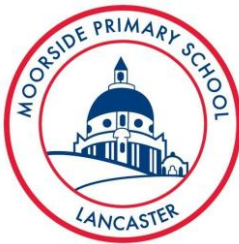


| Moorside Primary School |                                                        |  |
|-------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Document Name</b>    | Special Educational Needs and Disability (SEND) Policy |                                                                                     |
| <b>Date</b>             |                                                        |                                                                                     |
| <b>Version</b>          | 6                                                      |                                                                                     |
| <b>Audience</b>         | Staff, Governors, Volunteers, Parents, Website         |                                                                                     |
| <b>Approved by</b>      | Governing Body                                         |                                                                                     |

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## **Special Educational Needs and Disability Co-ordinator (SENDCo)**

The SENDCo is Miss Alison Lay (NASENCo Award). She can be contacted by email at [a.lay@moorside-pri.lancs.sch.uk](mailto:a.lay@moorside-pri.lancs.sch.uk) or by phone via the school office. Miss Lay is part of the Senior Leadership Team (SLT).

## **SEND Policy**

The SEND policy is a working document and will be reviewed and updated regularly. The policy is available for comment in draft format on the school website until the end of February, 2025 when it will be submitted for approval by Governors.

The SEND Policy should be read in conjunction with the following documents:

- The Single Equalities Policy
- The Accessibility Plan
- The SEND Code of Practice
- The School's SEND Information Report
- The School's Local Offer
- The Authority's Local Offer
- The Behaviour Policy
- The Well-being Policy
- The Safeguarding and Child Protection Policy
- The National Curriculum
- The Intimate Care Policy
- The Teaching and Learning Policy

## **Statement of Intent and Beliefs**

We aim to ensure that all pupils receive full access to the curriculum and other enrichment activities offered throughout their time at Moorside.

We have high expectations of all our pupils and encourage active participation in all learning activities. We aim to give pupils the confidence, belief and skills to enable them to achieve to their full potential and be the best that they can be in all areas of development.

We want to ensure that all our pupils are socially and emotionally prepared, having the self-help skills necessary to become independent learners in preparation for the next stages of their education. **We take the well-being of all our pupils seriously and are aware that having an additional need can impact on a pupil's mental health and well-being. We are constantly reviewing practice to ensure that needs are met.**

At Moorside, everyone is committed to supporting all pupils; including those with SEND.

## **Aims and Objectives**

- To create an environment that meets the special educational needs of each child in order that they can achieve their potential and work alongside their peers.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs through reasonable adjustments to enable access to all elements of the curriculum.
- To make clear the expectations of all partners in the process and build close working relationships with children, parents, the LA and other outside agencies to ensure a multi-professional approach
- To ensure a high level of staff expertise to meet pupil need, through well-targeted, continuing professional development.
- To ensure that there is a clear pathway for identification and assessment.
- To work within the guidance provided in the current SEND Code of Practice.

## **Admissions**

Pupils with special educational needs or disabilities are admitted to Moorside School in line with the Local Authority's admissions policy. When prospective parents are looking around and have declared that they have a child with additional needs, they will be offered an additional meeting with the SENDCo to discuss what provision would be appropriate and whether, with the LA's support, any adaptations would be feasible. The school is aware of the statutory requirements of the SEND and Disability Act and will meet the Act's requirements.

## **Roles and Responsibilities**

The Headteacher and Governing Body determine the school's general policy and resource allocation. The SENDCo manages the resources allocated, provides strategic leadership and monitors provision. The Governing Body is kept fully informed through an annual report and meetings with the Designated SEND Governor. Teachers are responsible for meeting the needs of all pupils, including those with SEND, in their own class. Parents of pupils with SEND are involved in decisions at all levels.

### ***The Governing Body and Headteacher***

Working within available resources, the Governing Body does its best to secure the necessary provision for any pupil identified as having SEND. The Headteacher is responsible for the operational management of the specified and agreed resourcing for SEND, including the provision for pupils with Education, Health and Care Plans.

The Headteacher/SENDCo agrees with staff how to use funds directly related to needs and this is linked to the school improvement plan.

