



SEND POLICY REVIEWED 29.03.2022

Rationale:

This SEND Policy details how Moorhill identifies, makes provision for and monitors pupils who have special educational needs or disabilities. Moorhill adheres to the 2014 SEND Code of Practice. We ensure that parents are fully involved in all decisions regarding their children. Our approach to special educational needs provision places pupils at the centre of planning and makes teachers accountable for their progress.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

'The funding for pupils who have special educational needs (SEN) and/or disabilities is used very effectively. The support for pupils with SEN and/or disabilities is well coordinated. As a result, extra resources and individual support are in place to ensure that pupils make progress in line with that of other pupils.'

January 2018 OFSTED report

Inclusion is at the centre of our ethos at Moorhill and we recognise the value of every individual. Through all subjects, we ensure that the school meets the needs of all - taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. Some pupils may experience difficulties in school at some stage and Moorhill recognises that there are a number of factors that may influence this such as educational, social, environmental and medical conditions. On identification of these difficulties, provision will be adapted and reasonable adjustments will be made to meet the child's needs so that full inclusion can be achieved and all pupils can have access to a broad and balanced curriculum.

'Pupils who have SEN and/or disabilities are well supported. The needs of pupils are identified early and the progress they make is checked rigorously. The support that pupils receive in class and through additional interventions is effective. As a result, pupils are making progress which is increasingly in line with that of other pupils.'

January 2018 OFSTED report

Objectives:

- To identify pupils with special educational needs and disabilities as early as possible.
- To create an environment and a curriculum that meet the special educational needs of each child so that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.

- To set ambitious targets to move a pupil forwards in his/her development.
- To assess, monitor, track and record progress.
- To work in partnership with parents/carers of children with SEND, involving them in the setting and review of targets set out in School Support plans.
- To ensure that all staff are aware of the procedures for identifying, monitoring, teaching and supporting pupils with SEND needs and to identify the roles and responsibilities (of all staff) in providing for children's special educational needs.
- To liaise with other agencies involved with pupils with special educational needs.
- To liaise with other Pre-school, Nursery, Primary and Secondary schools before and at the time of transfer of a pupil with SEND.
- To work in cooperation with the Local Authority and other external agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To provide well-targeted professional development, in order to ensure a high level of staff expertise.

Identifying pupils who have Special Educational Needs:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

(Department of Education, 2014, SEN Draft Code of Practice, p4.)

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Initial concerns about a pupil may be raised by teaching staff, classroom assistants, parents/carers, social workers and other outside agencies from the LEA.

Parents will then be consulted and asked to share their knowledge about how their child is developing.

Once a concern has been raised and parents have been consulted the following assessments and information may be used to help in the identification of the pupil's needs:

- Baseline Assessment of Key skills
- Foundation Stage and Reception baseline data
- School's Tracking Systems and Procedures
- Boxall Profiles
- SAT's Results
- Phonic Assessments
- NFER Test
- PIRA Reading Assessments
- PUMA Maths Assessments
- Dyslexia screening assessments
- Assessment by outside agencies

Children may also be seen as having SEND if they are performing significantly above the level of the majority of children of the same age in one or more curriculum areas. (See Gifted and Talented Policy)

The role of the SENCO involves:

- *ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN*
- *advising and supporting colleagues*
- *ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and liaising with professionals or agencies beyond the setting.'*

(Department of Education, 2014, SEN Draft Code of Practice, p76.)

The SENCO, with the support of the Head teacher and the Governing Body, is responsible for the day to day operation of the provision for pupils with SEND.

This will involve:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

(Department of Education, 2014, SEN Draft Code of Practice, p95, 6.85)

Procedures:

'The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.'

(Department of Education, 2014, SEN Draft Code of Practice, p82.)

Once a pupil has been identified as having Special Educational Needs, the following procedures are followed:

Initial Concern

This is used when a teacher or parent wishes to record and monitor a concern about a child learning or progress.

