



Moreton Church of England Primary School



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Special Educational Needs and Disabilities Policy

Written by: B Barros, SENCo

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Agreed by Governors (Date):

Signed (CoG): digitally by governor hub

This document will be updated in line with inclusion strategy by December 2026

'Growing Together in Faith, Knowledge and Love'



Moreton Church of England Primary School



Special Educational Needs and Disability (SEND) Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014)
- The Children and Families Act (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework documents (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCo in liaison with the SEN Governor, Senior Leadership Team and all staff. Pupils and parents of pupils with SEND are consulted when drafting the policy and their views and opinions are included.

What are Special Educational Needs and Disability (SEND)?

At Moreton we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: "A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England**"

Disability: "Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '**...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer."

Who has responsibility for SEND provision in school

Provision for children with SEND is a matter for the whole school. In addition to the governing body's statutory responsibility for SEN provision, the school's headteacher, the SENCO and all other members of staff have important day-to-day responsibilities. Teaching children with SEND is a whole school responsibility.



Special Educational Needs Coordinator: Mrs Becky Barros (NASENCO), SLT, Deputy Safeguarding Lead, Inclusion lead

SEND Link Governor: Maria McGowan

What is NOT SEND but may have an impact on progress and attainment?

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for schools provided under the current Disability and Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Vulnerable children (those in lower income bracket but not in receipt of PPG)
- Young Carers
- Being a Looked After Child
- Being a child of a Serviceman/woman

What are our aims for children with SEND?

At Moreton we:

- value all children as individuals with a range of abilities, aptitudes and needs.
- aim to raise the aspirations of and expectations for all children with SEND, in order for them to become independent life-long learners.
- will always focus on outcomes for children by following a child-centred approach
- aim to ensure that all members of a child’s support network have their views and wishes valued, paying particular attention to the views of the child and their parents / carers.
- are committed to inclusion and will make appropriate arrangements for all children to participate as fully as possible in learning, physical, practical and extra-curricular activities.
- will *‘promote confidence and challenge the potential in all’* by offering access to a broad, balanced and relevant curriculum including the Early Years Framework and National Curriculum.
- will ensure the school will have regard to the Special Educational Needs and Disabilities Code of Practice (2015) when carrying out its duties toward all pupils with special educational needs or disabilities.

Pupils with SEND will be supported in their learning within their classrooms. However, there may be times when spending time outside the classroom on an individual or small group basis will be more appropriate. When this happens, the class teacher will be fully aware of what new skills each child is learning and will aim to incorporate these skills into their everyday learning in the classroom.

The delivery of our aims will be underpinned by the following principles:

- Provision of a broad and balanced and suitably differentiated curriculum that builds upon and is relevant to the child’s individual SEND.



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- Supporting the needs of all children with SEND is part of the high-quality teaching expected within a mainstream setting.
- Children who require additional provision/ resources will be identified and supported.
- Provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children
- Positive attitudes and independent learning will be promoted.
- Social and academic achievements of all children are recognised and valued.
- The school will work in partnership with parents/carers and view them as experts regarding their child's needs and also involve the child in decision making.
- The school will work in partnership with outside agencies as required with parental permission.
- SEND provision will be monitored regularly using the graduated approach 'assess, plan, do, review' model, including outlining the roles and responsibilities of those working with pupils with SEND.
- Ongoing review of the attainment and progress of groups of children.

How do we identify SEND at our school?

We recognise the importance of the early identification of Special Educational Needs. Children who are experiencing difficulty in one or more of the four broad areas of need are identified initially through discussions between teachers and parents. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. The four broad areas of need are:

- **Communication and Interaction**

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
- understanding or using social rules of communication

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, may have particular difficulties with social interaction or processing interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges



- **Cognition and Learning** - Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Difficulties may include:
 - Slow processing speeds
 - Poor retention of key information
 - Specific difficulties including, dyscalculia, dyspraxia and dyslexia (SpLD)

Cognition and Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

- **Social, Emotional and Mental Health Difficulties** - Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways which can impact on their wellbeing and education. Difficulties may include:
 - Attachment disorder
 - Challenging or disruptive behaviours
 - Difficulties building relationships
 - Withdrawn or isolated behaviours and changes to behaviour indicating underlying mental health difficulties
 - Diagnoses such as Attention Deficit Hyperactive disorder.
- **Sensory and/or Physical Needs** - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time and may require specialist support. These could include:
 - vision impairment (VI),
 - hearing impairment (HI)
 - multisensory impairment (MSI)
 - physical impairment

Children and young people with an MSI have a combination of vision and hearing difficulties. 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.

