



Moorside Community Primary School Special Educational Needs and/ or Disabilities Policy

Date of report: September 2024

Review date: September 2025

Approved by:

Headteacher/ Interim SENCo:

SEND Governor:

Moorside Community Primary School

SEND Policy

1. Introduction and Purpose

1.1. This policy sets out our vision and principles for children and young people with SEND and our expectations for all of our staff, pupil, parents and stakeholders. Specific details about how we entered this policy into our daily practice can be found within the Moorside Community Primary School SEND Information Report on the school website or by contacting the school office.

2. Scope

2.1. This policy applies to all education staff, as well as professional services staff when considering reasonable adjustments, funding and provision for learners with SEND.

3. Legislation and Regulation

3.1. This policy is compliant with the following legislation and regulation:

- The Special Educational Needs and Disability Code of Practice 2015
- The Equality Act 2010
- The Children and Families Act 2014, Part 3

4. Definitions within this Policy

4.1. Definition of SEND (Special Educational Needs and Disabilities)

4.1.1. A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made.

4.1.2. A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream/ post-16 institutions.

4.1.3. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children and young people of the same age by mainstream schools and early years' settings.

4.2. Definition of Disability

4.2.1. Many children and young people with SEND may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment, which has a long-term adverse effect on their ability to do normal day-to-day activities.' Examples of such impairments include sensory impairments such as those that affect hearing, and sight, asthma, diabetes, epilepsy, and mental health conditions.

4.2.2. The Equality Act requires early years' providers, schools, colleges, other educational settings and local authorities to:

- Not directly or indirectly discriminate against, harass or victimise disabled children and young people;
- Make reasonable adjustments, including the provision of extra aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged. This duty is known as 'anticipatory'

5. Policy Statement

5.1. Moorside Vision and ethos are at the heart of all we do, alongside

- Working to ensure we are a fully inclusive family of learners, listening and valuing all stakeholders input and expertise to ensure a meaningful child and family centred approach.
- Proving a nurturing and outstanding educational experience for all to grow and flourish
- A commitment to legal compliance

5.2. We will ensure that:

We have regard for the voice of the child or young person with SEND as well as those of the parent or carer, taking into account their feelings, wishes and views;

- We will work closely with our local authorities including the local authority, and where different the home local authority of children with SEND to assist them in fulfilling the obligations under Part 3 of the Children and Families Act 2014 and its associated guidance;
- We will have procedures and professionals in place to enable them to fulfil their statutory duties and to drive the ethos and vision that runs through the SEND Code of Practice.

5.3. Education and Health

5.3.1 We work jointly with education and health care professionals and agencies to secure the best possible outcomes for the children and young people in their setting. We will work with local and national providers to secure the services needed to improve outcomes for children and young people with SEND. These services might include: speech and language therapy, physiotherapy, occupational therapy, educational psychology assessment, mental health services, and other health and social care professionals.

5.3.2. We will make reasonable adjustments for disabled children and young people and will make arrangements to support those with medical conditions.

5.4. We will:

5.4.1. designate a qualified teacher to be responsible for coordinating SEND provision (the designated SENCO) who will have completed the required qualification within three years of taking up the position.

5.4.2. designate appropriate levels of support for the SENCO to fulfill their role successfully

5.4.3. prepare a SEND Information Report in accordance with paragraphs 6.79 onwards of the DfE SEND Code of Practice and publish our SEND Information Reports on our website.

5.4.4. ensure that all teachers accept that SEND is their responsibility and in particular that class and subject teachers take full responsibility for the progress of the children and young people with SEND whom they teach.

5.4.5. ensure that the quality of teaching, and learning opportunities for pupils with SEND, and the progress made by those pupils are a core part of performance management arrangements and are held as a high priority within their setting.

5.4.6. ensure that pupils with SEND acquire the knowledge and skills (cultural capital) they need to succeed in life through a quality curriculum and a range of extra curricular activities.

5.4.7. ensure there is high ambition for pupils with SEND and ensure pupils are provided with a challenging, highly ambitious curriculum that covers a wide spectrum.

5.4.8. employ a variety of assessment and screening tools to assess a child or young person's skills and attainment to identify and build on information received from previous settings in consultation with their parents and carers. This could lead to pupils being placed on 'SEND support' (see Appendix 1)

5.4.9. As part of the screening process, we will consider any evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them.

5.4.10. We will ensure that children and young people with SEND engage in all activities alongside those who do not have SEND unless a particular provision or arrangement is agreed with the parents or carers, and the child or young person.

5.4.11. Class and subject teachers, supported by the SENCO, will make regular assessments of the progress for all pupils and identify appropriate actions, particularly those making less than expected progress, given their age and prior attainment.

5.4.12. We will inform parents and carers when they are making special provision for their child and shall then work in partnership with them to establish support needed and specialist input, to secure best outcomes, taking full account of their views and wishes. For all children and young people on 'SEND Support', we will make arrangements for an appropriate member of staff, with input from the SENCO as appropriate, to meet with the parents or carers at least three times a year to review progress and support.

5.4.13. We will ensure that a graduated approach using the 'Assess, Plan, Do, Review' cycle (as set out in paragraphs 6.44-6.56 of the SEND Code of Practice, see Appendix 1) is in place for all children on 'SEND Support'.

5.4.14. After consultation with the parent or carer and the child or young person, we will request the local authority to undertake an Education, Health, Care needs assessment for any child for whom we believe this is necessary.

5.4.15. We will do everything they can to meet the needs of young people with SEND including delivering the elements of an EHCP (Education, Health and Care Plan).

5.4.16. We will work with relevant local authorities in a timely manner to undertake annual reviews of EHCPs, so that they are conducted within the statutory timeframes and so that they take into account the views of the child or young person and those of the parent or carer.

6. Training

6.1. We will ensure training is provided to all staff on identifying special educational needs and the importance of early identification. They will learn about and best practice in supporting pupils with

SEND both inside and outside of the classroom.. Further details regarding SEND training will be updated annually in the SEND Information Report.

7. Responsibilities

7.1. The following responsibilities apply in relation to this policy:

7.1.1. The Headteacher is responsible for ensuring an appropriately qualified member of staff is the designated SENCO, and that each SENCO is supported appropriately to carry out the role.

7.1.2. The SENCo is responsible for ensuring the education within the school is compliant with the SEND Policy, as well as supporting parents and carers and the pupils in meeting their responsibilities.

7.1.3. Teachers are responsible for working in line with the DfE Teachers' Standards 5 and providing appropriate education for all the learners within their class(es) as outlined in Section 6 of the SEND Code of Practice 2015.

7.1.4. Headteacher, SENCo and Governors will work with stakeholders to determine the strategic development of the SEN policy and provision in the school.

8. Monitoring and Compliance

8.1. The Headteacher, SENCo and Governors will monitor compliance with this policy throughout the academic year, quality assuring the impact of this policy in supporting SEND pupils and in meeting the SEND Code of Practice

