

Moat Hall Primary School



SEN Policy and Information Report 2019/2020

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was agreed by the Governing Body on

It is due for review on

Signature Date

Head Teacher

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1. Aims

At Moat Hall Primary School, the aims of our special educational needs and disability policy and practice are:

- To ensure that children and young people with SEND engage in the activities of the school alongside pupils that do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion Statement of Educational Needs

<https://www.gov.uk/government/collections/national-curriculum>

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- To request, monitor and respond to parents'/carers' and pupils' views in order to evidence high levels of confidence in the provision we provide.
- To ensure that staff meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions by ensuring that they are fully included in all school activities, consulting with health and social care professionals where necessary.
- To work in co-operative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all our pupils.
- To secure special educational provision for pupils who require support that is 'additional to and different from' that provided within the differentiated curriculum and to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical.

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 SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs. Ann Escritt

AnnEscritt@moathall.staffs.sch.uk

01922 660960

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN 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
- 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
- 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 SEN up to date

4.2 The SEN governors

The SEN governors are:

- Alison Dowding
- Andrew Bramwell

They will:

- Help to raise awareness of SEN 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 SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- 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 how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN 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,
- 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
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We know pupils need support if:

- Concerns are raised by parents/carers, teachers or the pupil's previous educational setting.
- Tracking of attainment outcomes indicate a lack of progress and is significantly slower than that of their peers, starting from the same baseline.

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

- Widens the attainment gap.
- Presents persistent emotional and/or social and mental health difficulties, which have not been managed by personalised strategies.
- Where there are sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- Where there is poor communication and interaction, requiring specific interventions to access learning.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having a special educational need.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents/carers. 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.

5.3 Consulting and involving pupils and parents/carers

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

- Everyone develops a good understanding of the child's areas of strengths and difficulties.
- We take into account the concerns of parents/carers.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Parents/carers will have opportunities to discuss their child's progress in relation to their special educational needs during parent consultative evenings. Alternatively, parents/carers can contact the SENCO, who will be happy to organise a meeting where this can be discussed.

5.4 Assessing and reviewing pupils' progress towards outcomes

- High quality first class teaching for all pupils by adapting and differentiating the curriculum to ensure that it meets the needs of individual pupils, including those with SEND.
- Following the graduated response, 'assess, plan, do, review'.
- Consulting with **parents/carers** regularly and involving them in the graduated approach.
- Involve **pupils** in their learning when setting and reviewing targets.
- **Assessing** progress through: marking, observations of children working, questioning, regular formal assessments, pupil tracking.
- **Planning** the support needed for pupils with SEND working closely with the teaching assistant.
- **Doing** – the class teacher should work regularly with pupils with SEND. They retain responsibility for the pupil when involved in group/one-to-one teaching away from the main class.
- **Reviewing** the effectiveness of the support and interventions and their impact on the pupil's progress alongside the views of pupils and parents/carers.
- Writing 'Individual Learning Plans' (ILPs) in conjunction with TAs/pupils/parents.
- Working closely with teaching assistants to ensure the graduated response is implemented.
- Ensuring that the SEND policy is implemented in their practice.
- Liaising with the SENCO with regards to identification of SEND pupils and how to meet their needs.
- Using advice and reports from outside agencies.
- Ensuring that objectives for children with a Statement of Educational Needs/Education Health and Care Plan (EHCP) are implemented and reviewed regularly in conjunction with parents/carers and pupils. This information is used in the annual review process to inform decisions about the level of the provision required.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.

- Pupils with SEND are provided with extra support to help them move from one class to another at the end of each year. This may be through extra time spent with their new class teacher or teaching assistant.
- Teachers liaise with each other to share information about every child in their class. ILPs are shared for pupils on the SEND register.
- When a child is moving to secondary school, the SENCO from each school liaises and appropriate support is provided; this might involve a pupil making additional visits to their new school. If a child has 1:1 teaching assistant (TA) support, the TA will provide advice and information to a TA at their new school.

5.6 Our approach to teaching pupils with SEN

- Teachers break objectives into small steps of learning.
- Teaching assistants provide pre-learning and over learning opportunities for pupils.
- Children may receive adult support to complete a task set by the teacher.
- Children may be given additional resources to help them access particular areas of the curriculum (e.g. practical apparatus, writing equipment, word mats, coloured overlays, alphabet arcs, sounds cards, writing slopes).
- Children may receive extra, targeted support to help them achieve their targets (this could be on an individual basis or in a small group). If a pupil has needs related to more specific areas of their education or social skills, such as spelling/phonics, handwriting, numeracy and literacy skills, then the pupil may be placed in a small target group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved, to ascertain the effectiveness of the provision, and to inform future planning.
- All areas of the school are accessible for pupils with mobility difficulties (see accessibility policy).
- Pupils with a sensory impairment would have a trained adult to support them with any equipment they need.
- Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified with special needs, they will be provided with additional support to remove barriers to learning and enable them to access the curriculum more easily. This may include specialised equipment or resources such as pencils grips; ICT, including 'talking tins' to help them record their work orally; additional adult help, for example, a teaching assistant may be allocated to work with the pupil in a one to one or small target group to focus on more specific needs, such as phonics focused lessons in literacy.
- We use advice from outside agencies to support all pupils with SEND.

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 SEN. This will be differentiated for individual pupils.

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- 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.

