

2023-2024

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



Special Educational Needs and Disabilities (SEND) Policy

Moorside Primary School

Last reviewed on: December 2023

Next review due by: September 2024

Special Educational Needs and Disabilities Policy

Moorside Community Primary School

Headteacher: 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">• Statutory guidance updated• Procedural changes within school and amendments detailed	
3	Sep 2021	<ul style="list-style-type: none">• Inclusion of Appendix 1 SEMH Support provided to pupils and staff	
4	Sep 2022	<ul style="list-style-type: none">• Staffing structure updates• Personnel updates	
5	Sep 2023	<ul style="list-style-type: none">• Personnel updates• Wording changes• Accountability and responsibility of the teachers' updates• Description of Phase Leader role included	
6	Dec 2023	<ul style="list-style-type: none">• New SEND policy written	

Contents

1. Aims and objectives.....	4
2. Vision and values.....	4
3. Legislation and guidance	5
4. Inclusion and equal opportunities	5
5. Definitions	5
6. Roles and responsibilities	6
7. SEN information report	10
8. Our approach to SEND support.....	10
9. Expertise and training of staff	12
10. Links with external professional agencies	12
11. Admission and accessibility arrangements	12
12. Complaints about SEND provision	13
13. Monitoring and evaluation arrangements	13
14. Links with other policies and documents	13

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation regarding pupils with SEND.
- Set out how our school will:
 - Identify the SEND needs of our pupils.
 - Support and make provision for pupils with special educational needs and disabilities.
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school, alongside pupils who do not have SEND.
 - Help pupils with SEND fulfil their aspirations and achieve their best.
 - Help pupils with SEND become confident individuals living fulfilling lives.
 - Monitor the progress of pupils with SEND.
 - Help pupils with SEND make a successful transition into the secondary phase of their learning.
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Explain how we involve pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil.
- Make sure the SEND policy is understood and implemented consistently by all.

2. Vision and values

Our school mission statement outlines our vision for all our pupils:

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.

In addition to this we ensure that: -

- All pupils are provided with access to a broad and balanced curriculum.
- We are committed to making sure all our pupils have the chance to thrive and we fully support them to meet their full potential.
- We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of all pupils, no matter how varied.

3 Legislation and Guidance

This policy is based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Pupil and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report.
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND.
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly pupil with a disability or with special educational needs.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a difficulty or disability that requires special educational provision to be made for them.

They have a **difficulty or disability** if they have:

- A significantly greater difficulty than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational provision that is additional to, or different from, that made generally for other pupils of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs across more than 1 area, and their needs may change over time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.
Cognition and learning	Pupils with needs in this area have difficulties with learning and/or remembering new learning. This may be a subject specific difficulty or may be across a wide range of subjects.
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties. These needs can manifest in many ways, for example as challenging or disruptive behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs may need ongoing additional support and equipment to access all the opportunities available to their peers. Pupils may have: <ul style="list-style-type: none">• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment• A physical impairment• Sensory needs that affect the pupil's ability to listen, attend and concentrate.

6. Roles and responsibilities

6.1 The SENDCO

The SENDCO at our school is Kimberley Bailey.

She will:

- Ensure that parents are informed that their child may have SEN and then liaise with them about the pupil's needs and any provision made.
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010, with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- Alongside the School Operations Manager, ensure that all medical plans are in place for pupils who require this.

6.2 The Governing Board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every pupil with SEND gets the support they need.
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- Make sure that the school has arrangements in place to support any pupils with medical conditions.
- Ensure that the school is providing all pupils with access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Ensure that the school is providing an annual report for parents on their child's progress.
- Ensure that the school is recording accurately and keep up to date the provision made for pupils with SEND.
- Ensure that the school is publishing information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled pupil, the steps taken to prevent disabled pupil being treated less favourably than others, the facilities provided to assist access of disabled pupil, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- Determine their approach to using their resources to support the progress of pupils with SEND.
- Ensure that the budget for supporting pupils with SEND is used to ensure appropriate provision for all pupils with SEND.