How do we deliver a graduated approach to SEN Support?

Our class teachers continuously monitor all of the children in their class and track their progress carefully. High quality teaching, differentiated for individual pupils, is the first step in responding to pupil who have or may have SEN. We utilise support documents such as 'Ordinarily Available' in order to provide accurate and timely support and provision in class.



Class Monitoring

At this level of support the class teachers will use existing resources within the class to support a child. This support will be identified in teachers weekly planning. If the child's class teacher feels that more targeted support is required they may complete a class monitoring form alongside the child and their parents. This is reviewed regularly.

SEN Support

At this level of support additional resources may be deployed to a class such as support from a learning support assistant or a specific intervention group. Provision will be identified, parents will be consulted and the One Planning, Assess, Plan, Do, Review (APDR) process begun.

It is the child's class teacher who is responsible for the completion and monitoring within this document – this will be overseen and supported by the SENCo.

At this stage 'One Page Profiles' are used to identify the child's strengths and areas of difficulties and clear targets are set in conjunction with the parents and the child.

One planning meetings will be held for all pupils at school support level and those with an EHCP on at least a termly basis.

Support is provided through the use of the school notional budget – the SENCo will monitor the use of this budget and assess the impact of the support given.

If the SENCO is concerned at the pupil's limited progress or feels that intervention from external services is required it may be necessary to complete a referral to access outside services.

The school works closely with a range of outside agencies including:

- ❖ Educational psychologists
- ❖ Specialist Teachers
- ❖ School Nurse
- ❖ Speech and Language Therapists
- ❖ Occupational Therapists
- ❖ SET-CAMHS or other Mental Health referral provider

If the child is demonstrating a significant cause for concern, where little or no progress is being made through 3 cycles of One Planning (APDR) then the school may request an education, health and care assessment of needs from the Local Authority (EHCNAR). This is the first step in the process which could lead to the pupil requiring an Education, Health, Care Plan (EHCP).

Education Health Care Plans

Provision for pupils with an EHCP is a continual ongoing process by the class teacher, SENCO and support staff. Regular liaison meetings with parents ensure consistent support and practice. An annual review will take place for pupils with EHC plans and all professionals involved with that pupil are invited to attend. These are person centred meetings with jointly agreed outcomes.



Where children entering the school have already been identified as having SEN, the school will collate all the available information from other sources such as pre-school, statutory assessment service, previous school records, One Plans, relevant medical reports etc.

How do we monitor progress and manage the needs of our pupils on the SEND Register (SEN Support or in EHCP)?

Once a child is identified as having a special educational need, their progress and support is monitored using a four part cycle: Assess – Plan – Do – Review:

Assess

- the child's needs are assessed at least termly by the class teacher in consultation with the SENCo.
- Targeted, diagnostic assessment is carried out where required.
- Where needed, further advice will be sought from specialists.

Plan

- The teacher and the SENCo agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place for the child, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge.
- Parents are kept fully aware of the planned support and interventions and, where appropriate, plans seek parental involvement to reinforce or contribute to progress at home.

Do

- the class teacher is responsible for working with the child on a daily basis and utilising High Quality Teaching Strategies (as described by the Ordinarily Available/ Universal teaching document) to support a pupil.
- Targeted interventions involving group or one-to-one teaching away from the main class are mapped out and closely linked to classroom teaching where applicable.
- The class teacher and SENCo work closely with any Learning Support Assistants or specialist staff involved, to plan and assess the impact of support and interventions
- The SENCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- The pupil view and parent views are gathered.
- The impact and quality of the support and interventions is evaluated
- This feeds back into the analysis of the child's needs. The class teacher, working with the SENCO, revises the support in light of the child's progress and development, and decides on any changes to the support and outcomes in consultation with the parent and child.
- Parents have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.



