

Moss Park Primary School



SEND Policy

Policy written	C Gallgher (SENCO)
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities.
 - Provide pupils with SEND access to all aspects of school life, so that they can engage in the activities of the school alongside pupils who do not have SEND.
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
 - Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
 - Ensure that there is consistency across school with our approach to children with SEND.

At Moss Park Primary school, we believe that learning should be fun, exciting, challenging, rewarding and inclusive to all. We offer a nurturing environment which enables children to feel safe and secure, as well as offering an ambitious curriculum to enable all of our children to reach for the stars.

Through quality first teaching, additionally within lessons for those with SEND, a wide offer of intervention across all age groups, targeted support and SMART targets all of our teaching and learning is pitched to the need of our learners.

The schools Special Educational Needs and Disability Coordinator monitors the observation and assessment of children across school with an identified need and reviews practices to ensure our children get the best start to their education.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

3. Definitions

A pupil has SEN (or SEND in the case of a disability) if they have a learning difference or disability that requires special educational provision to be made for them.

They have a **learning difference or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Educational Health Care Plan is a statutory plan agreed by the Local Authority to provide intervention and support for children with complex special educational needs.

The four areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> ● Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ● Moderate learning difficulties ● Severe learning difficulties ● Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> ● Mental health difficulties such as anxiety, depression or an eating disorder ● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ● Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> ● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ● A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mr Conor Gallagher

He will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support and additionally appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date and accurate
- Prepare and review the information for inclusion in the school's SEN information report and any updates to this policy

4.2 The SEND governor

The SEND Governor is Mrs. Suzanne Hilton, she will:

- Make sure that there is a qualified teacher designation as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Make sure that the school has arrangements in place to support any pupils with SEND
- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils

- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

4.4 Class teachers

- Each class teacher is responsible for:
- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them – IEP meetings
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

4.5 Parents/Carers

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND register will be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support and on occasion, to attend meetings with school and other agencies working with the child.
- Parents or carers should work with school to ensure consistency in attendance and the implementation of strategies and advice given.

4.6 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are if possible
- Contributing to setting targets or outcomes
- Attending review meetings where applicable

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

5. SEND information report

This section in the policy links with the Information report that is published on the website alongside this policy, and sent to the local authority to be published.

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia (although as an infant school, this will usually be diagnosed towards the end of year 2 or on entering year 3 as many of the traits could be normal developmental milestones)

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on information from previous settings, and Key Stages where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will make regular formative assessments of progress for all pupils and identify those whose progress:

- Is **significantly** slower than that of their peers starting from the same baseline
- Fails to match or better the child's own previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap and falls **significantly** behind their peers
- They are unable to access the curriculum without **significant** adaptations

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise this with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Some pupils will be monitored and through high-quality teaching they will make the desired progress. Some may need a targeted provision – this does not mean that that pupil is added to the SEN register but simply gets additionality, a small intervention or targeted small group work that they need to accelerate their progress.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work with other schools and professionals to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

5.3 Consulting and involving pupils and parents

If despite target support a pupil is not able to maintain progress within classroom then the process of meeting with parents to discuss potential SEN support will be started. At this stage, a pupil may be added to the SEN register and support put into place

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

5.4 Assessing and reviewing pupils' progress towards outcomes

Once a pupil has been identified as having SEN, we will take action to overcome barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a four-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil (if possible), the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes will be set, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs by the teacher, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date, in line with data.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher will revise the outcomes with support of the SENCO in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of support

Targeted Support (not on the SEN Register)

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

These pupils will have an IEP (Individual Education Plan) which will be reviewed three times a year.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

5.5 Supporting pupils moving between phases

Before starting at our school, all parents/carers and children are invited to look around the school and talk to any relevant staff. We host parent's meetings during the summer for children joining us or moving between year groups in the Autumn term. Our Early Years Lead works with previous early year settings to get relevant information to support the children with their transition into school. Our Nursery staff invite new children into school for a stay and play session in the summer and carry out home visits in September before the children start with us. Children with an EHCP before starting in our Early Years, the SENCO will meet with relevant professionals as part of supporting the child with the transition process. We have a whole school move up morning where children will all spend time in their new classrooms before finishing for the summer. Children who require it and who have SEND are invited for more frequent move up sessions to support them with the transition.

When transferring to a new school necessary paperwork is passed on to the school and transitional visits are arranged in line with the new school timetable.