### ***The Special Educational Needs Co-ordinator (SENDCo)***

- Manages the day-to-day operation of the policy
- Co-ordinates the provision for and manages the responses to children's special needs

- Collaborates with parents/carers who can be a valuable source of information about their child and their needs. This information can be invaluable in developing support plans
- Supports and advises parents, teachers and support staff
- Maintains the schools SEND lists
- Manages the records and individual plans for all children with special educational needs
- Completes any appropriate paperwork to support the pupil's learning and attend meetings
- Acts as a link with external agencies and other support agencies
- Monitors and evaluates the special educational needs provision and reports to the Governing Body
- In conjunction with the Headteacher, helps to allocate support to different children
- Maintains resources and a range of teaching materials to support appropriate provision
- Carries out some screening and assessment to inform next steps
- Liaises with Pastoral Support Manager

### ***The Role of the Teacher***

- To provide quality first teaching for all pupils
- To provide support and differentiation when needed
- To communicate progress and concerns to parents/carers
- To collaborate with parents/carers who can be a valuable source of information about their child and their needs
- To identify through focussed assessment those pupils who might benefit from further support or assessment
- To liaise with the SENDCo for further advice
- To follow advice from outside agencies
- To keep appropriate paperwork up to date to support the pupil's learning and attend meetings (e.g. support plans and chronologies)
- To direct support staff in the effective management of the learning of pupils
- To ensure the effective transition of pupils between year groups

### ***The Role of Support Staff may Include:***

- Working with an individual to develop their independent learning skills
- To support individuals or groups within the classroom
- To provide individual or group interventions overseen by the teacher
- To complete any appropriate paperwork to support the pupil's learning and attend meetings
- To work closely with other staff as part of a team around the child
- Where appropriate, provide support in finding ways for a child to interact socially

### ***Parents and Pupils***

**We encourage and value the contribution of parents and pupils to the support plan and welcome discussions about concerns and next steps with the teacher and/or SENDCo.**

## Identifying Special Educational Needs

At Moorside, we recognise the importance of early identification of needs and the key role of the parents or carers of a pupil in helping to provide information to the key staff. All pupils being admitted into Reception are offered home visits and we have close links with pre-schools and nurseries in the local area. Where a need has already been identified, we will liaise closely with those agencies involved to ensure a smooth transition and continued appropriate support.

When there is a concern about a child's development, we will discuss it with the parents and look at options for further assessment and identification of need.

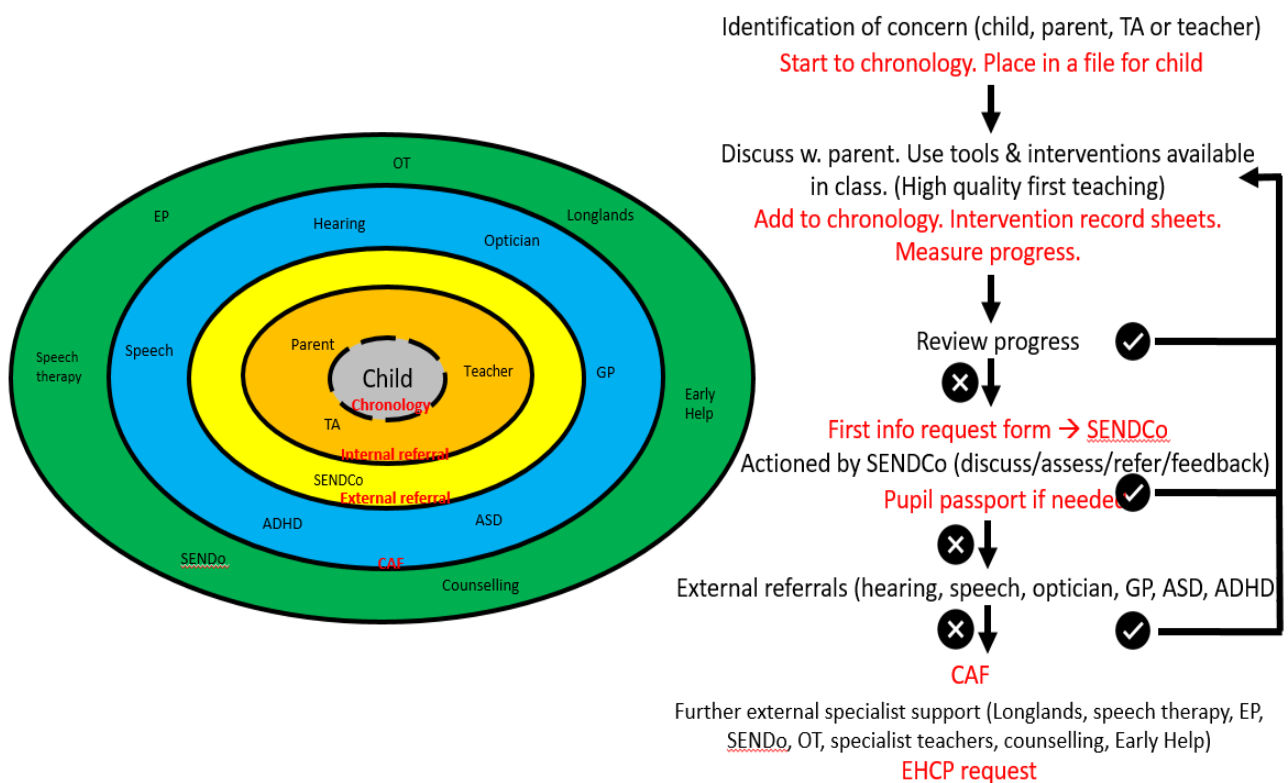
In identifying SEND, we use the four main areas of need as outlined by the SEND Code of Practice (whilst recognising that some pupils may have needs in more than one of these areas):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

