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Mossy Lea Primary School

Special Educational Needs and Disability Policy

Adopted by the Governing Body on: 1st September 2021 Reviewed:
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This document is available via the school website or from the school office on request.

Introduction

This policy has been developed in accordance with the relevant legislation and statutory guidance relating to special educational needs and disabilities (SEND) in England. It should be read alongside the following legislation, guidance and school policies, which will be reviewed periodically to ensure that they remain current and reflect changes in statutory requirements.

- **Equality Act 2010**, including the Department for Education's *Equality Act 2010: Advice for Schools*.
- **Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015)**, including any subsequent updates.
- **Special Educational Needs and Disability Regulations 2014**, including requirements relating to the publication of SEN information.
- **Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England**, including any subsequent revisions.
- **The National Curriculum in England: Framework for Key Stages 1 to 4**, including the relevant requirements for Key Stages 1 and 2.
- **Keeping Children Safe in Education (2026)**, including any subsequent updates or revisions.
- The school's **Safeguarding and Child Protection Policy**, reviewed regularly to ensure alignment with current safeguarding legislation and statutory guidance.
- The school's **Accessibility Plan**, reviewed and updated in accordance with statutory requirements to promote access to the curriculum, the physical environment and information for pupils with disabilities.
- **Teachers' Standards (Department for Education)**, including the relevant professional standards for teaching and supporting pupils with SEND.

Mossy Lea Primary School Mission Statement: *From tiny acorns, mighty oaks grow.*

Creating a happy, caring and secure environment, where each child is valued and encouraged to strive for the highest standards of achievement underpins our Special Educational Needs and Disability Policy.

Mossy Lea provides a broad and balanced curriculum for all children in order to develop learning with social, moral, emotional and understanding of citizenship. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

Our school recognises that all children are special and have individual needs. School prides itself in its **inclusive ethos** and the way in which each child is nurtured, supported and challenged to enable them to reach their individual potential. All teachers are responsible for supporting pupils with Special Educational needs.

Aims and objectives

The aims of this policy are:

- To ensure sure that the arrangements made for pupils with special educational needs are in line with the requirements Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEND Code of Practice 2015 to create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make appropriate provision to overcome barriers to learning;
- To monitor the progress of SEND pupils effectively;
- To make clear the expectations of all partners in the process;
- To identify the 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, differentiated wherever appropriate to enhance outcomes for all pupils;
- To involve parents at all stages of the graduated approach and support them in understanding procedures and practice and ensure they are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process
- To make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2014).

At Mossy Lea we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this

through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
- offering opportunities of all the above through in class and out of class sessions.

What are Special Educational Needs?

Children with special educational needs have learning difficulties that call for special provision to be made. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

Children are said to have a special educational need if they have a **significant difficulty or a disability**
that is a barrier to their learning in one or more of the 4 following areas:

- **Communication and Interaction**

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

- **Cognition and Learning**

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

- **Social, Mental and Emotional Health.**

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

- **Sensory and/or Physical Needs**

This includes children with sensory, multi-sensory and physical difficulties.

How does the school identify special education needs?

Children and young people are identified as having SEN if they do not make adequate progress through high quality teaching. Every teacher is expected to plan a clearly differentiated, broad, and balanced curriculum for all children. Through pupil progress

meetings and meetings with the SENCo, children are highlighted who are not making the required progress. The next stage would be to plan and deliver intervention to support the child in that particular area or areas of learning. This will be reviewed to assess whether the child is making progress. If monitoring showed that the child needed more support, they would then move to **SEND support.**

High Quality Teaching at Mossy Lea Primary School allows teachers to support all children through excellent classroom teaching. High Quality teaching is on offer for all children – a high quality, inclusive, broad and balanced curriculum, engaging and effective teaching and personalised learning which includes and supports all children. If your child continues to experience difficulties despite high quality personalised teaching, they may need additional support. This is called **SEND Support.**
If your child is identified as needing SEND Support, we will:

- Put a plan in place to support your child.
- Regularly review your child's progress
- Meet regularly with parents to discuss progress and plan future support.