6.3 The SEND link governor

The SEND link governor is Andy Cartwright.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

6.4 The headteacher

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Make sure that the SENDCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Phase Leader

With support and guidance from the SENDCO, the Phase Leaders will: -

- Ensure that the graduated response is implemented, in their phase, to ensure that individual pupil'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 teachers, in their phase, to plan, organise and ensure that interventions are completed, review progress and adapt sessions as often as is required.
- Meet with parents in their phase (alongside the class teacher) on a yearly basis to update medical plans or as individual pupil needs change.
- Hold an up-to-date asthma list for each class in their phase. Monitor that all pupil 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 in a meeting with both pupil and parents.
- Hold an up-to-date register of pupils in each class, detailing a brief overview of special educational needs (to be shared with any new staff members or supply staff in the class).
- Implement individual behaviour plans for pupils identified, supported by the Deputy Headteacher.
- Complete referral forms, alongside the class teacher, as directed by the SENDCO.

- Organise the implementation of any screeners required for the pupils in their phase (e.g. Wellcomm for Early Years pupils or dyslexia screeners for pupils above eight).

6.6 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report.
- Ensure that they have an full understanding of any pupils medical needs within their class and fully ensure that they have the necessary support in place.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them.
 - Discuss the activities and support that will help achieve the set outcomes.
 - Identify the responsibilities of the parent, the pupil and the school.
 - Listen to the parents' concerns and agree their aspirations for the pupil.

6.7 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given an annual report on the pupil's progress.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.8 The pupil

Pupils will always be given the opportunity, where appropriate, to provide information and express their views about their SEND and the support provided. Where they are able to, they will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes.
- Attending review meetings.
- Giving feedback on the effectiveness of interventions.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and key stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers.
- Fails to match or better their previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary there will be a discussion with the parents/carers and about the child being placed on the SEND register and receiving additional support or intervention. As required, they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

We will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider any concerns the parents may have.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record. We will formally notify parents if it is decided that a pupil requires special educational provision and parents are required to sign a consent form to agree to the required provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. Track My Target plans will be produced to identify the targets that the pupil is working towards. These are written in a child-friendly way.

3. Do

The support / intervention will be put into place. The pupil's class teacher retains overall responsibility for their progress.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The teacher, with the support of the SENDCO as required, will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils is funded through the school's notional SEND budget alongside top-up funding from the Local Authority.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress.

- Monitoring by the SENDCO.
- Holding annual reviews for pupils with EHC plans.
- Getting feedback from the pupil and their parents.

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists.
- Learning Support Service teams.
- Educational psychologists.
- Occupational therapists.
- Physiotherapists.
- General practitioners or Paediatricians.
- School nurses.
- Child and adolescent mental health services (CAMHS)
- Education welfare officers.
- Social Care
- Springwood Outreach.
- Specialist tutors.
- Salford Information Advice and Support Services (SIASS).
- Ethnic Minority and Traveller Achievement Services (EMTAS).

11. Admission and accessibility arrangements

11.1 Admission arrangements

Further details about admission criteria can be found in the Admissions policy [ALL SCHOOLS/PRUs \(moorsideprimary.net\)](https://www.moorsideprimary.net/ALL_SCHOOLS/PRUs). For pupils who have an Education, Health and Care plan, request for admission to the school is via Salford's SEND Team. These requests are considered on an individual basis and school are required to respond with information about if they can put in place the provision as outlined in the Education, Health and Care Plan.

11.2 Accessibility arrangements

Further details about the accessibility arrangements for school can be found in the Equalities and Accessibility policy [equalities-scheme-and-accessibility-policy.pdf \(moorsideprimary.net\)](https://www.moorsideprimary.net/equalities-scheme-and-accessibility-policy.pdf).

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are urged to then discuss this with the SENDCO. Should their complaint remain unresolved, the parent is welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Deputy Headteacher in the first instance. They will be handled in line with the school's complaints policy [complaints-procedure.pdf \(moorsideprimary.net\)](#).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#). To find out about disagreement resolution and mediation services in our local area can be found here [Mediation and disagreement resolution services • Salford City Council](#).

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND.
- How early pupils are identified as having SEND.
- Pupils' progress and attainment once they have been identified as having SEND.
- Whether pupils with SEND feel safe, valued and included in the school community.
- Comments and feedback from pupils and their parents.

13.2 Monitoring the policy

This policy will be reviewed by the SENDCO, Kimberley Bailey, **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents: -

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy