

Moss Side Primary School Policy



Special Educational Needs and Disability

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 14 and updated January 2015) and has been written with reference to the following guidance and documents:-

- Children and Families Act 2014
- Equality Act 2010; advice for schools DFE Feb 2013.
- The Special Educational Needs and Disability Regulations 2014
- Statutory Guidance on supporting pupils at school with medical conditions April 2014.
- The National Curriculum Key Stage 1 and 2 framework document Sept 2013.
- Safeguarding Policy.
- Accessibility Plan.
- Teachers' Standards 2012.

It was created by the school's SENDCo with the SEN Governor, in liaison with the SLT, all staff and parents of pupils with SEND.

1. Special Educational Needs and Disabilities at Moss Side Primary School

All children are entitled to an education that enables them to make progress so that they:-

- Achieve their best.
- Become confident individuals leading fulfilling lives.
- Make a successful transition to adulthood.

Every teacher at Moss Side is a teacher of every child, including those with SEND. We aim to improve outcomes for children with SEND through high aspirations and expectations for our children with SEND.

A pupil has SEND when 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.***

At Moss Side, SEND falls into 4 broad areas of need:

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

Please note that some pupils may fall into more than one category.

In addition, we also consider:

- △ Independence and Self-Help Skills
- △ Emotional and social development

These areas may be broken down into further categories using the definitions in appendix 1 at the end of this document.

What is most important is:

Effective from September 2021

- *correctly identifying a child's needs*
- *ensuring that the correct provision is in place to support the child's identified needs*
- *regular reviews of the child's needs*

It is acknowledged that the following issues may impact on progress and attainment but should not be labelled SEN:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium (Ever 6 FSM, looked after/post-looked after, service child) grant

In order to ensure that all pupils in the school fulfil their potential, including those with special educational needs, the governing body will:-

- Ensure that there is a Special Educational Needs Co-ordinator (SENDCo) in place.
- Ensure that funding, where available, is targeted at the appropriate children.
- Ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs.
- Ensure that pupils with special educational needs are fully integrated into the life of the school so far as reasonably possible.
- To report to parents on the implementation of the school's policy for pupils with SEND.
- Have regard to the SEND Code of Practice when carrying out its duties towards all pupils with SEND.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Review, on an annual basis, the SEND policy, and monitor the additional educational needs expenditure.
- Ensure the school works within the guidance provided by the SEND code of practice 2014.

2. Staff with responsibility for SEND

- Headteacher (Mr A Wright)
- Parent Support Co-ordinator (Mrs K Gardner)
- SENDCo (Mrs Ruth Glynn)
- Designated teacher with safeguarding responsibilities (Mr S Gilyead)
- Class teachers and teaching assistants, particularly those working 1:1

Outreach teaching support may come from:

- Speech and Language Therapy
- Occupational Therapy
- Specialist Inclusion Teachers
- Cluster Educational Psychologist

- Visual Impairment Team
- Hearing Impairment Team
- Governor with SEND responsibility (Mrs Michaela Brown)

3. The co-ordination of the provision for pupils with SEND

- When identifying the needs of a pupil, the needs of the whole child will be considered and not just the special educational needs.
 - The headteacher has responsibility for day-to-day management of all aspects of the school's work, including provision for children with SEND.
 - The headteacher should keep the governing body fully informed and work closely with co-ordinators.
 - All teaching and non-teaching staff should be involved in development of SEND policy and be fully aware of school's procedures for identifying, assessing and providing for pupils with SEND.
 - Arrangements for assessment are set out in the appropriate policy.
 - The SENDCo has the following key responsibilities:

-overseeing the day to day operation of the school's SEN policy

-co-ordinating provision for children with SEND

-advising on the graduated approach to providing SEND support

-liaising with parents of pupils with SEN

-being a key point of contact for, and liaising with, external agencies

-liaising with all involved at times of transition for a child with SEND

-ensuring school keeps the records of all pupils with SEN up to date

-working with the headteacher and school governors to ensure school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

4. The admission arrangements for pupils with SEND

All children, including our SEND children, take part in our admission programme involving:

- Getting to Know You sessions
- A taster afternoon in school
- Home visits

We begin to build up a picture of what the child's needs are by:

- Meeting the child in school for toy library visits and meetings.
- Talking to the child's parents.
- Talking to nursery and playgroups about the child.
- Talking to Broadoaks Child Development Centre where appropriate.
- Reading through any EHCPs and IEPs (individual education plan) from the early years setting.

On transfer to another school, relevant information relating to a child's special needs will be discussed with the receiving school. Relevant information will be transferred via CPOMs. If further information is required, the SENDCo will continue to be available, to the new school, for support and information. This may include, where appropriate:

- Targeted Learning Plans
- Assessment details
- Background information
- EHCP

NB. If a child has an EHC plan, the new school will have to be named in an amended EHCP. It is the responsibility of the SENDCo to ensure that an EHCP review takes place prior to the transfer.

5. We do not specialise in any one type of SEND but rather admit children from the local community. The school does not have a special unit.

6. Facilities for pupils with SEND, which increase or assist access to the school by pupils who are disabled, include the following:

- Ramps to front door, upper junior extension and hall
- Fox Denton chairs for PD children
- Adjustable table
- Computers adapted for use with a roller ball control
- Toilets adapted with handrails

Details of how our school increases and promotes access for disabled pupils are set down in the School Development Plan.

Lik to accessibility plan??

7. Allocation of resources for children with SEND

- Use of teaching assistants for additional support of SEND children
- Support from outside agencies, ie physiotherapy, occupational therapy and speech therapy for pupils where required.
- Support from SEND Specialist Teaching Service (specialist guidance) and county oversight by SENDO.
- Provision of differentiated materials
- Differentiated activities supported by teaching assistants from rec to Y6.
- 1 : 1 tuition.
- Playtime/lunchtime support.
- IT resources designed to support learning

8. Graduated Approach for pupils with SEND

Following the Graduated Approach, as set out in the SEND Code of Practice 0-25 (July 14 and updated January 2015), of assess, plan, do and review is at the heart of our approach at Moss Side Primary School.

Assess to Identify Needs

In addition to the day-to-day classroom assessment, all children are assessed using the following: -

- Baseline assessments
- Salford Sentence reading test
- End of key stage SATs in Yr 2 and Yr 6
- Phonics screening check in Yr 1
- Times table assessment in Yr 4
- NFER testing in years 1, 3, 4 and 5
- Spelling tests
- Richmond tests
- Youngs IQ test
- Foundation profiling
- Termly traffic lights

Additional, more in-depth assessments and observations are made (by staff in school or outside specialist agencies) throughout the graduated approach to ensure needs are identified correctly and appropriate provision is in place. Consideration is given to changing needs over time and therefore there is an ongoing need for assessment to inform planning, implementation and reviewing of provision.

If the class teacher is concerned that a pupil has any barriers to learning (following access to high quality teaching, the usual assessment listed above and differentiation procedures) then the resultant steps are taken as a graduated approach:

a) Plan and Do

A meeting is held (often at parents' evening) between the teacher and parents/carers and an action plan is developed and review date set. The action plan may include interventions (group or individual), further assessment and observation, targeted support from home and school. The child is asked to contribute to the action plan and talk to the adults about what works for them. Progress will then be reviewed at the agreed review date.

Review

If the child is making progress, at the review meeting the teacher and parents/carers will discuss next steps which may include:

- continuing with intervention and targeted input or
- moving onto a different intervention or
- stopping intervention, because the child's needs have been met, and continuing to monitor progress revisiting interventions and targeted support if needed again in the future

If a child is still not making progress, at the review meeting, despite intervention and targeted support, the SENDCo will become involved and further assessment and observation will be carried out and shared with parents/carers. At this stage school may ask parents for permission to involve outside agencies to carry out the assessment and observations and provide school with recommendations for next steps. The SENDCo will co-ordinate the assessments, liaise with outside agencies and keep parents informed and involved at each step of the process.

b) Plan and Do

Following the recommendations gathered from further assessment and observations, current interventions and targeted support are reviewed and what is already working is developed further. New strategies and resources to support the child are discussed between the parents and class teacher and the child is involved in talking about what works for them. These discussions are then used to create a personalised provision map and a date for a review meeting to review the personalised provision map is agreed.

Review

At the review meeting to review the personalised provision map if the child is making progress the class teacher and parents/carers will discuss next steps which may include:

- continuing with personalised provision as it is currently planned or
- moving onto different personalised provision or
- stopping personalised provision, because the child's needs have been met, and continuing to

monitor progress, revisiting interventions and targeted support or personalised provision if needed again in the future

At the review meeting (usually parents' evening) to review the personalised provision map, if a child is not making adequate progress, following all the interventions/adjustments and good quality personalised teaching, the child is then identified as needing Special Educational Needs and, with consent from parents/carers, is placed on the school's SEN register to indicate that they have SEN support at school.

c) Plan and Do

A Targeted Learning Plan is drawn up between the class teacher and all other staff involved with parents and the child, and the resulting TLP submitted to the SENDCo for oversight.

There should be no more than four targets on the TLP and only those strategies in addition to or different from the normal differentiated curriculum should be recorded. The TLP should be reviewed in October and May with the progress made and new targets set being shared with both pupil and parents. The resulting review and new TLP should be submitted to the SENDCo when completed.

Review

If the child is making progress, at the Targeted Learning Plan review meeting the teacher and parents/carers will discuss next steps which may include:

- continuing with TLP and setting new outcomes and provision
- stopping the TLP, because the child's needs have been met, and continuing to monitor progress (revisiting interventions and targeted support, a personalised provision map and a TLP, if needed again in the future).

If the Child is not making progress, at the Targeted Learning Plan review meeting the teacher, parents/carers and SENDCo will discuss the next steps which may include:

- continuing with the TLP by setting new outcomes and provision, focused on the areas where progress is not being made

-reviewing all of the above strategies, highlighting the severe and complex learning difficulties then request for a statutory assessment of the child's Education, Health and Care Needs will be considered. It is anticipated that this will only be deemed necessary in a very small number of cases.

d) Plan and Do

Application for a statutory assessment of the child's Education, Health and Care Needs is put together by the SENDCo and parents. The SENDCo is responsible for presenting documentary evidence to show what strategies and interventions have been carried out and what, if any, were the outcomes. Any assessments, both school based and from any specialist involved will be submitted. The appropriate Lancashire request for statutory assessment form is then completed and sent in, along with the supporting information.

During this assessment period, the child's support will continue as outlined in their TLP and the child/parents will be involved throughout.

Review

At the review meeting to discuss the outcome of the Education and Health Care Assessment, the class teacher, parents, other professionals involved and the SENDCo will:

- discuss the outcome of the assessment.

- If the assessment has agreed that an Education, Health and Care Plan is appropriate to support the child, a TLP will be written together, to focus on the outcomes and provision stated in the Education, Health and Care Plan

- A review date to look at progress towards the outcomes on the EHCP will be set

- A date for an Annual review will be agreed with the understanding that this can be brought forward at any point if concerns or rapid progress is made and their needs to be amendments made to the EHCP to take into account the child's new identified needs and a change in provision.

e) Plan and Do

The Targeted Learning Plan, drawn up at the EHCP Assessment review meeting, will be implemented and reviewed in October and May with the progress made and new targets set at EHCP focus mornings with pupil, parents, class teacher, SENDCo and all professionals involved.

Review

At the Statutory Annual Review of the child's progress towards the outcomes in the Education Health and Care Plan, the teacher, parents/carers, child, SENDCo and all professionals involved, will discuss the next steps which may include:

- continuing with the TLP by setting new outcomes and provision, focused on the areas where

progress is not being made and moving towards achieving the outcomes in the EHCP

- reviewing all of the above strategies, recommendations from all involved and highlighting a change in the child's identified needs and provision and making a request to the authority to amend the child's EHCP to reflect the change in need and provision

- reviewing all of the above strategies, recommendations from all involved and highlighting a change in the child's identified needs and provision and making a request to the authority to cease the EHCP as the child's needs have been met and school will then continue to monitor progress (revisiting

interventions and targeted support, personalised provision maps and Educational, Health and Care Needs Assessment, if needed again in the future).

NB. Not all pupils on the SEND register will have an action plan (although most will). Pupils with some physical or sensory difficulties, such as hearing difficulties for example, are identified by school on the SEND register and supported appropriately. However, as the strategies used are unlikely to *improve* the physical or sensory difficulty (eg. hearing) but rather *support* the child in becoming as independent as possible in preparation for adulthood, a TLP is considered unnecessary. Appropriate strategies, developed with parents/carers, the child and the specialist professional involved will be drawn up as an All About Me Form instead and reviewed each October and May and used at all transition points by the child to share their needs and strengths with new adults they meet.

9. Arrangements for providing access by pupils with SEND to a broadly based curriculum (including National Curriculum)

- All children are given access to the national curriculum frameworks.
- The school, through its cycle of observation, assessment, planning and review, make provision for increased curriculum differentiation for its SEND pupils.
- The school ensures suitable learning challenges are set.
- The school responds to pupils' diverse needs.
- The school overcomes potential barriers to learning.
- All children are given the best possible chance to demonstrate their full ability in test situations through the use of access arrangements e.g. extra time where necessary.

10. Participation in whole school activities by pupils with SEND

Pupils with learning difficulties may be withdrawn for differentiated maths and literacy activities; however they remain in the classroom setting with their peers for the remainder of their work, thereby participating in all school activities in which their peers are involved. Pupils with physical disabilities remain, when appropriate, in the classroom setting with support assistance, fully participating whenever possible.