Most children receiving SEND Support will respond well to this support and make effective progress. However, some children may have more complex needs, requiring a greater level of support. Children with ongoing, significant and / or complex needs may be entitled to receive a much higher level of support through an **Education, Health and Care Plan (EHCP**).

These areas may be taken into account as impacting on progress and attainment but do not alone constitute SEN;

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools pro- vided under current Disability Equality legislation – these alone do not constitute SEND)
- 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
- Behaviour
- Emotional Wellbeing

What is the graduated approach?

High Quality Teaching

The key characteristics of high-quality teaching are:

- highly focused lesson design with sharp objectives
- well-resourced and carefully planned provision which provides a rich learning environment
- high demands of pupil involvement and engagement with their learning
- appropriate use of teacher questioning, modelling and explaining

- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- clear objectives that are shared with the children
- lively, interactive teaching and learning, based on real life, practical experiences
- carefully structured, differentiated learning activities which enable all children to participate fully
- children being supported with their learning, in groups, pairs and sometimes individually
- children being helped to take responsibility for their own learning, when appropriate - children being encouraged to know their own targets and how to achieve them
- regular use of encouragement and authentic praise to engage and motivate pupils.

Pupils will be monitored if they are 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

The first response to such progress should be high quality teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Pupils being monitored can expect:

- The child's 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 SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class. Further early assessment may be requested and completed

within school to assess, monitor and benchmark progress whilst the child's progress remains a cause for concern.

- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being a 'Cause for Concern' due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents evenings.
- Regular quality and planned Continued professional Development is provided for all staff to maximise pupils opportunities and in many cases specialist training is provided to promote support expertise.

How are children with SEND supported?

If in light of increased support, progress is not being made, a pupil will be considered to need 'SEND Support'. This may involve individually tailored support, additional assessments or school may require specialist support. Where it is determined that a pupil does have a Special Educational Need, parents will be formally advised of this and the decision will be added to the 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 re- move barriers to learning. The support provided consists of a four – part process:

Assess

Plan

Do

Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil 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

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted 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, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff 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

Planning will involve consultation between the teacher, 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 support staff will be informed of their individual needs, the support that is being provided, any specific teaching strategies/approaches that are being employed, and the outcomes that are being sought. We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term target set for the child, who, how and what teaching strategies to be used to maximise progress. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review

will take place once a term. If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services who will provide information for the child's new IEP, support school staff in meeting pupil's needs and meet with parents where there is a need. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and 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

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and, where necessary, their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. A variety of assessment tools may be used to measure progress and monitor success of interventions and support.

All children on the SEND Support Register will have a **One Page Profile**, which details important in- formation about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professional will all contribute to the Profile. The One Page Profile is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating Profiles. These are then shared with everyone involved with the child. The SENCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes

When should a child be taken off the SEND register?

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

What if a child requires an Educational, Health and Care Plan (EHCP)?

If a child 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 of the child are such that a multi-agency approach to assessing that need, 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. It is likely that if a statutory assessment is required, the school will complete an **Early Help Assessment** outlining the needs. Parents will be consulted throughout the process and the school will seek Educational Psychologist advice.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Specialist Teachers
- Educational Psychologists

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHCP will be provided by Lancashire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and

producing the plan. Once the EHCP 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 review enables provision for the pupil to be evaluated and, where appropriate, changes to be put in place, for example, reducing or increasing levels of support. If a request for EHCP is rejected by the Local Authority, the pupil will remain on our Sen Support register as long as they have a need.

Who works with children with Special Educational Needs and Disabilities?

All teachers in school teach pupils with special educational needs. We ensure that all staff in school are made aware of individual pupils' special educational needs and what provision is needed. This is often through the use of a One Page Profile and IEP.
The following people have particular responsibilities:

The Head Teacher, Head of School and SENDCO ensure that the school's provision for children with additional needs is met and children's progress evaluated on a regular basis. The SENDCO meets with the SEND Governor on a regular basis to discuss programmes of support and individual needs. The Head Teacher and Head of School are Designated Safeguarding Officers.

SEND Governor Monitors and evaluates provision and reports to the governing body.

Class teachers provide a planned curriculum that meets the needs of all the learners in their care. They monitor and evaluate all children's progress and set future targets for them. They provide opportunities for pupils to work on their IEP and other learning targets; ensure all pupils are included and are able to contribute in all activities; keep accurate records of pupils in relation to opportunities and outcomes of interventions and ensure all staff working with their class, have a copy of their IEPs and are made aware of any barriers to learning and strategies to prevent them. They report to the SENDCO any child that may be causing concern and are responsible for reviewing and updating children's Individual Education Plans on a regular basis.

Teaching assistants and teachers deliver programmes of work for pupils who require additional support; keep accurate and up to date recordings of those sessions and pupil progress to enable school to monitor progress and develop their understanding of SEND through staff training and continued professional development.

Midday supervisors are aware of children who may require additional or tailored support and they are given strategies to support children at lunch time when necessary.

How does the school support parents and families?

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

- We have meetings each term to share the progress of special needs children with their parents. 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.
- Parents are asked about their views in relation to their child's education and provision within the cycle of the policy to ensure we are fully aware of implications that could affect provision for pupils within school.
- We ask that parents understand their responsibilities to support school provision by supporting their child with homework, attending medical appointments and informing school where appropriate of the outcomes, attending reviews with school staff and other professionals about their child and celebrating their child's successes and remaining positive.
- Information about our provision for Special Educational Needs can be found at Mossy Lea School Local Offer.
- Details of Lancashire County Council Local offer can be found at: www.lancashire.gov.uk/lo- caloffer
- Our SEND Information report is available on the school website.

How are pupils involved?

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

We ensure that all information is passed on to new class teachers through our own internal transfer system and that all classes have copies in their register for supply Teachers to make them aware of any children with special educational needs and the strategies the school uses to ensure their needs are met.

Pupils are supported in accessing external exams and assessments and have planned transition programmes when moving between key stages or schools.

Children are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets and for statement annual reviews. We recognise success here as we do in any other aspect of school life.

What records does the school keep?

We record all the steps taken to meet pupil's special educational needs. The SENCO is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a pupil with special educational needs may include:

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels and use of additional support
- Provision maps detailing the support they have been given and the impact it has had.
- One Page Profiles
- The child's own views of their needs
- Information from Health/Social Services
- Information from other outside agencies e.g. Speech and Language Reports, Paediatrician Reports.

- Educational Psychology reports
- Specialist Teacher Reports

New staff members are made aware of school's responsibilities through a comprehensive induction process and SENCO meets regularly with Local network meetings in order to keep up to date with local and national issues.

How does the school monitor children with SEND?

The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers in drawing up and updating Individual Education Plans for children which are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. The SENCO and Head of School hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings. The school's Governing Body has a duty to evaluate the provision school makes for pupils with SEND.

- Parent's views are sought through questionnaires.
- The progress of pupils with SEND is measured, e.g. year by year data analysis, including 'P' level data where applicable
- External support services are used if a need is identified.
- Pupils' views are sought on what helps them to learn effectively through school council and individual discussions with teachers, the SENCO and governors.
- The school is constantly striving to improve its provision for SEN through performance management and the continuing professional development of all its' staff to meet the full range of SEN within the school.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

How is provision for Special Educational Needs funded?

All pupils with SEND will have access to resources funded through the school's budget. For those with the most complex needs, additional funding (High needs block) may be available from the Local Authority via application for an EHCP.

It is the responsibility of the Head Teacher, Head of School, SENCO and governors to agree how the allocation of resources is used.

How does the school support children with medical needs?

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

Some may also have special educational needs and may have a statement of needs or EHCP which brings together health and social care needs, as well as special educational provision.

What if I have a concern about SEND provision?

Initial concerns may be reported to class teacher or SENCO. If the concern is not resolved, an outline of the concern should be made to the Head teacher. If the action taken by the Head teacher doesn't resolve the concern, the complaint should be taken to the governing Body. If unable to be resolved, the complaint should be made to the Local Authority.