With regards to children with possession of an EHCP, during the transition to KS3, the SENCO will liaise closely with the relevant high school to assist in a smooth transition. A Transfer Review Meeting will be held including the child (where appropriate), their parents/carers, the SENCO and class teacher and often a representative of the Local Authority. The SENCO will seek parental permission to pass on SEN information, such as reports, assessments or IEPs, about your child to their new KS3 placement.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual needs.

We will also provide the following interventions, depending on the need of the child:

- Precision teaching
- Pre-teaching
- Lego therapy
- Social stories
- Speech and Language intervention - including WellComm and SALT strategies
- Communication interventions- including colourful semantics and social groups

- Phonics/reading booster groups
- Finger gym
- Sensory circuits
- Teaching assistant support
- A pupil support plan if required

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, adapting teaching style, content of the lesson, visual aids
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Wherever possible, we will make adaptations to the learning environment and curriculum that benefit all children. For example, having a visual timetable, Precision teaching, small group activities support from additional adults.
- As an inclusive school, children learn in mixed groups and children with SEND are not separated from their peers during the main teaching. Unless it is a specific skill the pupil is being taught (ie; touch typing) or the child is accessing the intervention in a designated space e.g. Sensory Circuits.
- We have intervention spaces and a sensory room based in school for children to access when they need time to regulate away from the classroom.

With inclusion for all pupils of paramount importance, adjustments to the environment are made regularly to include children with specific needs. The school has a disabled toilet, disabled parking spaces and ramp access. The building is on one level. To leave the school the main door is automatic and accessible for wheelchair users.

5.8 Additional support for learning

We have a number of teaching assistants and support staff who are trained to deliver interventions such as precision teaching, Lego therapy and speech and language interventions. Teaching assistants will support pupils in small groups when children need additional support to access the curriculum. We work in collaboration with the external agencies as listed in section 5.14.

5.9 Expertise and training of staff

Our SENCO Conor Gallagher has had 3 years experience in this role and have completed the National Award for Special Educational Needs Coordinators (NASENCo)

We have a team of seventeen teaching assistants, including two HLTAs who have all received training in different aspects of SEN provision.

Training and CPD is extremely important in order to keep up with the latest legislation but to also offer our pupils the very best teaching. There are many CPD opportunities for both teachers and teaching assistants and this is ongoing throughout the year.

5.10 Securing equipment and facilities

Our school has a budget allocated to the SEND provision to support with providing tools the children need to access an ambitious curriculum.

Individual budgets assigned to children with EHCP will be used to support their specific provision needs in school.

5.11 Monitoring and evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- All staff's awareness of pupils with SEND at the start of the school year
- How early pupils are identified as having SEND
- Tracking pupils' progress, including using provision maps to measure progress
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Termly meetings with parents
- Learning walks
- Book looks
- Staff meetings to discuss and review the provision for our children
- Whether the pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and parents

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We strive to ensure that *all* children are involved in *all* activities outside the classroom. Activities are differentiated for the individual as required. If a child has a specific need, for example, physical or sensory impairment, an individual risk assessment will be made for that child and suitably trained staff will support.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of after school clubs.
- Pupils with SEND take part in a social story intervention which is based around the need of the child/the situation that the child may find themselves in. This becomes a discussion on how to deal with these situations. This will set the child up to be prepared for events.
- Nurture groups are used to support a child with their emotional and social development
- We link up with parents to ensure that we can support a child with SEND if they are displaying difficulties at home/in the morning when they come into school. We have communication books for the children with SEND to ensure any messages are passed on.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

School works collaboratively with a number of agencies, such as:

- Health visitor
- School nurse
- Social care
- SENAS
- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologist
- EHCP co-ordinator
- Longford Park Outreach support
- Play therapist
- Music service
- Health care professionals
- Healthy young minds (CAMHS)
- Specialist teachers or support services
- Early Help
- Trafford Teams Together

This will ensure we are sharing information and supporting the individual needs of the child

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to Mr Gallagher (SENCO) in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments

5.16 Contact details of support services for parents of pupils with SEND

Trafford City Council

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0>

5.17 Contact details for raising concerns

Mr Conor Gallagher (SENCO) Moss Park Primary School, Moss Park Road, Stretford, Manchester M32 9HR 0161 864 1710

admin@mossparkprimary.co.uk

5.18 The local authority local offer

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0>

Our school offer can be found on the schools website:

<https://www.mossparkprimary.co.uk/page/send-moss-park-primary-school-offer/37953>

6. Monitoring arrangements

This policy and information report will be reviewed by the link SEND Governor **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy
- Toileting and Personal Care