



Moorfield Primary School

Special Educational Needs and Disabilities Policy

Introduction

Moorfield Primary School is an educationally inclusive school. In pursuit of this aim the governors and staff of the school welcome and value all children of all abilities from all backgrounds. We are committed to giving each child every opportunity to achieve their full potential and to a process of continuous improvement in educational standards and behaviour.

We strongly support the principle of personalisation and try to ensure that our children;

- Are ready for school.
- Attend and enjoy school.
- Achieve stretching national educational standards.
- Achieve personal and social development.

We also endeavour to ensure that parents and carers are provided with good opportunities to be involved in decisions affecting their child's education and fully support learning.

Further details regarding SEND at Moorfield can be viewed on the local offer on the school website.

Children have Special Educational Needs and /or Disability (SEND) if they have a learning difficulty and /or disability that calls for special educational provision to be made for them.

Children have a difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision were 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.

For children age two or over, special educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA (Local Authority), other than special schools, in the area.

This policy details how we do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known and addressed by all who are likely to teach them. The school will use its best endeavours to ensure that teachers are able to identify and provide for those pupils who have SEND. This ensures, so far as is reasonably practical, that all pupils have access to the full curriculum of the school.

The school has regard to the **Special Educational Needs Code of Practice 2014** and the practices advised by Telford and Wrekin when carrying out its duties toward all pupils with SEND. We ensure that parents are consulted when SEND provision is considered to be appropriate for their child.

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. Our school recognises that parents hold vital information and have knowledge and experiences that will contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND are treated as partners and supported so that they are able to play an active and valued role in their children's education.

Children with SEND often have a unique knowledge of their needs. Where appropriate, their views are listened to by the school as part of the assessment and decision making process. Pupils are encouraged to contribute their ideas as part of the review of their needs.

Identification, Assessment and Provision

Provision for, and the teaching of, children with SEND is a whole school responsibility. At the heart of the work of every class in our school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of our children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments, or attainment in specific subjects, fall significantly outside the expected range may have special educational needs.

A child's special need will fall into one or more of the following four areas:

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

Role of the Governing Body

- The *Governors*, working in partnership with the *Headteacher*, have the responsibility for deciding the school's general policy and approach to meeting the needs of SEND pupils.
- The *Governors* will annually nominate a *Governor* designated to have responsibility for SEND.
- The designated *Governors* (currently Mrs Claire Lindsay and Mr A Hutchinson) will liaise with the school's *Special Educational Needs Co-ordinator* (currently Mrs C Medhurst) and report back to the full *Governing body*. This will enable all *Governors* to gain an up to date knowledge of the school's SEND provision.

Role of the Head Teacher

The *Head Teacher* has responsibility for

- the day-to-day management of all aspects of the school's work including the provision for pupils with SEND.
- providing information for the *Governing body*.
- working closely with the *SENCo*.
- the management of SEND provision through the devolved SEND budget.

Role of the Special Educational Needs Co-ordinator (SENCO)

The *SENCo* is responsible for the operation and co-ordination of the school's SEND policy, including efficient use of resources in making the appropriate provision for pupils with special needs. In particular

- organising staffing arrangements for SEND support staff.
- disseminating SEND information to teaching, support and other necessary staff.
- co-ordinating provision for pupils with SEND.
- liaising with, and advising teachers and support staff.
- keeping accurate records of all SEND pupils.
- liaising with parents of SEND pupils.
- contributing to in-service training.
- liaising with external agencies.
- liaising with other schools.
- Updating and publishing information such as SEND policy, Information Report, Local Offer

Role of Class Teachers

Class Teachers are responsible for

- identifying children who have SEND through day to day knowledge and assessment information
- first response through quality first teaching (QFT)
- informing the SENco and consulting with the children's parents regarding the needs and how they are to be addressed
- the progress made by all pupils including those with SEND
- regularly writing and reviewing Individual Education Plans (IEPs) with the SENCO
- the day to day planning, delivery, and assessment of the education provided for SEND pupils
- implementing advice offered by agencies to support children with SEND
- liaising with the SENCO regarding all aspects of special education
- reporting to parents progress and attainment

