



Moorfield Primary School

Policy for Special Educational Needs and Disability

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Moorfield Primary School Safeguarding Statement

“Moorfield Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and visitors to share this commitment.”

Moorfield Primary School Equality Statement

“Moorfield Primary School promotes equal opportunities for all pupils, staff and service users. We ensure that all persons have equal access to the full range of opportunities provided by the school. We celebrate diversity and actively encourage respect for all as well as promoting fairness and justice in the education that we provide.”

“All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach children with special educational needs and all schools should play their part in educating children from their local community, whatever their background or ability.”

Moorfield Primary School is committed to offering its children an inclusive curriculum and educational experience to ensure the best possible progress for all, whatever their needs or abilities. We are committed to working with parents at every stage to ensure this can be effectively implemented with high impact.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The SEND Code of Practice 0 – 25 (June 2014), describes Special education Need as:

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

- Has significantly greater difficulty in learning than the majority of others of the same age or
- Has 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.

Aims and Objectives

- To create an environment that meets the special educational needs of each child
- To be flexible in planning and teaching and learning approaches in order to recognise the needs of all pupils as individuals and ensure progress.
- To ensure that the special educational needs of the children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify roles and responsibilities of staff in providing for children’s special educational needs.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure that parents are able to play their part in supporting their child’s education and are informed at every stage.
- To give parents information about their child’s entitlement within the SEND frame-work.
- To ensure parents have access to information, advice and support during assessment and any related decision-making processes about SEND provision.

- To provide parents with information about the Parent Partnership Service (PPS) to all parents of children with SEND. Parents of any pupil with SEND may contact the P.P.S. for independent support and advice
- To ensure that our children have a voice in this process and are clear on their progress and targets.
- To liaise with external agencies where appropriate to gain guidance and extra provision or support to enhance children's experiences and learning.

Moorfield Primary School is a mainstream primary school and provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Children who have significantly greater difficulty in learning than the majority of others the same age or have a disability which prevents or hinders them making use of facilities will gain additional support by the school.

We aim to meet the definition of Special Educational Needs (SEND), as stated in The Special Educational Needs and Disability Code of Practice: 0-25 years. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age. These requirements may be needed throughout a child's school career, or for short periods at any time of their schooling.

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

"A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age" (2014 CoP 6.15).

"Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND" (2014 Cop 6.23)

There are four broad categories of need:

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or Physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Moorfield Primary School we identify the needs of pupils by considering the needs of the whole child not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Attendance and Punctuality
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision.

A Graduated Approach to SEN Support

The school is committed to early identification in order to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as baseline assessment, half termly assessments or the use of Pivots. Teachers will then consult the SENDCo to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focusing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENDCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEND Support. We seek to identify pupils making **less** than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills.

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENDCo, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCo will be responsible for liaising with those agencies. The SENDCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENDCo will update all records of provision and impact of that provision. The teacher will maintain the individual educational plans and keep them updated.

ASSESS - The teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENDCo, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. Person-centered plans may be employed to facilitate this. This means that the pupil and their parents/ carers are

supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

The school's Local Offer can be found on the school website:

<http://localoffer.haltonchildrenstrust.co.uk/>

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The SENDCo records the cost of provision made through provision mapping. The SENDCo, class teacher and parents/carers will discuss the pupil's further needs and seek parental/carer permission to initiate a request for enhanced funding. School needs to show that it has taken all steps within its resources including following the recommendations of other agencies such as the Speech and Language Service. Some pupils may have a medical condition which means they need additional support to access education.

School makes an application to the Statutory Assessment and Moderating Panel (STAMP) which usually meets twice per term.

A range of professionals who attend STAMP consider the information and make a recommendation

- If Additional support or provision is agreed school and parents/carers are notified by the LA of the number of hours and review arrangements
- If Additional support or provision is declined, reasons are given to school and parents/carers.

Sometimes other recommendations are made to the school advising them to access the range of services provided by the LA that schools can access. This is still to be reviewed on an annual basis.

The majority of children and young people will have their needs met through universal mainstream provision. Children and young people with the highest level of need will be assessed for an EHC Plan which sets out an overview of the child's needs. The Plan replaces SEN Statements and Learning Difficulty Assessments (for older children) and is for children and young people 0 -25 years of age. The Plan is drawn up with the family and professionals involved after an assessment. This involves the direct interaction between professionals and parents/carers and children/young people and inclusion of information about the child or young person. This is called a person-centred approach. The assessment also considers the needs of the family as a whole and the importance of professionals and the family working together to better support the child/young person. The EHC assessment includes an 'All About Me' section which takes into account the views of the child. Unlike a statement, there is more emphasis

on gathering information across services at referral. The family is more involved with the intention being that plans are more outcome focused.

The new SEND Code of Practice outlines a duty to schools to co-operate with LA to best meet the need of SEND children.

The Local Authority need to publish their own '**Local Offer**'.

Halton's Local Offer is available to view at:

<http://localoffer.haltonchildrenstrust.co.uk/>

It sets out in one place the provision that is available for children in the area who have SEND.

The key purpose is to make provision more responsive to local needs and aspirations. The Local Offer also includes details of services provided outside of the Halton area for the children and young people of Halton, regardless of whether or not they have Education, Health and Care Plans.

