



**MOOR PARK
PRIMARY SCHOOL
AND NURSERY**

SEND POLICY

September 2023

'Moor Park Primary is a Happy, Caring School Where Everyone Matters'

Policy	SEND Policy
Blackpool Council model policy	None available <i>Blackpool procedures and guidance followed</i>
Reviewed by	Claire Singleton & Jane Rhodes
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Approval level	Full Governing Body
Adopted	03/10/2023
Next review due	September 2024

What are special educational needs and disabilities (SEND)?

Special Educational Needs and Disabilities (SEND) can affect a child or young person's ability to learn. It can affect –

- their behaviour or ability to socialise,
- their academic learning,
- their ability to understanding things or concentration,
- their physical ability.

The four broad areas of SEND are –

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical or sensory

Definitions of SEND

- 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 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.

Legislation and guidance

This policy and information report is based on the statutory <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> and the following legislation:

[Children and Families Act 2014 \(legislation.gov.uk\)](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](#), which sets out schools' responsibilities for Education, Health and Care (EHC) Plans, SEN Coordinators (SENCOs) and the SEN Information Report.

Roles and Responsibilities

The key responsibilities of the SENCO may include:

- Working with the Head Teacher and Governors to determine the strategic development of the SEN Policy and provision in the school
- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN 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 SEN
- 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 SEN up to date

The key responsibilities of the Headteacher:

- Work with the SENCO and Governors 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

The key responsibilities of Class teachers. Each Class Teacher:

- 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 pupils progress and development and decide on any changes to provision
- To carry out 3 SEN Support meetings a year.
- To follow the Graduated Approach in evidencing APDR Cycles including targets, progress, support, provision put in place to meet the pupil's additional needs.
- Ensuring they follow this SEN Policy and SEN Information Report

Our aims for children with special educational needs and disabilities.

Moor Park Primary School is an educationally inclusive school that supports children to ensure their integration and curriculum entitlement. Our aim for children with SEND is the same as with all pupils; to provide a broad and balanced curriculum and the highest quality of education. We place high value on the children's personal and social development and this is central to our provision.

How do we involve parents, carers and families?

Our aim is to inform and involve parents as much as possible in school decision making and to provide them with support, advice and access to services. We believe that you are the expert on your child's needs and so value joint up working between school and the family. As a school we hold termly drop in sessions where parents can come in and discuss their child's needs or any concerns parents may have with the SENCO. Throughout the year, the SENCO is always available to meet, phone or email parents. Teachers of children with SEND meet 3 times a year with parents to discuss their child's SEN Support Plans and the additional/different support they require and we welcome parents input at these meetings. For children displaying a higher level of need that requires involvement from multiple agencies or for children where troubleshooting is required to fully assess and identify the support a child needs, the SENCO will meet regularly with parents and other agencies involved to conduct Assess Plan Do Review meetings more frequently.

How do pupils participate?

As a school we listen to the children and involve them in the planning of how we can best meet their needs. All children with SEND complete a one page profile. This gives the child the opportunity to say: what is important to them, what they feel is important for them to learn and the best way they feel for people to support them. This is their opportunity to share their voice and identify what they feel they require to be successful in school. All SEND children are invited to attend their SEN Assess Plan Do Review meetings regarding their education and where they do not want to or cannot attend, their opinions are sought and shared by a member of staff on their behalf.

Our Graduated Response to identifying and providing for pupils with SEND

As a school we use and follow Blackpool's Graduated Approach to SEN which can be located on the FYI Blackpool directory.

1. CONCERN STAGE

Concern may be raised by pupils, teachers, parents or other outside agencies. Lack of progress, low attainment or changes in behaviour or attitudes will also initiate a concern. At this level, the teacher will closely monitor the child's progress making reasonable adjustments within the classroom to meet the child's needs and support their progress.

2. SEN SUPPORT

Following the teacher's close monitoring of the child, if it becomes clear that the child requires provision that is additional to or different from the lessons provided as part of normal class activities involving quality first teaching, then the child will be referred to the SENCO. The SENCO will meet with parents to discuss the concerns and initiate the Assess, Plan, Do, Review (APDR) cycle. At this point further testing, visits to the GP or paediatrician and referral to an SEN adviser or other outside agency may be initiated. During this assessment time, the SENCO will arrange regular meetings with parents and other agencies involved to assess the situation, plan how to move forward and review what has already been implemented. The class teacher will produce a personalised plan for the child and three times a year will meet with parents to review and make alterations to the plan. On occasions when concerns are increasing, the SENCO will attend these review meetings and may refer to the Educational Psychologist for advice.

3. Education, Health and Care Plan (EHCP)

In some cases, the child's needs may prove to be too complex and long term for their needs to be fully met at the SEN support stage or they may be so significantly behind that an application for statutory assessment will need to be made. If the child is awarded an Education, Health and Care Plan (EHCP) the child may be provided with more specialist provision or additional support. A child with an EHCP will have their progress reviewed annually at a person-centred review meeting.

