



# Moorside Primary Academy

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**Acting Principal:** Mr. P. Dickson  
**Assistant Vice-Principal:** Mrs. K. Rosenbloom  
**Chair of Governors:** Mr P. Egerton

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## Moorside Primary Academy Special Educational Needs and Disabilities (SEND) Policy

### Amendment May 2020 in response to the partial closure of school due to the outbreak of COVID-19

As part of the response to coronavirus (COVID-19), educational settings have been asked to continue to provide care for a limited number of children and young people:

- those who are vulnerable
- those whose parents/carers are critical to the coronavirus (COVID-19) response.

The government encourages vulnerable children and young people to attend educational settings unless they have underlying health conditions that put them at severe risk.

During the coronavirus (COVID-19) outbreak, for the purposes of continued attendance at educational settings, vulnerable children and young people are defined as those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan whose needs cannot be met safely in the home environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children's social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion

This means that the majority of children with SEND will remain at home during the closure of schools and therefore 'Part 2 Legislation and guidance' of this policy has been superseded/amended by the directive from Government made on March 23rd under the Coronavirus Act 2020.

Please see the updated SEN information report for details on the practical implementation of this legislation.

### **Introduction:**

Moorside Primary Academy is an inclusive school and we recognise that provision for children with special educational needs and disabilities (SEND) is a whole school responsibility, as determined by the SEND Code of Practice (2014). We believe that every teacher is a teacher of every child or young person, including those with SEND. We believe communication is vital to the success of this policy. We therefore, seek to establish close links with both parents and other support agencies.

A child with SEND requires educational provision which is additional to, or different from, the educational provision made generally for children of their age.

Mrs Ellen Patel is the SENDco at Moorside and has completed the National Award for Special Educational Needs Coordination (NASENCo), which is a statutory requirement.

**There are four broad areas of SEN as outlined in the SEND Code of Practice 2014:**

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and or physical

**Other factors that may impact on progress and attainment, but that are NOT considered an SEN are:**

1. Disability (the Code of Practice 2014 outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
2. Attendance and Punctuality
3. Health and Welfare
4. English as an Additional Language (EAL)
5. Being in receipt of Pupil Premium Grant
6. Being a Looked After Child
7. Being a child of Serviceman/woman

**Aims:**

The aims of this policy are:

1. To create an environment that meets the SEND requirements of each child.
2. To ensure that the special educational needs of children are identified, assessed and provided for, through differentiated planning and teaching of the Foundation Stage Curriculum, National Curriculum & extra-curricular activities.
3. To make clear the expectations of all partners in the process.
4. To identify the roles and responsibilities of staff in providing for children’s SEND.
5. To ensure that person centred approaches are used to enable the views of children with SEND and their parents/carers are heard.

**Identification and Action:**

Children with possible SEN in school can be identified in various ways:

- via outside agencies on entry to school
- via Pre-School/Nursery/other school settings
- through teacher/parental concern via monitored performance over time (e.g. lack of response to Focus input/monitor list provision maps and possible target work with parents)

Identification will be confirmed by the SENDco. Triggers for initial SENDco consultation regarding any particular child will normally include a combination of several factors, such as:

- staff concern regarding academic progress (measured against attainment re. National Curriculum age expectations or Early Learning Goals in the Foundation Stage)
- parental concern regarding the above
- properly grounded suspicion or evidence of a medical, physical or social problem that impacts on a child’s academic progress
- results of formal/informal staff assessment(s)

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. Parents will be notified of SENDco

consultation/involvement and permission will be sought before the involvement of other agencies (if that is necessary). Assessment will include looking at the learning environment, tasks given, the child's response to tasks and teaching and learning styles.

The school uses a 3 stage model to respond to children's special educational needs:

**Cycle 1:** If a class teacher or parents are concerned that the child is not making progress, they will be placed on Cycle 1. Provision will be put in place (in line with quality first teaching). The pupil will then be monitored over half a term

**Cycle 2 (SEN support):** The pupil is moved to Cycle 2 if there are still concerns after Cycle 1. The pupil will then be put onto the SEND register. The class teacher consults with the SENDco. The class teacher and the SENDco gather information and co-ordinate the provision in school; support from outside agencies may also be requested, should the school feel that this may be of benefit to the pupil.

**Cycle 3 (SEN Support and request for statutory assessment):** If a pupil on Cycle 2 still makes limited progress, despite a significant amount of intervention/provision being in place as well as outside agency involvement, they will then move onto Cycle 3. On Cycle 3, evidence is gathered to apply for statutory assessment.

