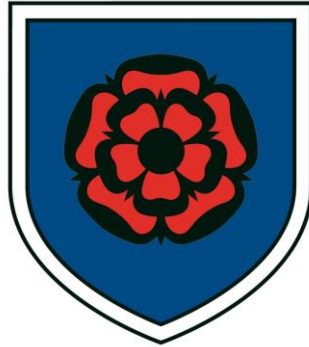


# Mossfield Primary School



## Special Educational Needs (SEND) Policy



This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014).

### **Definition of Special Educational Needs**

The following definition of Special Educational Needs (SEND) is taken from section 20 of the Children and Families Act 2014:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- (a) For children of two or over, educational provision which is in addition to, or otherwise different from, the educational provision made generally for children of their age in schools, other than special schools in the area
- (b) For children under two, educational provision of any kind.

### **Our beliefs**

We believe that your child is very important – an individual with their own needs as a person and as a pupil. As your child grows, we aim to help them take their place in the wider community. All staff, school governors & the support services are there to work with parents to benefit the child.

Our whole school aim is simple – to provide the quality of education that we would want and expect for our own children.

### **The aims of the policy.**

To recognise the entitlement of all pupils to a balance, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive.

#### **1. The SEND Aims of the School**

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all students requiring SEND provision as early as possible in their school career
- To ensure resources will be provided to match defined needs.
- To ensure that SEND students take as full a part as possible in all school activities
- To ensure that parents/carers of SEND students are kept fully informed of their child's progress and attainment
- To ensure all those responsible for/or involved in SEND provision take into account the views of the child.
- EHC plans will be reviewed annually in line with regulations.
- Appropriate training will be provided for those in the implementation of this policy

## **2. Categories of SEN**

Special Educational Needs are generally thought of in the four broad bands of need and support:

- Communication and Interaction
  - Cognition and Learning
  - Social, Emotional and Mental Health
  - Sensory and / or Physical Needs
- (SEN Code of Practice 2014)**

## **3. Roles and Responsibilities**

### **The Role of the Special Educational Needs Coordinator (SENCo)**

(The SEND Co-ordinator at Mossfield Primary school is Mrs Maria Dunphy)

The SENCo plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of this policy
- Coordinating the provision for students with SEND
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing students' records
- Liaising with the parents/carers
- Liaising with external agencies, LA support services, Health and Social Services, Speech and language services, PA/Careers Service, and voluntary bodies
- Maintaining the school's S.E.N. register and overseeing the records on all pupils with S.E.N. ensuring that these are properly kept and available as necessary. At the end of each school year, all records concerning S.E.N. children must be photocopied and passed on to the next teacher so that the child's needs are made known to all who are likely to teach him/her. When the children transfer from the school, all information is passed on, both in the children's individual file and also via the S.E.N. Co
- Contributing to INSET training for all staff; reporting back to staff after any relevant courses attended. The school has purchased a service level agreement with the L.A to facilitate staff training. All staff training is linked to the School Improvement Plan.
- Attending review meetings of S.E.N. pupils and pupils with and Education Health and Care Plan where appropriate.

### **Class / subject teachers must:**

Classroom and subject teachers are at the heart of the SEND support system, driving the movement around the four stages (assess, plan, do, review) of action with the support and guidance of the SENCo and specialist staff.

- Focus on outcomes for the child being clear about the outcome wanted from any SEN approach.
- Be responsible for meeting the Special Educational Needs of a child providing relevant, quality first teaching and differentiated planning, teaching and assessment of the children named on the SEN register within their class.
- Have high aspirations for every pupil, setting clear progress targets for pupils, being clear about the range of resources that will support them.
- Liaise and plan with Teaching Assistants.
- Review termly, (October, February & June), the progress of children and complete and evaluate any relevant Individual Education Plans. They should inform parents of progress and next steps through termly meetings in the two weeks prior to parents evening. Where appropriate teachers will need to complete relevant reports for annual review meetings and other relevant professional bodies.

### **Headteacher**

The Headteacher should:

- Have overall responsibility for the provision for children with Special Educational Needs and for implementing the September 2014 SEND reforms.
- Keep the Governing Body fully informed of the number of pupils on the SEN register and their outcomes.
- Work closely with the SENCo to ensure the best possible implementation of this policy and ensure the SENCo is able to influence strategic decisions about SEN
- Manage the SEN budget with the SENCo. Funding is delegated from the central authority allowance directly into the schools budget. This allocation should be used to provide relevant materials and equipment to enable successful inclusion.
- Ensure a process is in place for involving parents and young people in reviewing provision and planning

### **The Role of the Governing Body**

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students
- Ensuring that SEND students are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC plan.
- Designate an appropriate member of staff (the SEND co-ordinator or SENDCO) as having responsibility for co-ordinating provision for pupils with SEND.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less

favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.

- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- The named link governor for SEND is **Cynthia Nuttall**.

#### **4. Admission Arrangements**

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Through the Admissions Policy, the governing body drives for a fair distribution of places that truly reflects the needs of all families within our community, irrespective of race, gender, religion or disability, bearing in mind the nature of the school foundation.

#### **5. SEN Register**

A register of all SEN children is kept in school to show their age, type of difficulty, agencies involved and intervention support band. It must be noted that children may move up or down the register as appropriate.