The views of parents and pupils are actively sought in this four-part process during (at least) termly meetings with school staff or via parent consultations. The views of the pupil are central to decision making and the support implemented, as children become older they take greater ownership of their own planning and the decision making through supported discussions with key adults and their parents.

How do we support pupils at school with medical conditions?

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs or disability (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The SENCO will attend meetings with medical professionals where invited and will arrange for staff to have necessary training.
- For further information please see the school's policy for Supporting Pupils with Medical Conditions, which can be found on the school's website or a paper copy can be requested through the school office.

How does the school store and manage information for pupils with SEND?

The SENCo is responsible for storing, managing and keeping SEN records up to date. Each child has a central pupil file, kept in the school office, which holds all important information about pupils and the SENCo also keeps copies of pupils' SEN documents and paperwork in pupil files in her office and electronic copies on the secure school server. When a child transfers to a new school, all relevant information is passed on.

What training do the staff supporting children with SEND undertake?

An ongoing programme of training is in place to ensure that teachers and learning support staff have the appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. Our training programme is based on the needs of the pupils currently at the school, and the needs of those pupils known to be transferring to Moreton.

How do we support families of pupils with SEND?

- At Moreton we have an open door policy where parents are actively encouraged to share any worries or concerns they may have with school staff.
- The SENCo organises drop ins for parents of pupils with SEND, which are informal opportunities for parents to share ideas and learn about new developments in the world of SEND.
- The SENCO/SEN LSA/ Pastoral support LSA will make phone calls or carry out informal check ins with parents to provide ongoing support.



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- LAB meetings are held half termly where pupils and families are identified for additional support.
- Parents are encouraged to look on the school's website which contains the school's SEND Information Report, and other relevant policies.
- The school has a range of parent leaflets designed to support parents working with their children at home, copies of these can be found in the reception area or can be requested from the school office.
- Parents are encouraged to view the Local Offer provided by the local authority, which can be accessed on the internet at: <http://www.essexlocaloffer.org.uk>

What are the criteria for exiting the SEND Register?

A child may be removed from the SEN Register if:

- Their progress is such that they achieve what is broadly expected for a child of their age.
- The child no longer requires support which is additional to or different from what is normally provided within the class.

Parents/carers will always be informed if their child no longer requires SEN Support. If a child is taken off of the SEND Register, their progress will continue to be closely monitored by their class teacher and the Head Teacher.

Monitoring and Evaluation of SEND

Maria McGowan is the named governor with responsibility for Special Educational Needs. The SENCO will liaise with the SEN governor regularly to discuss SEN issues.

It is the responsibility of the governors to monitor the implementation of the Special Educational Needs policy, ensuring it has due regard for the Special Educational Needs Code of Practice. This is to include provision through interventions, as well as resources needed to support learning and other needs. The named governor will, in conjunction with the SENCO, monitor progress of pupils to ensure that appropriate support is in place and ensure that this is reported appropriately to parents. The governors will ensure that SEN is an integral part of the school development plan.

In school monitoring of provision for SEN pupils is carried out within the continuous monitoring of the leadership team, this is achieved through:

- pupil progress meetings held between the Head Teacher, SENCO and class teacher;
- termly parent/teacher consultation meetings;
- One Planning monitoring termly to highlight pupils not making progress against their individual outcomes.
- regular 'Learning Observations' in class carried out by the SENCo/Head Teacher;
- regular observations of the work of our Learning Support Assistants carried out by the SENCo as part of her role;
- termly monitoring visits by the SEN Governor;
- annual parent views questionnaires;
- pupil perception interviews;



- work scrutiny for pupils with SEND.

The impact and effectiveness of interventions are monitored through specific data collection or via qualitative mean via pupil/parent/teacher views.

Who should parents/carers contact if they have a complaint about the provision for SEND?

Please see the school's complaints procedure policy for more details, but in the first instance parents/carers are encouraged to contact the SENCo or Head Teacher if they have a complaint about the provision for SEND at Moreton.