

Special Educational Needs Policy

2022 - 2023



Moor End Community
Primary School

SENDCos

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Overview:

At Moor End, we firmly believe that every child should have the opportunity to thrive, in an environment that best suits their needs. We provide a rich and varied curriculum that offers challenge and fun to all our learners. It is vital that every teacher is a teacher of every child or young person including those with SEN.

This policy has been developed with consultation with our stakeholders, including parents and families. It reflects guidance from the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (DfE/DoH, 2014). To save giving the full title each time, in this policy it is sometimes abbreviated to the '*SEND Code of Practice 2014*' or '*SEND Code*'.

For further information regarding the provision available please follow the link which will take you directly to our local offer.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/>

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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

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

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Section 1:

Aim:

At Moor End, we aim to raise the aspirations of and expectations for all pupils with SEN. Our school provides a focus on outcomes for all children and young people and not just hours of provision or support.

- We will provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the SEN Code of Practice 2014.
- We will promote independence, equality and consideration for others.
- We will ensure that we celebrate the wide range of our students' achievement.
- We will support all students to excel by offering multiple pathways for progression.
- We will equip students with the skills and attributes necessary for adult life.
- We will create a welcoming atmosphere for parents.

Objectives:

- Staff members should seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified, staff have an obligation to report observations to the SENCo using the

school concern forms.

- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Moor End School receives further support from a range of outside agencies.
- Create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school within the security of each year group.
- To provide support and advice for all staff working with special educational needs pupils.

Section 2:

Responsibility for the coordination of SEN provision:

The person responsible for overseeing the provision for children with SEN is **Mr. A. Martin** (Head Teacher).

The persons coordinating the day to day provision of education for pupils with SEN are **Claire Lunden** and **Kathryn Farnsworth** (SENCOs) and **Laura Ridehalgh** (Learning Mentor).

The person coordinating the day to day provision of education for the pupils within the SERF Unit is **Claire Lunden** (class teacher).

The school's SEN link governor may be contacted at any time in relation to SEN matters, **Mr. J. Kayley-Walsh**

Arrangements for coordinating SEN provision:

The SENCO will hold details of all SEN Support records such as the concern records, SEN Register, provision maps, strategy sheets and EHC plans. All staff can access the following documents on the school's secure server and/or in the class SEN folder:

- The Moor End CP School **SEN Policy**.
- A copy of the full **SEN Register**.
- Guidance on identification of SEN in the Code of Practice.
- Information on individual pupils' special educational needs including pupil profiles and strategy sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.

By accessing the above every staff member will have complete and up-to-date information about all pupils with special needs and their requirements; enabling them to provide for the individual needs of all pupils. This policy is made accessible (on request) to all staff and parents in order to aid the effective coordination of the school's SEN provision.

Admission arrangements:

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

Specialist SEN provision:

Moor End CP School is an inclusive school. In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate. Within school there is a specialist SERF unit. This supports children with a range of speech and language difficulties and ASD needs. The class caters for up to 8 children. These children are identified and provision is allocated by the Local Authority.

Facilities for pupils with SEN:

The site building regulations comply with all relevant accessibility requirements. The building provides wheelchair access, and 3 disabled toilets. A specialist class (SERF unit) is on site, catering for up to 6 children.

Allocation of resources for pupils with SEN:

All pupils with SEN will have access to an allocated amount of the school's SEN budget which equates to different amounts depending on the needs identified on the child's support plan. Some pupils with SEN may access additional funding. For those with the most complex needs, additional funding (HNB or High Needs Block) is retained by the local authority. This is accessed through the Lancashire County Council and through early SEN reviews. The Local Authority, Special Educational Needs and Disability Officer (SEND0) will refer individual applications to a multi-agency panel. This is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It is the responsibility of the senior leadership team, SENCo and Governors to agree how the allocation of resources is used. A number of SEN pupils may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered.

Section 3:

Identification:

See definition of Special Educational Needs at start of policy.

A graduated approach: *‘Every Teacher is a Teacher of SEN’.*

Quality First Teaching: *‘The baseline of learning for all pupils’.*

1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The class teacher will take steps to provide differentiated learning opportunities that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The child will have targeted support planned by the teacher and progress will be monitored closely.
4. The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through the above actions it can be determined which level of provision the pupil will need.
6. If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.

7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.