##### **Allocation of resources for pupils with SEN**

SEND provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. Additional funding is provided annually by the LA on the basis of data submitted to them for their audit of SEND arrangements (PLASC).

##### **Temporary Additional Funding School**

can apply for Temporary Additional Funding (TAF) to support pupils with SEND for up to two terms in exceptional and emergency situations, in order to allow the school time to gather together evidence to support a submission to request statutory assessment. School must have parental consent to the application being made. TAF is managed by the SEN caseworker team and issued at the discretion of the SEN Part 3 Panel.

##### **A Graduated Approach to SEN Support – The range of actions / provision:**

- Appropriate arrangements will be determined for each pupil but may include one or more of:
  - Assessment and planning
  - Grouping for teaching purposes
  - Human resources
  - Curriculum and other teaching methods

In line with the 2014 Code of Practice the following Graduated Response will be made for pupils who have SEND. Children will be monitored at the first sign of a concern.

Once the class teacher has identified a child as not making adequate progress and as having difficulties, this is discussed with the SENCO. The previous class teacher

will be an informed source in discussions regarding the child's capabilities. If the difficulty is in a particular curriculum area, the teacher should speak to the teacher with responsibility for that area and discuss planning / resources for this particular difficulty and give guidance. Parents must be informed about the school's concern and a way forward will be discussed. This is the first stage of the SEN procedure and is referred to as 'monitoring'.

The class teacher will then:

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what the child knows, understands and can do
- Ensure ongoing observation / assessment provides feedback so assessment forms the basis of next steps
- Involve the child

Assessments will be closely monitored. The SENCO and class teacher will regularly discuss the child's progress to determine whether the strategies in place are sufficient. This is the first stage of the SEN procedure. If there is still cause for concern then the child's parents will be invited into school again to discuss the situation. The child's progress will be discussed and if the parents are in agreement the child will move onto the next stage – School Support – Intervention Band A.

#### **Support Intervention Band A**

- Trigger is concern, underpinned by evidence, that despite differentiation and other arrangements, the child makes little progress due to underachievement / sensory / physical or communication / interaction difficulties
- Class teacher / SENCO discuss, look at existing and collect additional information
- SENCO takes lead in further assessment and planning future support
- Interventions are put in place which include different materials or groupings
- IEP / Play Plan's record what is additional and will be reviewed termly. Monitoring will be undertaken continuously.

#### **Support Intervention Band B**

Band B will be considered when:

- Pupils are unable to make appropriate progress despite additional intervention support being provided by the school
- Expert advice is required from one external agency (e.g. SALT)
- IEP or Play Plan reviewed and new targets created in collaboration with class teacher SENCO and one external agency

#### **Support Intervention Band C**

Band C will be considered when:

- Pupils are unable to make appropriate progress despite additional intervention support provided by the school
- A range of expert advice and specialist assessments are required from a variety of external agencies (Educational Psychologist, SALT, Physiotherapist etc.)
- IEP or Play Plan reviewed and new targets created in collaboration with class teacher, SENCO and a variety of external agencies

Children at Band C might require an application for statutory assessment if school / external agencies / parents feel this is necessary.

## **Statutory Assessment**

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the Local Authority to carry out a statutory assessment of their needs. The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or specialist arrangements put in place. In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 9 of the Code of Practice 2014. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

## **Education, Health and Care Plans**

Following statutory assessment, a child can be issued with an Education Health and Care Plan. EHCPs are based on coordinated assessments from all of the services involved with the child or young person. The plans focus on outcomes and say how services will work together to meet the needs of the child or young person. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **6. Curriculum Access**

The School has adopted a whole-school approach to SEND policy and practice. Students identified as having SEND are, through teacher planning and schemes of work, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school

## **7. Links with other Agencies, Organisations and Support Services**

The School recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND students e.g. the Educational Psychologist and the School Medical Officer.

When it is considered necessary, colleagues from the following support services will be involved with SEND students:

- Speech and Language therapists
- Physiotherapists
- CAHMS
- Occupational Therapy Service
- Learning Support Service
- Primary Intervention Team
- Virtual School

In addition, important links are in place with the following organisations:

- Salford Information Advice and Support Service (SIASS)
- The Local Authority

- The Education Welfare Officer
- Social Services

## **8 . Partnership with Parents/Carers**

Parents have a vital role in the early identification of and support for their child therefore they have an important role to play in all discussions and decision making

- .Parents will be informed immediately by the school if school have any concerns about their child and should approach school with any concerns they may have
- Parents will discuss and be involved in target setting and they will be asked to sign Individual Education Plans (IEP) to recognise their vital role
- The Headteacher, Deputy Headteacher, SENCo and class teachers will always be willing to make appointments to discuss the progress of any child
- All parents have the right to contact the LEA and voice any concerns they may have about the provision being offered to their child at Mossfield.

## **9 . Links with other Schools and Transfer Arrangements**

- SENCO attends Year 5 and Year 6 reviews at where the appropriate Transition Plans are drawn up for transfer to Secondary School
- The pastoral teams deal with communicating the needs of all other students transferring to/from the School.

## **10.Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on procedures for complaint. A copy of the complaints policy is available on request and on the website.

## **11. Local Offer**

A copy of Mossfield Local offer can be found following the link:  
<http://www.mossfieldps.salford.sch.uk/information/special-educational-needs>

**Reviewed and amended:  
 Mrs Maria Dunphy - SENCo  
 November 2020**