School will use this information to plan for appropriate provision, support and intervention based on individual needs.

## The SEND Process and Timescales

We place all our pupils at the centre of the SEND support process, with teams of increasing expertise around them. The diagram below illustrates this.



### ***Identifying a need***

Identification of a need may come from the child, parent, teaching assistant or teacher. An initial discussion involving the parent and teacher will take place. A chronology will be started, noting the concerns and the actions agreed.

### ***High quality first teaching***

After a discussion with the parent, the teacher will use the resources available to them to support the pupil in class. Interventions and their impact are recorded. Progress is reviewed after six weeks by the teacher and parent. If the classroom-based adjustments that have been made are effective, this cycle will continue.

### ***First information request form***

If the concerns persist, the teacher will complete a First Information Request Form and submit it to the SENDCo. The SENDCo will action the request and respond to the teacher within ten working days, who in turn will inform the parent of agreed further actions.

### ***Support Plan and external referrals***

At this stage, a Support Plan may be written. The pupil and parent are involved in this process. Support plans are updated regularly and are shared with parents three times a year. External referrals to hearing, speech, optician, GP, ASD and ADHD **will be discussed with the parents and a referral made based on information gained from this meeting.** When it is agreed that external agencies are to be contacted, the referral will be sent on within five working days from receipt of the signed documentation from the parents. Once parents have received confirmation their child is on a waiting list, parents should communicate directly with the agency if they have concerns about the waiting times.

The effectiveness of this support will be reviewed through the Support Plan timescales.

### ***Further specialist support***

If concerns persist, further external specialist support can be accessed, such as speech therapy, educational psychologist, the local authority's SENDo, OT, Early Help.

With parental agreement, an Early Help Assessment (EHA) may be put in place to support the family.

The effectiveness of this support will continue to be reviewed through the Support Plan and, if in place, the EHA. If concerns persist, an Education, Health and Care Plan (EHCP) will be requested.

### ***Outside Agencies and Information Sharing***

The school has developed good links with a range of outside services and is able to refer pupils and parents to appropriate organisations. At times, this may be part of a formal process, for example, as part of working towards a diagnosis or EHCP, **or it may be more informal and part of a wider support network for the child.**

Where parents or carers are in agreement to involve other agencies, then the school shares information in line with its privacy notice.

Information received from outside agencies will be fed back into the 'plan, do, review, cycle'.

### **Statutory Assessment**

In a very small number of cases, a pupil may need long-term significant support to access learning. In these cases, it may be appropriate to formalise this support through an Education, Health and Care Plan (EHCP). There are several steps to this approach and involves work with the LA and any other agencies. For more information on this process, please use the follow the link:

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

### **Access to Buildings, Learning and Extra-Curricular Activities**

The main school building was built over 70 years ago and is on various levels. Whilst all areas of the building are now accessible to wheelchair users, the school is not best suited to permanent users or others with significant physical disability because of the multiple changes of level internally. Further developments to improve accessibility are planned.

