



Moorside Primary Academy

Special Educational Needs and Disabilities (SEND) Policy

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.

Miss Laura Kinder is the SEND Lead 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:

Early identification of SEND is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. Permission will be sought from parents/carers 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.

Moorside use the Graduated Approach to identify and support SEND. This is outlined on the flow chart on the next page.



Moorside Graduated Approach



Class teacher and/or parents have concerns about a child who is not making the same progress as others

The class teacher will monitor the child's progress in school, sharing concerns with all staff that work with them. If concerns continue then the class teacher will discuss further with the pupil's parents/carers and complete cycle 1 of our Graduated approach.



Cycle 1

The cycle 1 paperwork outlines a description of a child's emerging needs and actions/strategies taken to support the child. It also importantly, takes into account the child's views and parent/carer views. Teachers will review their Quality First Teaching, ensuring that it is inclusive and addresses all learning differences. This may involve the class teacher setting up some different or extra approaches to help address the child's difficulty e.g. extra reading sessions, extra visual cues etc. This will be monitored over at least a term. After a term, the class teacher will review the child's progress. The cycle 1 paperwork is shared with parents and all adults in school who work with the child. After this time, if school feel that the child needs further support, then it may be agreed by school and parents/carers that the child should go onto school's SEND register. This is when the SEND Lead will become involved with the child. Moorside's SEND Lead is Miss Laura Kinder.



Cycle 2

Once a child is on the SEND register, they will move onto cycle 2 of the Graduated Approach. This is known as SEN support. The SEND Lead may observe the pupil and carry out relevant assessments to gain further information. The SEND Lead may also refer to outside agencies for specialist support. Class teachers will set desirable outcomes and plan strategies and provision to support the child. This will be reviewed termly with parents. If a child makes accelerated progress whilst on cycle 2, it may be appropriate for them to be taken off the SEND register. If this happens they will be monitored through termly whole class pupil progress meetings.



Cycle 3

If a child's needs cannot be met through cycle 2, a meeting will be arranged with the pupil, parents, SEND Lead, class teacher and any other people involved, to discuss applying for an Education Health Care Plan (EHCP). For more information on the EHCP process, please see the short animations on the SEND page of the school website. Once a child has an EHCP, they will move onto Cycle 3 paperwork. This is similar to the Cycle 2 paperwork and should reflect the outcomes and provision on the EHCP.

Allocation of resources:

The SEND Lead 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 SEND, evidencing their quality first teaching and reasonable adjustments and adaptations.
- To devise/operate interventions additional to or different from those provided as part of the school's usual curriculum and record these through weekly planning.
- To be responsible for working with children with SEND on a daily basis and for planning and delivering focussed support within the class timetable.
- To liaise with the SEND Lead/outside agencies, enabling interventions to take place accordingly.
- To operate day-to-day liaison with parents (where appropriate) and regularly communicate through Parents' Evenings, Class Dojo, review meetings 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.

Support Staff

- To liaise with the SEND Lead and class teachers ensuring delivery of appropriate tasks and activities.
- To provide 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.

Academy Improvement Committee

- 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 SEND Lead, providing the time and resources for role effectiveness.

- To ensure that SEND provision is an integral part of the Academy Improvement plan.
- To be involved in and approve the financial decisions which affect SEND provision in school.
- To annually review the effectiveness of the school's work with pupils with SEND.
- To read and respond to (where appropriate) reports to the Academy Improvement Committee, submitted by the school's SEND Lead.

SEND Lead

- 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. internal and external continued professional development.
- To support teachers in writing and reviewing support plans.
- 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 Local Authority and National issues and attend training as required.
- To maintain the schools SEND register.

Parents/Carers

- At all stages of the graduated approach, 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. 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 (where appropriate). 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

- Sam Ismail is the Designated Safeguarding Lead. Stephanie Cicchirillo, Andrea McGuire and Laura Kinder are the Deputy Designated Safeguarding Leads.

Admissions

Children with SEND are admitted into school in accordance with Local Authority Guidelines. Where SEND 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

The SEND lead and the senior leadership team are responsible for the monitoring and evaluation of SEND. Monitoring will be done by:

- Consultations with pupils, staff and parents.
- Learning walks/observations.
- Book looks
- Enquiries

Regular reports are submitted to the governors by the SEND Lead. Reports will highlight school's current provision for children with SEND and will report on the effectiveness of such provision.

Date: September 2025

Date for review: September 2026