**Education, Health and Care Plan (EHCP):** The Local Authority may issue a formal EHCP where it is deemed necessary to secure the best possible outcomes for a child across education, health and social care and, as they get older, to prepare them for adulthood. The Local Authority seeks a range of advice before considering an EHCP. The needs of the child and the opinions of the parents are considered to be paramount in this.

### **Allocation of resources:**

The SENDco is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care plans (EHCPs). The principal informs the governing body of how the funding allocated to support pupils with SEND has been employed.

### **Roles and Responsibilities:**

#### **Teaching Staff**

- To identify pupils with SEN, evidencing own good quality teaching and reasonable adjustments and differentiation.
- To devise/operate interventions additional to or different from those provided as part of the school's usual differentiated curriculum and record these through weekly planning.
- To be responsible for working with children with SEN on a daily basis and for planning and delivering focus support within the class timetable.
- To liaise with the SENDco/outside agencies, enabling interventions to take place accordingly.
- To operate day-to-day liaison with parents (where appropriate) and regularly communicate through Parents' Evenings, Home-School books, target sharing and individual discussion.
- To plan with and guide teaching assistants who support children with SEND in their class.
- To prepare for and contribute during review meetings.
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#### **Support Staff**

- To liaise with SENDco and class teachers ensuring delivery of appropriate tasks and activities.
- To provide differentiated support, with teacher guidance, for groups and on an individual basis.
- To contribute to the assessment and record-keeping processes for children whom they support.

#### **Governors**

- To be involved in developing and monitoring the school's SEND policy and practice, to meet legal requirements and children's needs, as far as possible.

- To delegate operation of the policy to the SENDco, providing the time and resources for role effectiveness.
- To ensure that SEND provision is an integral part of the school development plan.
- To be involved in and approve the financial decisions which affect SEND provision in school.
- To appoint a SEND Governor to liaise with the SENDco.
- To annually review the effectiveness of the school's work with pupils with SEND.
- To read and respond to (where appropriate) the annual report for Governors, submitted by the school's SENDco.

### SENDco

- To take day-to-day responsibility for operating the SEN policy, co-ordinating, managing and mapping provision within available human and material resources.
- To revise and update the policy in consultation with colleagues.
- To liaise with, advise and support colleagues regarding SEND issues and promote staff development in this area e.g. in house professional development training and organising necessary outside training for staff.
- To arrange and attend reviews for children with SEND.
- To work with colleagues and outside agencies to prioritise need across school and deploy staff and resources accordingly.
- To liaise with governors, parents and external agencies.
- To keep up to date with current LA and National issues and attend training as required.
- To maintain the schools SEND register

### Parents/Carers

- Moorside Primary Academy prospectus contains details of our policy for SEND, and the arrangements made for these children in our school. The governors' annual report to parents contains an evaluation of the policy in action. A named governor takes a special interest in SEND and is always willing to talk to parents.
- At all stages of the process, the school recognises the importance of keeping both pupils and their parents fully involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.
- We consult with parents before requesting any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with SEND.

### Child

We encourage all children to take responsibility for their own learning.

- Children with SEND are invited to attend and contribute to their review meetings. They are able to contribute however they wish e.g. verbally, through pictures, showing video evidence etc.
- Children with SEND are made aware of their targets and are asked their opinion on what works and what doesn't work for them.

### Safeguarding

- Mrs Karen Rosenbloom, Mrs Mandy Taylor, Mrs Fran Bradshaw and Mrs Ellen Patel are the designated teachers with responsibility for Safeguarding.

### Admissions:

Children with SEND are admitted into school in accordance with Local Authority Guidelines. Where SEN has been identified in Pre-School/Nursery setting, staff will liaise with the appropriate external services and Pre-School/Nursery provider.

Links with other schools/settings:

Information will be shared at all transition times, i.e. Pre-school/Nursery - Reception, Key Stages 1-2 (Y2-3) and Key Stages 2-3 (Y6-7). Pupil records will be shared and key personnel from receiving settings invited to reviews, as appropriate.

Monitoring and Evaluation:

This will take place annually, involving staff and Governors, taking in the views of parents and pupils, as appropriate. A report compiled by the SENDCo will be shared with Governors once a year. This report will highlight school's current provision for children with SEND and will report on the effectiveness of such provision.

**Signed:** *Mrs Ellen Patel*

**Date:** May 2020

**Date for review:** May 2021