Role of Teaching Assistants

Teaching Assistants are responsible for

- supporting the teaching and learning of individuals and groups of pupils throughout the school.
- supporting the teacher in helping the pupils in achieving targets identified in IEPs and Statements.
- the rigorous implementation of intervention programmes designed to address the needs of individual children.
- attending meetings as necessary regarding children whom they support

Role of Parents

Parents are responsible for

- attending meetings to discuss the progress of their child.
- supporting at home where possible to assist with the child's difficulties.
- swiftly sharing any concerns with school staff in order to address any problems at an early stage
- sharing pertinent information which might assist when working together with school staff and other professionals to improve outcomes for their child

- making decisions about their child's special educational needs based information given by school staff and other professionals, including parents who have an EHC (Education and Health Care plan) who have the right to request a personal budget.

Provision

We assess every child's current levels of attainment on a regular basis in order to ensure that they build upon the pattern of learning and experience already established. We use standardized assessments plus teacher assessments to inform us of the progress of each individual. If a child already has an identified special educational need, the class teacher and SENCO will use this information to

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class.
- use the assessment processes to identify any learning difficulties.
- ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of that child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the English language or arise from special educational needs.

In order to help children who have SEND, the school adopts a graduated response. This will bring increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school records the steps taken to meet the needs of individual children. The SENCo has the responsibility for ensuring that the records are kept and available as needed. If our school refers a child for a statutory assessment we provide the LA with a record of our work with the child including the arrangements we have already made.

Monitoring Children's Progress

The school's system for observing, assessing and tracking the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may consult the SENCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which

- closes the attainment gap between the child and their peers.
- prevents the attainment gap growing wider.

- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- matches or betters the child's previous rate of progress.
- ensures access to the full curriculum.
- demonstrates an improvement in self-help social or personal skills.
- demonstrates improvements in the child's behaviour.

EYFS

When a child is identified as having a special educational need the class teacher will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. When identifying a child who may have SEN the following evidence is sought despite receiving differentiated learning opportunities.

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy or mathematical skills, which results in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the school.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Nature of Intervention

The SENCo and the child's class teacher decide on the action needed to help the child to progress. This may include

- different learning materials or special equipment.
- group or individual support.
- additional adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- staff development and training to introduce more effective strategies.
- access to LA support services for one-off or occasional advice on strategies or equipment.

Individual Education Plans (IEPs)

Strategies employed to enable the child to progress may be recorded within an Individual Education Plan (IEP). The IEP includes information about

- the short-term targets set for the child.
- the teaching strategies to be used.
- the provision to be put in place.
- when the plan is to be reviewed.
- outcomes.
- pupil and parent/carer view

The IEP records only that which is additional to, or different from, the differentiated curriculum and focuses upon individual targets that match the child's needs. The IEP is reviewed at least twice a year and parents' views on their child's progress are invited. The IEP is discussed with the child and their views regarding the targets and their progress are invited.

A request for support from external services may follow a decision taken by the parents, teachers and SENco at a review of the child's IEP. External support services consult with the school in order to be able to advise teachers on new IEP's with fresh targets and strategies. They provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials and, in some cases, provide support for particular activities.

The triggers seeking support from external services are, despite receiving individualized support, the child

- Continues to make little or no progress in specific areas over a long period
- Continues working substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional difficulties, which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised programme of support.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Focused Teaching and Learning Groups

Our school groups children in order to best meet their needs and the school offers additional provision to children who currently have a need either through intervention or through smaller adult child ratios in the classroom.

Teaching Assistant (TA) Support

The school provides additional class support to children with SEND via our Teaching Assistants. This might involve the TA working with the SEND group or the TA supporting the whole class to allow the teacher to support the SEND child/ren. Children may also work on a one to one or small group withdrawal basis with a TA. These sessions are designed to support progress with IEP targets, speech and language therapy programmes, physiotherapy and occupational therapy programmes etc. All children are also encouraged to work independently at times to ensure that they do not become too reliant on adult help. The support offered is closely monitored so that targets and programmes can be regularly refined to ensure that progress is maximized. The school endeavours to inform parents of progress at review meetings or at other times when amendments are necessary.