This is characterised by the gathering of information and increased differentiation within the pupil's normal classroom work **and learning behaviours**. The class teacher is responsible for the management and implementation of the pupil's targets. The class teacher will:

- Inform the SENCO and complete the initial Cause for Concern form.
- The class teacher and SENCO will meet and discuss with parents/carers the concerns raised.
□ School will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.
- While informally gathering evidence (including the views of the pupil and their parents) school will put in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs. (6.16)
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. (6.19)
- Half termly review of ambitious targets, reviews and setting of new targets.
- A clear date for reviewing progress will be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning.
- Where it is decided that a pupil does have SEND, the decision will be recorded in the school records and the pupil's parents will be formally informed.(6.39)
- Arrangements for appropriate support will be made and liaisons with outside agencies initiated.
- Assess, Plan, Do, Review will be put in place, via a SSP to track the progress of the pupil.

Involving specialists

- Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. (6.52)
- Parents will be asked to sign a consent form.
- Advice will be acted upon, implemented and reviewed.
- Regular monitoring and reports to parents.
- School will work closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This might include school commissioning specialist services directly. Such specialist services may include, but are not limited to:
 - Educational psychologists
 - Education psychotherapist
 - Child and Adolescent Mental Health Services (CAMHS)
 - SENSS (Learning Support & Behaviour Support)
 - Hearing and Vision Impairment, including multi-sensory impairment, and for those with a physical disability.
 - Therapists (including speech and language therapists, occupational therapists and physiotherapists)

Requesting an Education, Health and Care assessment

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school in consultation with the parents/carers will consider requesting an Education, Health and Care assessment via the HUB. The school will provide evidence of the action taken as part of SEND support to inform the local authority's decision. (6.58)

Use of data and record keeping

- The provision made for pupils with SEND will be recorded accurately and kept up to date. SSP's will show evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of all SEND pupils. (6.67)
- Moorhill will record details of additional or different provision made under SEND support. This will form part of regular discussions with parents about their child's progress, expected outcomes from the support and planned next steps. Moorhill will ensure that there is accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact. (6.68)
- All additional interventions will be recorded on the provision maps using the schools SIMS system.

Equality Act 2010

Moorhill has a duty under the Equality Act 2010. Moorhill will not discriminate against, harass or victimise disabled children, we shall make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage. (5.10)

Co-ordinating provision

The needs of the majority of pupils will be met in the classroom through high quality teaching and a differentiated curriculum. Within the classroom children may work within a supported small group, encouraged to develop independent working skills or on a 1 to 1 with a learning support, as detailed in their SSP and occasional with a personal tutor as detailed in a child's EHCP. All staff who work with a pupil on the SEND register are familiar with their targets. The provision provided will be evaluated and monitored to ensure effectiveness. The Head Teacher and SENCO are aware of all SEND provision and liaise regularly with the staff involved. The SENCO will review the effectiveness of interventions and monitor SEN folders, SSP's and data to ensure progress.

Partnership

Partnership with parents

The school actively seeks to work with parents and carers and values the contribution they make. Parents and carers are seen as partners with the school on raising their child's attainment. They are fully involved in the identification, assessment, target setting and monitoring of their child's progress at school and at home. The parents of any child with either special educational needs or concerns regarding their child's progress are welcome to [contact the school following current Covid-19 risk assessment guidelines](#) to discuss their concerns with the appropriate member of staff.

Pupil's Participation

The school acknowledges the pupil's role as a partner in their own education. Their participation in the decision making process is developed by:

- Listening to and valuing their views.
- Involving pupils in setting ambitious targets.
- Involving pupils in Review Meetings to discuss progress and future provision. □ Record pupils' views as part of any review procedure.

Partnership with other bodies

The school aims to work with other agencies in order to provide an integrated support, based on the needs of the pupil. Co-operation between the parents, school, LEA, health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with SEND.

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For further information about Disability Equality Plan can be found at the following link <https://www.moorhill.staffs.sch.uk/wp-content/uploads/2020/10/Equality-Policy-and-AccessibilityPlan-SEP-2020.pdf>

Our Equality Policy and Disability Plan targets can be found at <https://www.moorhill.staffs.sch.uk/wp-content/uploads/2020/10/Dis-action-plan-2020.pdf>

Due Regard Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implication for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.