All pupils have access to the full range of curriculum areas taught. Staff are supported to make appropriate adaptations to cater for individual needs. Subject leaders and the assessment leader monitor the attainment and progress of pupils with special educational needs as part of their role.

For some children where finance, staffing and pupil numbers allow, we may be able to offer smaller groups to help support those children who benefit from a more flexible approach to learning. Depending on the purpose of the group, this may be teacher or TA led. Some children with additional needs might find it difficult working within the framework of the school's Behaviour Policy. Where this is the case, adjustments may be made to meet individual needs and maintain a productive learning environment for all pupils.

Statutory tests or teacher assessments are carried out in Reception and Years One, Two, Four and Six. It may be appropriate for some pupils with additional needs to have the test modified for them to access it e.g. additional length of time or supported by a reader. If it is inappropriate for a child to sit a statutory test because of the level at which they are working, then they may be dis-applied from all or part of the test and a more appropriate assessment of their ability will be used.

Pupils with additional needs are encouraged to attend clubs, trips and residential learning experiences. If a pupil wants to take part in an activity then every effort is made to ensure that individual arrangements are put in place to meet the pupil's wishes.

### **Attendance**

Good attendance at school is important. Depending upon the nature of a child's special or additional needs, this may have an impact upon their health and ability to attend school at times. As a school, we will work with parents to promote and achieve the best attendance level for a child.

### **Training**

The Governing Body will ensure that it is kept fully up-to-date of its statutory responsibilities by attending training and through receiving regular updates from the Headteacher/SENDCo.

The SENDCo and Headteacher will keep fully up-to-date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENDCo will develop their skills through attendance at specialist training discussions with outside specialists, through reading and through subscription to professional bodies.

The English and mathematics subject leaders will liaise with the SENDCo about teaching and learning strategies for pupils with additional needs. The assessment leader will meet with the SENDCo to ensure that appropriate assessment tools are used.

### **Training – general awareness**

Other teaching staff will be kept up to date formally and informally through staff meetings. To ensure that staff have a general awareness of the different types of special and additional needs, there is a three-year rolling programme for training.

### **Training – specific**

Each year, once a child has been allocated to a class, every attempt will be made to provide further training for the staff who will be working directly with that child before that child starts in their class.

### **Transition –within school and to secondary school**

Starting a new class or school with the correct provision in place is important. Handover meetings take place in the summer term between teachers, with the needs of each child being discussed. The SENDCo oversees this process. If a child has some form of support plan, these are shared and discussed. Where children have an EHCP, there is a formal process of meetings to share information, review progress and identify any change in need. To ensure that the transition is a smooth and complete as possible, there is a follow up meeting in the first few weeks of the new school year once a teacher has had chance to get to know their new class where information can be re-visited.

In Year 6, once we know which secondary school a child is going to be attending, we hold discussions with their Year 7 team and/or their SENDCo. Where appropriate, additional visits can be arranged so that a child can become more confident in their new school.

### **Complaints**

Should a parent or carer have a concern about the special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues, then the SENDCo and class teacher will arrange a meeting to try to resolve any issues. We have an 'open door policy' and the SENDCo and/or class teacher will try to ensure that concerns are addressed promptly. The SENDCo can also advise parents about external bodies which can support them and to ensure that their concerns are addressed. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Headteacher is unable to resolve the difficulty, the parents' concerns should be put in writing to The Chair of Governors. Complaints will be investigated in line with the school's complaints policy which is available on the school website.

### **Parents and Links with Community**

**Parents often have valuable information and strategies to share.** Parents of pupils with additional needs are encouraged to keep in regular contact with the SENDCo to ensure that their child receives a well-rounded and happy experience of school.

The school helps to facilitate parent support, networking and promotes access to appropriate training. A weekly Wellbeing Café is run by the SENDCo and Pastoral Support Manager.

### **Evaluation of Policy**

The impact of the policy will be evaluated by:

- Monitoring the achievements and progress of pupils with an additional need through our tracking system
- Monitoring progress through individual provision maps, where appropriate
- Listening to the views of parents and pupils in review meetings
- Monitoring the pupils who attend trips and clubs
- Monitoring the training accessed by staff

**Date of next review: January 2026 or sooner if practice or legislation changes.**