How do we assess and review progress?

- At the concern level the child's progress will be closely monitored by the class teacher and phase leader and this will be discussed with you at parent's evenings.
- At SEN Support, the child's progress will be carefully monitored by the class teacher, phase leader and SENCO. Their progress will be reviewed continuously and 3 times a year when their SEN Support Plan is reviewed this will be discussed with both the parent and the child through the APDR cycle. For children under investigation, progress will be discussed with the SENCO, parents, teacher and outside agencies at plan, do review meetings.
- A child with an Education, Health and Care Plan will have a SEN Support Plan written from their EHCP which will be reviewed and discussed with the child and parents 3 times per year. They will also have an Annual Review of their needs; this will be a person-centred review where all agencies involved with the child will meet to discuss what the child has achieved over the year, what is working well and if the provision is still meeting the needs of the child. This will be organised by the SENCO.

The class teacher will work with the SENCO to carry out clear analysis of the pupils needs. This will draw on:

- The teacher's assessments and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experiences of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting children transferring

Transferring to a new class is a particularly difficult time for pupils with SEND. As a school, we organise extra transition sessions for those children who we feel will need extra support at this time and a transition meeting with parents will also be held. When a child transfers from one class to another within our school, lots of visits are arranged for the child to get used to the classroom environment and the new class teacher will make a lot of contact with the child. A transition booklet will be produced for the child to take home over the summer holidays. For children transferring from nursery to primary school, the SENCO and class teacher will attend the early years transition meeting and go and observe the child in their current setting. After the initial induction sessions have taken place, if the child requires more settling in sessions these will be arranged. For children transferring to high school or a different primary school, the SENCO and class teacher will meet with or speak to the SENCO at the new school. For children with more complex needs, a person centred review meeting will be held, this will be attended by all agencies involved and both schools, to ensure consistency in provision during the transition period. If extra transition sessions are required this will be arranged with the school and the child will be supported on these by a member of staff.

Additional support, equipment and facilities

If your child is on the SEND register they will have some additional support or intervention to help meet their needs. As a school we look carefully at a child's barriers to learning and find ways to overcome these to ensure they are able to reach their potential. Some children will require individual interventions to enable them to progress academically or for specialist intervention such as speech or physical therapy. Other children will require additional adaptations or equipment, for example; writing equipment, reading overlays or sensory aids.

As well as support in the classroom we also have a Learning Mentor and 2 SEN support assistants who can facilitate additional support. This can include 1:1 mentoring, sensory circuits, individual and small group intervention sessions. We deliver sensory circuits and sensory 'diets' which enables children who require regular sensory input to have their needs met. We run nurture groups at play and dinner times for those children who find the playground difficult due to their area of need.

Alternative Provision

At Moor Park we have developed our provision for our more complex needs children:

- The HIVE is a provision for KS1 children who have EHCPs or Complex Needs. A bespoke curriculum has been designed to deliver their learning through a sensory approach enabling the pupils access a mainstream curriculum through individualised targets, provision and support.
- The HUB Classroom is an SEMH (Social, Emotional and Mental Health) provision created for children who struggle to succeed in the mainstream classroom. This provision is to equipped the pupils with the skills they need to access the classroom feeling secure, improving their confidence, self-esteem, well-being and their emotional regulation.
- The HUB is also used a support for our Behaviour Hierarchy (The Moor Park Way), where children can be taught strategies of self-regulation, problem solving, conflict resolutions and repair work when needed. It is a safe place for children to access when they're feeling dysregulated and be given support in managing these emotions resulting in more positive outcomes.

Equal access for all

We aim to have pupils with SEND represented in all areas of school life. We actively encourage them to participate in extra curricular activities and to apply to be on the school council or the senior leadership team when they are in year 6. Our rewards system is based around attitudes to learning and the school values which allows all children to have a sense of achievement. Extra curriculum activities and school trips are planned with all children in mind and provision is made to ensure all SEND children can access and participate in them.

Responding to concerns and worries

We pride ourselves on being a very accessible school and all our teachers are usually available at the end of the school day to discuss any concerns you may have. The school SENCO is usually available to meet with parents, speak to them on the phone or by email when required and termly drop in sessions for SEND parents are arranged. Our learning mentor and family support worker are also available to speak to parents in person or on the phone when required. Following this support if you feel your concerns have not been resolved then you can request to speak to a member of the senior leadership team or a member of the governing body.

Support for parents

All parents of children with SEND are encouraged to access the Blackpool Local Offer. The SENCO can direct you to support groups that can help and advise you depending on you child's needs such as SENDIASS, Aiming Higher and Cygnet training. If you need any support please look at the local offer or contact the school SENCO to be directed to the support that is available.