

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

At our core, we value every child as a unique individual with their own distinct needs, both as a learner and as a person. As your child grows, our mission is to support them in developing the skills and confidence to thrive within the wider community.

Our dedicated team of staff, school governors, and support services collaborates closely with parents to ensure the best outcomes for each child.

Our overarching goal is simple yet profound: to deliver the calibre of education we would desire 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

- **Inclusive Curriculum Access:** Ensure that all students have access to a rich, broad, and balanced curriculum.
- **Personalised Learning:** Provide a differentiated curriculum tailored to meet the individual needs and abilities of each student.
- **Early Identification:** Identify students requiring SEND support as early as possible in their educational journey.
- **Resource Allocation:** Allocate resources effectively to address clearly defined needs.

- **Full Participation:** Promote maximum involvement of SEND students in all aspects of school life.
- **Parent and Carer Engagement:** Maintain open, ongoing communication with parents and carers, ensuring they are well-informed about their child's progress and achievements.
- **Child-Centered Approach:** Incorporate the views and input of students into decisions about their SEND provision.
- **Annual EHC Plan Reviews:** Conduct timely annual reviews of EHC plans in accordance with statutory guidelines.
- **Staff Training:** Provide targeted training to staff involved in implementing SEND policies, ensuring best practices and high standards of support.

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 (SENDCo)

The SENDCo at Mossfield Primary School are **Mrs. Maria Dunphy and Deputy SENDCo Mrs Anna Clark**, who play a pivotal role in the school's SEND provision. This role involves collaborating with the Headteacher and Governing Body to strategically develop and implement the SEND policy.

The SENDCo's and Deputy SENDCo's responsibilities include:

- Managing the day-to-day operation of the SEND policy.
- Coordinating tailored provision for students with SEND.
- Offering guidance and support to teaching staff.
- Supervising and managing Learning Support Assistants.
- Maintaining accurate and up-to-date records for SEND students.
- Building strong relationships with parents/carers to ensure effective communication.
- Liaising with external agencies, including Local Authority (LA) support services, health and social care providers, speech and language therapists, careers services, and voluntary organizations.
- Maintaining the school's SEND register and ensuring all records are well-kept and accessible.
- At the end of each academic year, SEND records are transferred to the next teacher to ensure continuity of support. When students transition to a new school, comprehensive records are shared both through individual files and by the SENDCo.
- Contributing to staff development by organizing and reporting on relevant training. Staff training aligns with the School Improvement Plan, supported by the school's service-level agreement with the LA.
- Attending and contributing to review meetings for students with SEND and those with Education, Health, and Care (EHC) plans as appropriate.

Roles and Responsibilities of Class/Subject Teachers

Classroom and subject teachers are integral to the SEND support framework, guiding the implementation of the **assess, plan, do, review** cycle in coordination with the SENDCo and specialist staff.

Key responsibilities include:

- Maintaining a focus on desired outcomes for each student and clearly defining goals for any SEND interventions.
- Delivering quality-first teaching, with differentiated planning, instruction, and assessments tailored to the needs of students on the SEND register.
- Setting high aspirations for all students, establishing clear progress targets and identifying appropriate resources to achieve those targets.
- Collaborating with Teaching Assistants to deliver effective support.
- Reviewing the progress of SEND students termly (in October, February, and June), evaluating Individual Education Plans (IEPs) and sharing outcomes with parents.
 - Termly reviews include parent meetings prior to Parents' Evening, where progress and next steps are discussed.
 - Preparing reports for annual review meetings and other professional consultations as necessary.

The Role of the Headteacher

The Headteacher holds overall responsibility for the school's SEND provision and for ensuring compliance with the **September 2014 SEND reforms**.

Key responsibilities include:

- Keeping the Governing Body informed about the number of pupils on the SEND register and their progress.
- Collaborating closely with the SENDCo and Deputy SENDCo to ensure the effective implementation of the SEND policy and its alignment with strategic decisions.
- Managing the SEND budget alongside the SENDCo and Deputy SENDCo, using allocated resources effectively to support inclusion through appropriate materials, equipment, and support.
- Ensuring that parents and young people are actively involved in the review and planning of SEND provision.

The Role of the Governing Body

The Governing Body plays a vital role in supporting and overseeing the school's provision for students with Special Educational Needs and Disabilities (SEND). Their responsibilities include:

- Ensuring that high-quality provision is in place for students with SEND.
- Promoting the full inclusion of SEND students in all aspects of school life.
- Complying with the requirements of the SEND Code of Practice when fulfilling their duties.
- Actively participating in the development, monitoring, and regular review of the school's SEND policy.
- Ensuring the identification, assessment, and provision for all children and young people with SEND, regardless of whether they have an Education, Health, and Care (EHC) plan.
- Appointing a dedicated member of staff (the SENDCo and Deputy SENDCo) to coordinate provision for students with SEND.
- Publishing annual information outlining:
 - The school's admission arrangements for students with disabilities.
 - The steps taken to prevent discrimination against students with disabilities.
 - Facilities and resources provided to assist students with disabilities.
 - The school's Accessibility Plan to enhance access for all learners.
- Making reasonable adjustments to alleviate substantial disadvantages faced by students with disabilities.