5.8 Additional support for learning

i. Additional classroom support

We have teaching assistants who are trained to provide additional support. They have support pupils on a 1:1 basis when a child has complex difficulties within the broad areas of need and this is provided via an EHCP, which is funded by the Local Authority. Teaching assistants will support children in small groups when this is required as differentiation within the classroom; or when conducting a small group intervention. We work with the following agencies to provide support for pupils with SEN:

- NHS Speech and Language Team
- Local Authority SEN Support Service (SENS)
- CAMHS
- Autism Outreach Service
- Visual and Hearing Impaired Service
- NHS Occupational Therapy
- NHS Physiotherapy Team
- Midland Psychology Service
- Staffordshire Family Partnership (SENDIASS)
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This list is not exhaustive and the school will work alongside necessary agencies when required to do so.

ii. How will my child be supported during SATs assessments?

- Access arrangements will have been considered well in advance of the tests and are based primarily on a recorded history of need and the normal classroom practice for the pupils concerned.

- In general, access arrangements may be appropriate for pupils with an Education Health and Care Plan (EHCP) or pupils with a learning difficulty or disability that significantly affects their ability to access the tests.
- Arrangements that can be made include:
 1. Additional time – only pupils with an Education Health and Care Plan (EHCP) are allowed up to 25% additional time for written tests at the school’s discretion (no external permission is required). For other pupils the school will have to apply to the examination board with evidence from a number of assessments.
 2. Use of readers – this may be provided for those pupils who have this provision regularly in class and who are unable to read the test materials unaided. A reader is **NOT allowed for the English Reading tests**, apart from to read the general instructions.
 3. Use of scribes – scribes can only be used when a pupil is physically unable to write down their own answers or use a word processor. They should only be used if there are no other options to allow the pupil to respond independently and the pupil regularly uses scribes as part of normal class practice. A scribe can also be used due to unforeseen injury.
 4. Rest breaks – rest breaks will be given to pupils who find it difficult to concentrate or who are likely to experience extreme fatigue.

5.9 Expertise and training of staff

- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent/carer permission has been obtained and may include referral to:
 - Special Educational Needs Support Service (SENSS)
 - Dyslexia Centre
 - Autism Outreach Team
 - Hearing Impairment Team
 - Visual Impairment Team
 - Educational Psychologist Service
 - Educational Welfare Officers
 - Physical and Disability Support Service (PDSS)
 - Social Services
 - School Nurse Service
 - CAMHS (Child & Adolescent Mental Health Service)
 - Speech and Language therapy
- All staff (teaching and non-teaching) are encouraged to remain up to date with their skills and knowledge of SEND, attending courses when necessary.

5.10 Securing equipment and facilities

The school will liaise with any specialist support service with regards to specialist equipment and facilities. All facilities within the school building can be accessed by all.

5.11 Evaluating the effectiveness of SEN provision

- Class teachers are responsible for monitoring the progress of all the pupils in their class. This is done through: ILPs, marking, written assessments, observations of children working, questioning, regular formal assessments, termly target reviews.
- Teachers are responsible for recording the progress of the pupils in their English and maths assessments on to mark sheets (termly).
- The senior leadership team and SENCO meet regularly to analyse tracking data.
- Teachers meet with the assistant head (SEND) regularly to discuss progress and next steps.
- Teachers review progress that pupils with SEND make towards their individual targets.
- Children who are on the SEND register may be also be assessed and reviewed by outside agencies.
- The rigorous monitoring that takes place then informs future planning, teaching, targets, ILPs.
- The quality of teaching is monitored through a number of processes that includes:
 1. Classroom observation by the senior leadership team and external verifiers
 2. Ongoing assessment of progress made by pupils in specific intervention groups
 3. Work sampling on a termly basis
 4. Scrutiny of planning
 5. Teacher meetings with the SENCO
 6. Pupil and parent/ carer feedback when reviewing target attainment
 7. Whole school pupil progress tracking
 8. Attendance and behaviour records.

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of SEN or EHC plans

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities where possible.
- The school has a tradition of adapting trips and working with individual parents and pupils to support additional needs both for day and residential trips, e.g. changing trips to accommodate the needs of pupils, modification of activities, specific risk assessments, care plans for pupils with medical needs.

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 SEN are encouraged to be part of the school council
- We have a zero tolerance approach to bullying

5.14 Working with other agencies

Moat Hall Primary school will liaise with other agencies when:

- There are safeguarding concerns with regards to a pupil with or without SEN
- It is necessary to meet the pupil need in school.
- The pupil has an EHCP or is being assessed for an EHCP, we will liaise with the Local Authority about this process.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance.

The parents/carers 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, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents/carers of pupils with SEN

Support services for parents/ carers of pupils with SEN include:

| | | |
|---|---------------|------------------------------------|
| Staffordshire SEND Planning and Assessment | 0300 111 8007 | sendreferrals@staffordshire.gov.uk |
| SEND Family Partnership Services (SENDIASS) | 01785 356921 | |

5.17 Contact details for raising concerns

If you wish to discuss your child's special educational needs or disability or are unhappy about something regarding your child's schooling please contact:

- The class teacher in the first instance
- The SENCO – Mrs. Ann Escritt
- Head teacher – Mrs. Jane King

For complaints, please contact the chair of governors, Mr Mike Deakin.

Appointments can be made with any of the above people through the school office on 01922 660960.

5.18 How accessible is the school environment?

- The site is fully accessible to wheelchair users and includes a lift and ramps for movement between the two levels of the site.
- There are changing facilities and a disabled toilet
- Disabled parking is located to the front of the building
- The school has a good record in obtaining equipment for pupils requiring additional resources and managing this to impact positively on learning.
- An accessibility plan is in place and can be obtained from the head teacher

5.19 The Local Authority Offer

The Authority Local Offer is on the Staffordshire Connects web address:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

6. Monitoring arrangements

This policy and information report will be reviewed by Ann Escritt **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:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions
- Equality and the Equality Act (2010)