keeping Children Safe in Education**

## Mission statement

To go further than we thought possible

To run faster than we hoped

To reach higher than we dreamed

To become the best that we can be.

## Rationale and Context

Moorside Community Primary School is three-form entry, with a non-teaching Special Educational Needs and Disabilities Coordinator (SENDCo), two Deputy Head Teachers, four Phase Leaders and an experienced teaching staff. The SEND provision at Moorside is overseen by the Head Teacher, who is supported by the link SEND Governor who is part of the Governing Board (GB). In addition, we now have two members of staff who hold the National Award for Special Educational Needs Coordinators (NASENCo) qualification and three working towards it, as well as four Learning Mentors and two Education, Health and Care Plan (EHCP) Intervention Specialists.

The catchment area for Moorside has varied socio-economic roots and this is therefore reflected in the varied pupil intake. Over recent years the SLT have worked tirelessly to build and promote the success of the SEND provision at Moorside and as a result the number of SEND pupils now on roll has increased significantly.

At Moorside we endeavour to empower pupils, provide them with opportunities to develop and to enable them to flourish irrespective of their individual learning difficulties. This is done in consultation with The Special Educational Needs and Disabilities Code of Practice, (COP), (2014), The Equality Act (2010), The Children and Families Act (2014), the Local Authority and correlating internal school policies.

“A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. As a result, special education provision must be provided; that is different from or additional to the provision made generally for children of comparable age.”

(DfE and DoH, 2015)

## SEND Aims and Objectives

The aims of this policy to detail information relating to:

- The provision available for SEND pupils at Moorside, how that provision is mapped out and the steps we follow when identifying needs.
- How SEND progress and achievements are monitored and analysed.
- How a collaborative, challenging and achievement-filled environment is achieved for all pupils.
- How we enable all pupils to develop to their full potential in a structured and caring environment.
- How we encourage all staff, parents and stakeholders to aim for high but realistic expectations of their children/pupils and encourage them to work to the very best of their ability

## Identification and Assessment of SEND

“It is vitally important that children with SEND are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development.”

(DfE and DoH, 2015, 2.14)

The SEND Inclusion Policy encompasses the four areas of SEND as named in the CoP, (2014): Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical Disabilities.

‘A disability concerns someone who has a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities; for these children we will make reasonable adjustments, including making our best endeavours to provide auxiliary aids and services and to ensure that our disabled children are not at a substantial disadvantage compared with their peers.’

(Disability Discrimination Act, 1995)

However, it is recognised that pupils’ difficulties and/or disabilities may cross over into more than one area of need. Therefore, it is our philosophy that learning should know no limits and our policy is built upon this belief. We support the concept that all children have a right to a full and rounded education, which will enable them to achieve to their full potential. (See Parent and Practitioner Information Document at <https://www.moorsideprimary.net/our-school/policies/> )

The first step towards achieving success begins with the SENDCo working in cohesion with the Head Teacher, Governing Board (GB), Class Teachers and support staff.

By initiating the process of accountability and responsibility, teachers are encouraged to:

- Ensure that all learning needs are met in their classroom, through the use of adaptive teaching.
- Continually assess progress and attainment for all pupils.
- Maintain clear and open channels of dialogue between parents, the setting and professionals.
- Ensure all provision implemented is documented accurately.

Details of the graduated response to SEND can be viewed in the Parent and Practitioner Information Document and Parent Contact and Advice overview document, which describe the SEND identification process, interventions, external practitioner involvement and Education Health and Care Plan (EHCP) processes. It is important to note that all processes are fluid and regularly discussed, evaluated and adapted dependent upon individual needs and circumstances. Essentially, the aim of the SEND provision is to try to aid pupils' progress by closing the gap between themselves and their peers, enabling them to access the National Curriculum, improve their individual self-help skills and ensure pupil enjoyment and engagement is maintained throughout.

#### English as an Additional Language (EAL)

The identification and assessment of SEND children whose first language is not English, also comes under the umbrella of SEND Inclusion, as those pupils often require interventions above and beyond that offered through Quality First Teaching (QFT) or Wave 1 interventions. The SENDCo will refer students to the Ethnic Minority and Traveller Achievement Service (EMTAS) who will conduct an assessment of EAL students, as and when required to do so. Such assessments are pivotal in deciphering if a pupil has SEND, EAL or a combination of both. Throughout this process, parents will be consulted and involved at all stages.

#### Key Principles of Inclusion

“The following areas will encompass all aspects of SEND as highlighted in the Code of Practice and include areas of difficulty such as; learning difficulties, specific learning difficulties, emotional and behavioral difficulties, physical disabilities, sensory impairments, speech and language difficulties and any professionally diagnosed medical conditions.”