11. Review of SEND by the Governing Body

- Governors ensure that they are fully involved in developing and monitoring the schools SEND policy
- The SEND governor is up to date and knowledgeable about the schools SEND provision.
- SEND provision is an integral part of the school development plan.
- The quality of SEND provision is continually monitored.

12. Arrangements made by the governing body relating to treatment of complaints by parents of pupils with SEN

The governing body will provide disagreement resolution arrangements, to facilitate early and informal dispute resolution. This will be done via LCC's complaints procedure.

13. In service training for staff in relation to special educational needs

Staff attend LCC in service courses where it is appropriate eg. to update their knowledge; acquaint themselves with new legislation etc.

SEND training is built into our School Development Plan around changing school needs.

The SENDCo also attends the local SEND cluster group and is a member of NASEN. Information gained in this way is disseminated to the rest of the staff during staff meetings.

14. Use made of teachers and facilities from outside the school

Specialist outreach teachers support SEND children where appropriate, in the same way specialists from the health service support children with communication and interaction difficulties, sensory and physical difficulties and social, emotional and mental health needs. These include physiotherapists, speech therapists, occupational therapists and CAMHs. These services are based at Jubilee House and Broadoaks Child Development Centre.

15. The role played by the parent

Through regular formal and informal meetings we hope to keep the parents of children with SEND fully informed about their child's progress and what their future targets are. They are also advised about ways in which they could help at home (where appropriate). Great importance is placed on the partnership between school and home.

16. Links with the health service, social services, welfare services and any other voluntary organisations

As stated in 14, health service providers come into school to support children with a range of needs. We are also supported from helpers from organisations such as Cruise (bereavement counselling) and Young Carers (for children acting as carers from a member of their family).

If it is felt a child is at risk of significant harm a referral will be made to Lancashire Children's Social Care for further assessment.

17. Supporting pupils at school with medical conditions

- We recognise 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 we will comply with our duties under the Equality Act 2010.
- Some may also have SEN and may have an EHC plan which brings together health and social care needs, as well as their specialist education provision.

See Supporting children with medical conditions policy for further guidance.

18. Monitoring and evaluation of children with SEND

The schools' practice is regularly and carefully monitored and the quality of provision for pupils is evaluated through observation by and involvement with the SMT.

Pupils and parents views on all aspects of school, including provision for SEN children, are collected via the Lancashire survey.

19. Training and resourcing

The majority of funding for SEND is provided through the normal school budget. Children with a high level of need may gain access to the LA top up funding.

20. Data Protection and Confidentiality

It is important to recognise that reports etc on children with SEND issues may contain details of a confidential nature. These should only be shared with staff involved on a need to know basis.

Changes in procedure are cascaded down to staff via inset and staff meetings.

Appendix 1

Autistic Spectrum Disorder/Hearing Impairment/Visual Impairment/MSI

These are medical conditions and therefore require medical diagnoses from appropriate health professionals.

Speech Language Communication Needs

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Learning difficulties

In view of the information provided above it is being proposed that children and young people with SEND are considered to have learning difficulties when they meet the following criteria:

- Lower intellectual ability (usually an IQ of less than 70)
- Significant impairment of social or adaptive functioning
- Onset in childhood

Estimated level of academic performance at the end of each key stage for pupils with an IQ score of 70 or less is provided in the table below.

Chronological age (years)	Educational level estimated to equate to IQ score of 70 or below
----------------------------------	---

7	Working within EYFS
11	Working within KS1
14	Working within lower end of KS2
16	Working within upper end of KS2

Impairment in adaptive/social functioning will be evident in the following domains:

- Conceptual, that includes skills in language, reading, writing, math, reasoning, knowledge, and memory.
- Social, refers to empathy, social judgment, interpersonal communication skills, the ability to make and retain friendships, and similar capacities.
- Practical, centres on self-management in areas such as personal care, job responsibilities, money management, recreation, and organising school and work tasks.

Moderate learning difficulties: these pupils meet the above criteria. They are able to take care of themselves, travel to familiar places in their community, and learn basic skills related to safety and health. Their self-care requires moderate support.

Severe learning difficulties: these pupils have major delays in development. Pupils often have the ability to understand speech but otherwise very limited communication skills. Despite being able to learn simple daily routines and engage in simple self-care, individuals with severe learning difficulties need supervision in social settings. The care needs of these pupils typically require ongoing support within a supervised environment.

Profound learning difficulties: these pupils cannot live independently. They require close supervision and help with self-care activities. They have very limited ability to communicate and often have physical limitations.

Specific Learning Difficulties

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social Emotional Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Physical Disabilities

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.