Care Plans

Occasionally, children have physical or medical needs which will impact upon their education or which will require specific advice to be followed in the event of an emergency. Information is gathered from parents and used to devise the plan which is then signed and agreed by both parties. On most occasions, other professionals will be consulted too (e.g. school health advisor, hospital consultant etc). Parents are periodically invited to review the care plan and support the school by ensuring that we are promptly informed of any changes. All staff involved with the child will be made aware of the care plan and the needs of the individual child.

Specific Difficulties

Our school recognises that some pupils may have a specific difficulty which impacts upon learning (e.g. Dyslexia, Dyspraxia, Autism etc.) The school will share concerns with parents and help them to decide on the best course of action for their child. For some children it may be appropriate to refer on to another agency for formal assessment of the difficulty if this has not already taken place. For others, adjustments in the way the child is taught and an understanding of their difficulties might be sufficient to ensure progress is made. The school works closely with professionals and actively seeks advice, training and support to ensure that staff have a good understanding of specific difficulties and how to best support the child.

Common Assessment Framework (CAF)

At times, the school may feel that a child would benefit from a CAF. This intervention is designed to support children whose needs are not yet being fully met. If the school feels that this intervention would be of benefit to a child and his/her family then parental permission and support will be sought before a CAF is raised. The CAF will explore any areas within the child's life which could be better addressed via the intervention of an appropriate agency and those agencies will be invited to a meeting along with the family and school representatives. This is known as a team Around the Child (TAC) meeting. All present at the TAC meeting will consider the concerns and strategies available to address the issues. This intervention may be appropriate for any child at any time and is not solely for children who have special educational needs.

Education, Health and Care Plan - EHC

Very occasionally a child will have demonstrated significant cause for concern. In the event of this the school may wish, with parental backing, to apply for an EHC. Information about the child's progress over time will be required to make such an application, plus any other relevant supporting documentation. This information may include

- IEPs for the pupil.
- records of regular reviews and their outcomes.
- the pupil's health, including the child's medical history where relevant.
- National Curriculum levels of attainment and progress in literacy and mathematics.
- educational and other assessments, for example from an advisory specialist Support Teacher and/or Educational Psychologist.
- views of the parents and of the child.
- involvement of other professionals such as Health, Social or Education Welfare services.

EHC plans involve consideration by the LA, working co-operatively with parents, our school and, as appropriate, other agencies as to whether a statutory assessment of the child's special educational needs is necessary. A child can be brought to the LA's attention as possibly requiring an assessment through a request by us, a parent or a referral by another agency. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an EHC. An EHC will include

- the pupil's name, address and date of birth.
- details of all of the pupil's special needs.
- identification of the special educational provision necessary.
- identification of the type and name of the school where the provision is to be made.
- relevant non-educational needs of the child.
- information on non-educational provision.

All children at our school with an EHC have short-term targets set for them as identified in the statement of educational need. These targets are set out in an IEP and implemented as far as possible in the normal classroom setting. Children with an EHC may require higher levels of support than other children in order to make progress but the support will not always be on a 1:1 basis. Indeed, the school recognizes that part of the aims of an EHC are to develop towards independence. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the Class Teacher supported by a Teaching Assistant.

All EHCs are reviewed annually and all interested parties are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational

provision specified in the statement. The annual review will focus on what the child has achieved as well as any difficulties that need to be resolved.

Annual reviews of children coming to the end of their primary years will give clear recommendations as to the type of provision the child will require at the secondary stage. It will also be possible for parents to visit secondary schools and consider appropriate options with their child. The SENCo of the receiving school is invited to attend the annual review of pupils with EHCs, to allow the receiving school to plan appropriate provision. Thus, the pupil and parents can be confident that an effective and supportive transfer will occur.

Arrangements for Considering Complaints

If parents wish to make a complaint about the educational provision being made for a pupil with SEND, they are invited to discuss their concerns with the SENCo. If they are still dissatisfied they should contact the Headteacher.

Information Advice and Support Service – IASS (Formerly known as Parent Partnership Service)

A local authority must arrange for the parent of any child in their area with special educational needs to be provided with advice and information about matters relating to those needs.

IASS aims to provide for parents whose children have SEN in order to empower them to play an active and informed role in their child's education. This includes access to an Independent Parental Supporter.

Telephone: 01952 457176

Further details regarding SEND at Moorfield can be viewed on the local offer on the website.

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