(DfE and DoH, 2015, Appendix - page 69)

Inclusion is not just a concept to help educate pupils who have SEND, but a necessary educational state of mind, which

should allow for all pupils to feel happy, secure and emotionally intelligent. We are committed to providing an inclusive education from the beginning of a child's educational journey to its conclusion. Inclusion should be holistic and encompasses the fostering of collaborate professional partnerships for example: Speech and Language Therapy (SALT).

We aim to provide a fully inclusive learning environment by consulting and applying the guidelines set out in the CoP, (2014, Section 19), which includes:

- Providing differentiated personalised interventions, while ensuring equality for all by identifying needs at the earliest opportunity.
- Providing strong and impartial pastoral care and support (including Social, Emotional and Mental Health (SEMH) support – see Appendix 1).
- Conducting regular reviews of all children's progress.
- Working in partnership with parents and other external agencies to provide for the child's special education needs at all stages.

“Inclusion is about the quality of children's experiences; how they are helped to learn, achieve and if they can participate fully in the life of the school.”

(Removing Barriers to Achievement, 2004)

However, if a child's needs are considered to be severe then provision will be adapted accordingly. If such alterations are deemed a necessity for the child to succeed then any changes must be in their best interests and comply with practices set out in the Education Act, (2004, section 364).

### Assessment and Exam Exemptions

Extra time, scribes, alternative environments, rest breaks or readers can be considered if the staff deem that a pupil's learning needs will inhibit them accessing the examination material being presented. Although, this is a relatively straightforward process, any alterations to the examination process must be correctly logged or applied for prior to the exam beginning and any special circumstances must be completed in line with National Curriculum exam guidelines. The relevant Deputy Head Teacher will ensure that the correct and due processes are followed in accordance with the correlating examination board stipulations.

### Contributors to the Inclusion Policy and SEN Provision

Overall SEND provision is the responsibility of the Head Teacher and GB. However, to facilitate the day-to-day running of the provision, the Head Teacher delegates responsibility to the appointed SENDCo.

The Head Teacher:

- Ensure that all pupils' special educational needs are addressed.
- To be held accountable, in conjunction with individual class teachers, for the progress and attainment of all SEND children.
- Ensure that the school website publishes the school's SEND offer, Salford's Local Offer, the SEND Inclusion Policy and all relating correspondence in accordance with the CoP (2014).
- Converse with and provide support for the SENDCo.
- Monitor the implementation of the SEND policies.
- Work in close partnership with the SENDCo to contribute to the School Improvement Plan (SIP).
- Ensure the GB are kept appropriately informed of any SEND updates.

Governing Board (GB):

- Ensure that all pupils' special educational needs are addressed.
- Raise awareness of SEND at GB meeting, by keeping abreast of any SEND developments locally and nationally.
- Regard the CoP and the school's SEND and Inclusion Policy ensuring it is reviewed regularly.
- Work in close partnership with the SENDCo to ensure that they are adhering to the School Improvement Plan (SIP) as was devised by the Head Teacher.
- Ensure that the school website publishes the school's SEND offer, Salford's Local Offer, the SEND Inclusion Policy and all relating correspondence in accordance with the CoP (2014).
- Converse with and provide support for the SENDCo.
- Monitor the implementation of the SEND policy as directed by the Head Teacher.

The SENDCo:

- Oversee the day-to-day operation of the schools SEND aims.
- Co-ordinate provision for all SEND pupils.
- Maintain, apply and review all Education Health and Care Plans (EHCP).
- Complete all paperwork relating to all SEND pupils.
- Liaise, discuss concerns with and advise colleagues on SEND matters.
- Organise and deliver internal and external Continuing Professional Development (CPD) sessions for all colleagues.

- Co-ordinate, oversee, track, monitor and cost interventions for all SEND pupils.
- Liaise with parents, other settings and external professionals regarding all matters of SEND.
- Carry out regular observations and learning walks to monitor progress.
- Create, maintain and amend the SEND Register continuously.
- Contribute to and/or create policies relating to and including SEND provision.
- Budget for SEND resources required to support needs.
- Ensure all non-negotiable interventions/advice/strategies (those advised by external professionals, which we are then assessed against) are carried out, managed effectively and analysed regularly.