The named **link governor for SEND** at Mossfield Primary School is Helen Kelly, who ensures that the Governing Body remains informed and proactive in fulfilling its responsibilities.

5. Sensory Room Provision

As part of our commitment to supporting the diverse needs of students, the school has a dedicated sensory room- a calming, therapeutic space for children with sensory processing challenges, including those with ADHD, Autism Spectrum Disorder, and other Special Educational Needs (SEN). The sensory room is equipped with appropriate resources, such as fidget tools, sensory lighting, and tactile surfaces, to help students regulate their sensory input and emotions. Access to the sensory room is based on individual needs and outlined in the student's individualised education plan or Education, Health, and Care Plan (EHCP). Staff ensure the space is used effectively, providing students with opportunities to manage overstimulation or sensory-seeking behaviors in a safe and supportive environment. Regular reviews are conducted to evaluate the effectiveness of the sensory room and to make adjustments as necessary.

4. Admission Arrangements

Details of the school's admission arrangements can be found in our school prospectus. These arrangements comply fully with national legislation, including the **Equality Act 2010**, and apply to all pupils, including those with Special Educational Needs (SEN), whether or not they have an Education, Health, and Care (EHC) Plan.

Our Admissions Policy ensures that the allocation of school places reflects the diverse needs of families within our community, regardless of race, gender, religion, disability, or other characteristics, in alignment with the inclusive values and foundation of the school. The Governing Body is committed to promoting fairness, equality, and accessibility for all prospective pupils.

5. SEN Register

The school maintains a register of all students with Special Educational Needs (SEN). This register includes details such as the child's age, type of difficulty, agencies involved, and their current level of intervention support. It is important to note that students may move up or down the register as their needs change over time.

Allocation of Resources for SEN Students

SEND provision is primarily funded through the school's overall budget and allocated based on individual needs. Support is provided on a graduated basis, prioritizing students with higher levels of need and factoring in the availability of resources. Additional funding is received annually from the Local Authority (LA) based on the **PLASC** (Pupil Level Annual School Census) audit of SEND arrangements.

Graduated Approach to SEN Support

The school adopts a graduated approach to support students with SEN, ensuring that interventions are tailored to individual needs. This approach may include:

- **Assessment and planning** to identify specific challenges and strategies.
- **Grouping for teaching purposes** to provide focused support.
- **Human resources**, such as Teaching Assistants or specialist staff.
- **Adaptations to the curriculum and teaching methods** to enhance accessibility.

Stage 1: Monitoring

Following the 2014 Code of Practice, students are closely monitored at the first sign of concern:

1. The class teacher identifies a child not making adequate progress or experiencing specific difficulties and consults the SENDCo.
2. Input from the previous class teacher is considered to provide a fuller understanding of the child's capabilities.
3. If difficulties relate to a particular subject, the teacher responsible for that subject may offer additional planning or resources to address the concern.
4. Parents are informed of the school's observations and are involved in developing a plan to move forward.

This initial stage is referred to as "monitoring."

Actions by the Class Teacher

- Utilise existing information as a foundation for support.
- Identify key skills the child can develop within the classroom setting.
- Conduct baseline assessments to determine what the child knows, understands, and can do.
- Maintain ongoing observation and assessment to provide feedback and guide next steps.
- Actively involve the child in setting and reviewing goals.

Progress Monitoring and Next Steps

The class teacher and SENDCo regularly review the child's progress to determine the effectiveness of current strategies. If sufficient progress is not observed, parents are invited for further discussions. If all parties agree, the child will advance to **School Support – Intervention Band A** for more targeted interventions.

Support Intervention Band A

Criteria for Intervention:

- Concerns arise, supported by evidence, that despite differentiated teaching and other classroom strategies, the child demonstrates minimal progress due to factors such as underachievement, sensory or physical difficulties, or communication/interaction challenges.

Process:

1. The class teacher and SENDCo meet to review existing information and gather additional data.
2. The SENDCo leads further assessment and plans tailored support for the child.
3. Targeted interventions are implemented, involving specialized materials, grouping adjustments, or tailored strategies.
4. An **Individual Education Plan (IEP)** or **Play Plan** is developed to record additional measures, with continuous monitoring and termly reviews of progress.