Criteria for exiting Special Educational Provision

A child may no longer require individual Personalised Support Plan, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for Personalised support plans. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with Statements/ EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves.. Medical issues are first discussed with the parents/carer. If support is required, the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

The Educational Welfare Officer visits school regularly to offer advice. If a teacher is concerned about the welfare of a child, they should consult the SENCo and/or Head teacher as Child Protection Coordinator. Depending on the special educational needs of the children, different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

The School's Child Protection designated officer is Kathryn Heyes

The School's Child Protection Governor is Pam Brocklehurst

Admissions

Pupils with special educational needs will be admitted to Moorfield Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. We have developed a whole school approach to SEND. This involves identifying individual needs as early as possible and working closely with parents. Information leading to the identification of children's SEND may come from a number of sources. These include:

- Pre-school - liaison with pre-schools or nurseries, pre-school support from external agencies, information provided by parents and pre-school transition meetings

For a child arriving at Moorfield with Enhanced Provision or EHC plan in place, school will put into place the relevant steps to meet the needs of that child. In the case of a pupil joining the school from another school, Moorfield Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. The Admissions policy is available on the school website.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENDCo will meet with the SENDCo and Head of Year 7 of the receiving school to discuss SEN records and the needs of the individual pupils.

Management of SEND

Kirsten Lythgoe is the school's Special Educational Needs & Disability Co-ordinator. The designated governor for SEND is Pam Jones the SENDCOs responsibility is to:

- manage the day-to-day operation of the policy
- co-ordinate the provision for and manage the responses to children's special needs;
- support and advise colleagues;
- oversee the records of all children with special educational needs;
- act as the link with parents;
- act as the link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision, and report to the governing body;
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contribute to the professional development of all staff.

The SENCO can be contacted via the school's contact phone number or by making an appointment to meet.

Roles and responsibilities

We recognise that the identification of a child's need can be made by a number of people including G.P, Health Visitor, previous teacher/educator, parent, Educational Psychologist, SENDCO (Special Educational Needs & Disability Coordinator).

- Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- The SENDCO works closely with parents and teachers to plan an appropriate programme of support. For example, a Pastoral Support Plan may be put in place.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- The LA seeks a range of advice before making a formal decision for next steps. The needs of the child are considered to be paramount in this.

Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school's policy on medical needs can be found on the school website at <https://www.moorfieldprimary.co.uk>.

Training and resources

Governors will ensure that there is a suitably qualified SENDCo who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. On some occasion Teacher Assistant time is allocated to ensure pupils receive individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their Enhanced Provision/Educational Health Care Plan and in relation to their needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head teacher or the SENDCo. The SENDCo will keep abreast of current research and thinking on SEN matters. The SENDCo will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals. The SENDCo will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET. SEND training is included, when necessary, within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of:

- Teaching assistants to support class teachers to implement intervention programmes
- Providing one to one or small group teaching
- Buying materials and resources
- Interventions to narrow the gap

Money received for Enhanced Provision/ Education Health Care Plan is allocated according to the pupil's Enhanced Provision/ Education Health Care Plan and the LA banding document to ensure appropriate provision.

Roles and Responsibilities

The Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEND provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEN governor Mrs.Pam Jones ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel

The Head teacher

The Head teacher will keep the Governing Body informed about the special educational needs provision made by the school. The Head teacher will work closely with the SENDCo, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Head teacher and the SENDCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENDCo)

The SENDCo is responsible for:

- co-ordinating SEND provision for children
- liaising with and advising teachers
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies

- consultation with the class teacher to ensure that personalised support plans are written and that reviews take place.
- Updating all relevant documentation and policies pertaining to SEND and

Role of Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the teaching assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEND. They work together with the SENDCO to formulate and review SEND Support Plans and to maintain SEND file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

Storing and managing information

The confidential nature of SEND information is fully recognised at Moorfield Primary School. Hard copy files are stored in the Head teacher's office, whilst electronic files are stored with the SENDCO on a secure computer and locked memory stick.

Reviewing the policy

This policy will be reviewed annually by SENDCO, Head and other staff, governors and parents of children with SEND.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Moorfield Primary School publishes its accessibility plans within its Local Offer and its Inclusion policy. These can both be found on the website at <https://moorfieldprimary.co.uk>.

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. 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 matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENDCO
- discuss the problem with the Head teacher

More serious on-going concerns should be presented in writing to the SEND Governor, who will inform the Chairman of the Governors. Parents/carers also have access to the local independent Parent Partnership Scheme which can offer advice and information on all aspects of SEND. Further information on support services available to parents is available on the SEND Local Offer for Halton at: <https://localoffer.haltonchildrenstrust.co.uk/>

Partnership with parents:

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

We hold parents evenings twice a year to allow further dialogue around their child's progress and learning needs.

We invite parents into school to monitor their children's work and outcomes.

We invite parents to celebrate their children's achievements through school performances.

We inform parents of their child's level of attainments formally once a year through a written report.

Pupil participation:

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school.

Children are involved at an appropriate level in setting targets in their SEND support Plans and in SEND support Plans review meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

Next Review – July 2019

Named Governor: Pam Jones

Responsible person: Kathryn Heyes (Headteacher)

SENCO: Kirsten Lythgoe