8. The Pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.

9. Pupil progress meetings and parent evenings are used to monitor and assess the progress being made by all pupils. The frequency of these meetings is dependent on individual progress.

The following are **NOT SEN** however, they may have an impact on progress and attainment therefore we aim to identify these needs and provide support and provision;

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

SEN Support:

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a pupil with SEN is to help school

ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a child as needing SEN support the class teacher, should gain a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external agencies are already involved,

their work will help inform the assessment of need.

Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a pupil with SEN support, parents will be informed. Planning will involve consultation between the teacher, Headteacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including learning support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies / approaches that are being employed and the outcomes that are being sought.

Do

The class teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes.

They will work closely with learning support assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviewing pupil progress will be made at termly data checks with the class teacher, teaching assistant, Head teacher and SENCo. The review process will evaluate the impact and quality of the support and interventions. The class teacher will revise the support in light of pupil progress and development; making any necessary amendments going forward, in consultation with the SENCo, parents and subject leaders.

Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving the class teacher, parents, SENCo and Headteacher if applicable. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers and SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a panel of individuals, from education, health and social care about if the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can found via the SEND Local Authority page:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/>

Alternatively, parents can access general information about SEND by contacting, The Information, Advice and Support (IAS) Team.

Tel: 0300 123 6706

Email: information.lineteam@lancashire.gov

Education, Health and Care Plans (EHC Plan):

- 1.) Following Statutory Assessment, an EHC Plan will be provided by Lancashire County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
- 2.) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- 3.) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables

provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

An online link to the Lancashire SEND Local Offer can be found on the following website:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/>

For further information please contact the SENCo or Learning Mentor.

Section 4:

Access to the curriculum, information and associated services:

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the Family of Schools. Staff members are encouraged to attend voluntary twilight and Inset training to further develop skills and knowledge.

Ensuring Access to the Curriculum for Pupils with SEN:

The SENCo, Headteacher, Senior Leaders and the allocated SEN Governor are responsible for:

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN. Moor End CP School, Special Educational Needs Policy 2022/2023.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Inclusion of pupils with SEN:

The Head teacher, Mr A Martin oversees the school's Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team and by the teaching staff to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite.

The school will seek advice where appropriate around individual pupils, from external support services if necessary.

Where a behavioural incident warrants exclusion, the Head teacher and member(s) of SLT will consider the incident in line with the Lancashire's Policy on Exclusion.

Evaluating the success of provision:

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire during the yearly review. Parents are encouraged to seek feedback when they feel it is needed by arranging to meet with the relevant staff.

Pupil progress will be monitored on a termly basis in line with the *SEN Code of Practice 2014*. The School offers an Open Door policy where parents can access the SENCo and Head teacher regularly by making an appointment. Further feedback from parents can be given at any time through email contact available on the school website.

A formal evaluation of the effectiveness of the school SEN provision and policy culminates in a yearly SEN Report. The evaluation is carried out by the SENCo in consultation with the Headteacher, link SEN governor and Learning Mentor. Information is gathered from different sources such as pupil and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ report feedback forms. This will be collated and shared with the governing body of a School on an annual basis in accordance with section 69 of the *Children and Families Act 2014*.

In service training (CPD):

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The School seeks the support of the Local Educational Psychology Service alongside other local agencies when a need for specialist training is identified. The SENCo and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEN issues.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates / signposts relevant SEN focused external training opportunities for all staff. All Learning Support Assistants are offered training opportunities through a range of local agencies working with specific students.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Section 4:

Working in partnerships with parents:

Moor End CP School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.
- Parental views are considered and valued.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Information, Advice and Support (IAS) team (formally Parent Partnership service) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Links to support services:

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo and Head of Learning Support who will then inform the child's parents.

The relevant staff share information regarding pupils with SEN and if necessary filtered to Learning Support staff using a variety of means. This provides an opportunity to gather evidence, offer advice and aid in the path to appropriate provision.

Links with other agencies and voluntary organisations:

Moor End CP School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The SENCo and Head of Learning Support are the designated persons responsible for liaising with the following:

- Lancashire Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Other Outreach Services

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern,

meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed _____ Mr. A. Martin

(Headteacher)

Date _____

Signed _____ Miss Claire Lunden

(SENCo)

Date _____

Signed _____ Mrs Kathryn Farnsworth

(SENCo)

Date _____

Signed _____ Mr. J Kayley Walsh

(SEN Governor)

Date _____