#### SEND Phase Leader

- With support from the SENDCO, ensure that the graduated response is implemented to ensure that individual children's needs are met and monitor this accordingly.
- Support class teachers, in their phase, to provide Quality First Teaching (QFT) across all aspects of the curriculum.
- Support the class teacher, in their phase, to plan, organise and ensure that interventions are completed, review progress and adapt sessions with support of the SENCo as often as is required (minimum of six times per year).
- Meet with parents in their phase (alongside the class teacher) on a yearly basis to update medical plans or as needs change.
- Have an up-to-date asthma list. Monitor that all children have an asthma plan and required medication in school.
- Support staff to create personalised learning plans, 3 times a year, by the dates outlined. Monitor the quality of learning plans and ensure that these are shared with children and parents.
- Compile a register of children in each class detailing a brief overview of special educational needs and provision required.
- In conjunction with the SENDCO and DHT implement individual behaviour plans for children identified to meet their needs.
- Complete referral forms, alongside the class teacher, as directed by the SENDCO.
- Organise the implementation of any screeners required for the children in their phase (e.g. Wellcomm or dyslexia screeners).

#### Class Teacher:

- Maintain responsibility for all pupils' learning, including those with SEND.
- Provide Quality First Teaching (QFT) across all aspects of the curriculum.
- Constantly evaluate practices to ensure that all learners' needs are at the forefront of decisions and as a result their individual needs are met.
- Assess the progress of children in line with the school Assessment Policy.
- Share concerns with the SENDCo, listen to advice, adapt practices and endeavour to increase progress by following the steps laid out in Moorside policies and guidance.



- Plan, organise and ensure that interventions are completed, review progress and adapt sessions with support of the SENCo as often as is required (minimum of six times per year).
- To read and implement all recommendations and targets set for individual pupils and ensure their knowledge of SEND pupils is kept up to date (CPD, CPOMS (safeguarding and child protection software) and Edukey).
- QFT should always be carried out to minimise stressors and raise attainment unequivocally.

### Partnership with Parents/ Carers

Partnership plays a key role in enabling SEND pupils to achieve their full potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a pupil, as they often hold unique knowledge of their son's/daughter's needs. In reverse, the setting will endeavour to keep parents/carers fully informed at all stages of their child's learning journey. In addition, parents are encouraged to interact with Class Teachers, Phase Leaders and the SENDCo on an informal, but regular basis, to help foster positive relations and enable both parties to transfer information quickly and efficiently.

For any non-compulsory referrals/assessments e.g. referrals to the Primary Intervention Team (PIT), Learning Support Service (LSS), Speech and Language Therapy (SALT), Educational Psychologist (EP), or Paediatrics then permission from parents/carers will always be requested. It is your right to withdraw interventions and/or refuse to sign the referrals, but please note that by doing so you are at risk of jeopardising your son's/daughter's progress whilst at Moorside. All results are reported to parents from the source carrying out the testing and/or via the SENDCo.

In addition, we use in-house testing and assessment systems, which do not require parental consent as they form part of our daily teaching practices e.g. curriculum tests, Dyslexia Screenings, Visual Stress Tests, Strength and Difficulties Questionnaires (SDQs) WELLCOMM and pre/post intervention assessments.

### Conclusion

It is important to state, that no child will be placed on the SEND register unless an internal consultation and intervention process has been implemented and once parents and/or guardians have given their consent.

Edited by Kimberley Bailey

To be reviewed in September 2024

(Unless educational reforms call for a review at an earlier date)

# Appendices

## Appendix 1

### Social, Emotional and Mental Health (SEMH) support provided for pupils and staff at Moorside Primary school

*“Schools should be particularly alert to those with pre-existing mental health conditions and those with experiences directly related to the coronavirus, such as illness and bereavement. Research shows children from minority ethnic groups are more likely to experience poor health outcomes and, therefore, are more likely to experience mental health difficulties during the pandemic. Children and young people from homes where domestic abuse is a concern are at increased risk of mental health difficulties.”*

<https://www.naht.org.uk/advice-and-support/coronavirus-information-and-resources/coronavirus-supporting-pupils-mental-health-and-well-being>

Fortunately, we have been focused on improving and supporting the SEMH needs of staff and pupils for many years now and this has enabled us to provide all children with the best care possible while they attend the setting. Strategies currently embedded include:

- Learning Mentor
- Mental Health First Aiders
- Nurture room
- Abundance of physical resources
- Staff and Pupils have access to a therapist (referral process)
- Thrive in Education school
- Full time SENCo
- Emotionally Friendly School (bronze award)
- Knowledgeable and active pastoral team

- Open invite coffee mornings
- Highly trained staff
- Plethora of SEMH interventions and assessment tools
- Timetabled SEMH support throughout school
- Daily emotions check-in
- Key Adults for all vulnerable children
- Zones of Regulation teaching programme
- Emotion coaching training throughout school
- Well-being and excursion activity days for all staff
- Access to the Primary Inclusion Team (SEMH specific support)
- Pupil progress meetings identify needs and plan a support pathway (3 x per year)