Support Intervention Band B

Criteria for Intervention:

- The child fails to make sufficient progress despite receiving additional intervention support within the school.
- Input from an external agency (e.g., Speech and Language Therapy, SALT) is necessary.

Process:

1. The class teacher and SENDCo, with input from the external agency, review and update the IEP or Play Plan to include new, targeted strategies.
2. Interventions are refined to address specific needs identified through expert advice.
3. Progress is reviewed regularly, with collaboration between the class teacher, SENDCo, and the external agency.

Support Intervention Band C

Criteria for Intervention:

- The child shows limited progress despite Band B interventions and the additional support already in place.
- Expert guidance from multiple external agencies (e.g., Educational Psychologist, SALT, Physiotherapist) is required for specialized assessments and strategies.

Process:

1. The class teacher, SENDCo, and external specialists collaboratively review the child's needs and update the IEP or Play Plan with detailed, targeted interventions.
2. Interventions involve comprehensive strategies informed by input from multiple professionals.
3. The child's progress is closely monitored and regularly reviewed to refine approaches.

Next Steps:

- At Band C, the school may consider an application for a **Statutory Assessment** if all involved parties—including external agencies and parents—agree it is necessary to ensure the child receives appropriate support through an Education, Health, and Care Plan (EHCP).

Statutory Assessment

If a pupil fails to make sufficient progress despite the school implementing targeted and meaningful interventions, it may be appropriate to request a statutory assessment of their needs from the Local Authority (LA).

The LA will require evidence that:

- The school has implemented well-planned strategies or programs for an appropriate period of time without achieving the desired outcomes.
- Alternative approaches and interventions have also been tried and evaluated.

In addition, the LA will need comprehensive documentation, including:

- Information detailing the pupil's progress over time.
- A clear record of the child's special educational needs and the strategies used to address these needs.
- Details of the resources, support, or specialist arrangements provided.

The request for a statutory assessment is a collaborative process that involves input from parents, the pupil, and external agencies. The school will ensure the request is in line with the requirements outlined in **Chapter 9 of the SEND Code of Practice 2014**.

Parents have the right to appeal if the Local Authority decides not to proceed with a statutory assessment or issue an Education, Health, and Care Plan (EHCP).

Education, Health, and Care Plans (EHCP)

Following a statutory assessment, a child may be issued with an **Education, Health, and Care Plan (EHCP)**. EHCPs are developed based on coordinated assessments from all services involved with the child or young person. These plans are outcome-focused and detail how various services will work together to meet the identified needs of the child or young person.

Once the EHCP is completed and agreed upon, it becomes part of the pupil's formal record. The plan is reviewed annually by school staff, the pupil, and their parents to evaluate the provision and progress. The review process allows for adjustments to be made, such as increasing or decreasing levels of support, to ensure that the plan continues to meet the child's evolving needs effectively.

6. Curriculum Access

The school follows a whole-school approach to Special Educational Needs and Disabilities (SEND) policy and practice. Students identified as having SEND are fully integrated into mainstream classes, wherever possible, through thoughtful teacher planning and structured schemes of work. Every effort is made to ensure these students have equitable access to the National Curriculum and are included in all aspects of school life.

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
- Pediatricians
- CAHMS
- Occupational Therapy Service
- Learning Support Service
- Primary Intervention Team
- Virtual School
- Paediatrician
- Visual impairment Team
- Hearing Impairment Team

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
- Early Help Team

8. Partnership with Parents/Carers

Parents and carers play a crucial role in the early identification and support of their child's needs, and as such, they are key partners in all discussions and decision-making processes.

- The school will promptly inform parents if there are any concerns regarding their child and encourages them to reach out if they have any concerns of their own.
- Parents will be actively involved in target setting and will be asked to sign Individual Education Plans (IEPs), recognizing their essential role in their child's educational journey.
- The Headteacher, Deputy Headteacher, SENDCo, and class teachers are always available for appointments to discuss the progress and needs of any child.
- Parents also have the right to contact the Local Authority (LA) to raise any concerns they may have regarding the provision being made for their child at Mossfield.

9. Links with Other Schools and Transfer Arrangements

- The SENDCo participates in Year 5 and Year 6 reviews to develop appropriate Transition Plans for students moving on to secondary school.
- The pastoral teams manage the communication of the needs of all students transferring to and from the school, ensuring a smooth transition.

10. Complaints Procedure

If a parent or carer has any concerns or complaints about their child's care or welfare, they can arrange an appointment with the Headteacher or SENDCo, who will guide them through the complaint procedure. A copy of the school's Complaints Policy is available upon request and can also be found on the school website.

11. Local Offer

A copy of Mossfield Local offer can be found following the link:
<https://www.mossfieldps.salford.sch.uk/page/?title=SEN&pid=32>

Reviewed and amended: 2025 to be reviewed 2027
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