


Moorside Primary School		
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Audience	Staff, Governors, Volunteers, Parents, Website	
Approved by	Governing Body	

Special Educational Needs Co-ordinator (SENCo)

The SENCo is Miss Alison Lay (NASENCo Award). She can be contacted by email at a.lay@moorside-pri.lancs.sch.uk or by phone via the school office. Miss Lay is part of the Senior Leadership Team (SLT).

SEN Policy

The SEN policy is a working document and will be reviewed and updated regularly. The policy was made available for comment in draft format on the school website until the end of October, 2015 and was approved by Governors on 26th September, 2017.

The SEN Policy should be read in conjunction with the following documents:

- The Single Equalities Policy
- The Accessibility Plan
- The SEND Code of Practice
- The School's SEN Information Report
- The Authorities Local Offer
- The Behaviour Policy
- The Child Protection Policy
- The National Curriculum
- The Intimate Care Policy

Our Beliefs

At Moorside everyone is committed to supporting all pupils, including those with SEN. Teachers aim to ensure all pupils in their care can access the curriculum at an appropriate level.

We use a combination of one-to-one support, group support, targeted support and inclusion to meet individual needs.

Aim

We aim to move all our pupils towards independent learning. We aim to prepare pupils both academically and socially to enable them to confidently move on after leaving Moorside.

Objectives

1. To identify and provide for pupils who have special educational needs and/or additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCo) who will work within the SEN Inclusion Policy
5. To provide support and advice and training for all staff, especially those working with special educational needs pupils
6. To provide a broad and balanced curriculum
7. To work cooperatively with other agencies
8. To seek and respect parents' views

Identifying Special Educational Needs

In identifying SEN, we use the four main areas of need as outlined by the SEND code of practice (whilst recognising that some pupils may have needs in more than one of these areas). School will use this information to plan for appropriate provision, support and intervention based on individual needs.

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autistic Spectrum Condition (ASC) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) & severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

We recognise that not all pupils who fall behind or underachieve have a special educational need and that other factors can impact on a pupil's performance. In these cases, pupils can access appropriate support either from school staff or outside agencies as needed.

Supporting Pupils

All pupils access 'quality first' teaching. All staff are observed and have regular reviews of their performance. Where areas of improvement are identified, support and training are offered to ensure that all pupils receive high quality differentiated teaching.

The progress of all pupils is regularly monitored and reviewed using a range of formative and summative assessment. Where progress falls below 'expected', teachers provide differentiated work and targeted intervention to help pupils close the gap. Teachers may seek advice from subject leaders or the SENCo as to appropriate intervention programmes and teaching strategies.

After a pupil has received individual or small group intervention, their progress is again checked. If the gap has not closed, the class teacher will approach parents and a pupil will be discussed with the SENCo.

From here, further assessment may be carried out either in school or through referral to an outside agency. Individual provision plans may be made and further support put in place following the outcome of discussion and assessment.

Roles and Responsibilities

The Governing Body has nominated a governor to have oversight of special educational needs provision in the school and ensure that the full governing body is kept informed of how the school is meeting the statutory requirements (see Code of Practice for governor role). At Moorside School this role is undertaken by Mrs Sally Senior, who meets regularly with the Headteacher and SENCo. The Headteacher is the school's 'responsible person' and manages the school's special educational needs provision. The Headteacher keeps the governing body informed about the special educational needs provision made by the school.

The SENCo and the Headteacher work closely with the nominated governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCo and Headteacher identify areas for development in special educational needs and contribute to the school's development plan. They co-ordinate provision for those pupils at 'school support' and for those with a Statement, or EHC Plan (see Code of Practice).

All teaching and non-teaching staff are involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and monitoring progress. All teachers who have responsibility for areas of the curriculum review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material.

The SENCo works closely with all staff.

To help ensure equal opportunities for all pupils, thought is given to provision for pupils with additional needs at all levels including interviews, induction and staff training.

Admissions

Pupils with special educational needs are admitted to Moorside School in line with the Local Authority's admissions policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school uses induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs in a pre-school setting and where a 'Request for Guidance' has been submitted. If the school is alerted to the fact that a child may have a difficulty in learning, we will make every effort to collect all relevant information and plan appropriate provision.

Access for Disabled

Certain areas of the school have already been adapted to make them accessible. To ensure access for pupils or parents with disabilities, the school works closely with outside agencies. Risk assessments are undertaken to ensure that individuals' needs are met and any adaptations possible are made (see Health and Safety Policy, Single Equality Scheme, and Accessibility Plan).

Resources

The governing body ensures that the needs of pupils are met by employing a SENCo. The Headteacher and SENCo use information included in the child's statement or Educational Healthcare (EHC) Plan, if applicable, to identify the areas of pupil need and make appropriate provision.

The governing body ensures that support staff are employed and specialist resources are available to support staff and pupils. The school's SENCO is a specialist teacher with a dedicated timetable, but when a child needs further support, advice from external professionals is bought in.

Time is made available for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

The governing body ensures that funds are set aside to develop resources in curriculum areas. In addition, the governing body ensures that staff are kept fully up to date about SEN issues and undertake training.

Class sizes are in line with statutory requirements, but when appropriate, children may be taught in a small group. In Key Stage 2, pupils may also access the key skills and nurture group.

Training and resources are led by pupil need to ensure that staff knowledge is relevant and up to date. Sometimes this may be advice or training for individuals, but there is also planned-in whole staff training to ensure an appropriate level of staff skill and continuity for individuals and groups of pupils. To ensure that the school is up to date with the latest changes, the SENCO attends meetings and training.

Identification, Assessment, Reviews

At Moorside, we recognise the importance of early identification of needs and the key role of the parents or carers of a new pupil in helping to provide information to the key staff. All pupils being admitted into Reception are offered home visits and we have close links with pre-schools and nurseries in the local area.

Parents are encouraged to discuss concerns with the new teacher and the SENCO before school entry to ensure that everything possible is in place for the start of the school year.

For pupils entering in later years, every effort is made to ensure continuity by liaising with their previous school(s) and with parents.

After entry, pupils are monitored and assessed in line with school procedures and additional assessment carried out when needed. Reviews for pupils with Statements or EHC Plans are carried out in line with the LA guidelines. At any time a parent/carer may request a meeting with either the class teacher and/or SENCo to discuss progress and concerns.

Teacher Referral

Teachers monitor the progress of all children. If they have a concern, then these are raised initially with the parent. If it is agreed that further advice should be sought, then the teacher can refer the pupil to the SENCo, Learning Mentor, School Nurse or their GP.

Curriculum and assessment monitoring

Subject leaders and the assessment leader monitor the attainment and progress of pupils with special educational needs as part of their role. The SENCo also tracks the progress of pupils with additional needs and offer support and intervention as needed. If a child needs extra help or support to meet their needs, then school may provide a Provision Map and individual targets at a school support level. This provision is monitored continually to ensure progress is made and staff have termly meetings with the SENCo to support them and the pupil. Additional meetings can be requested by staff or parents at any time.

In some cases, with the consent of parents/carers, outside agencies become involved to help ensure that the support and targets are appropriate. Parents and staff will be invited to meet with any agencies involved as needed.

In a very few cases, pupils may need to undergo a statutory assessment, following the guidelines laid out by the local authority (LA).

Curriculum

All pupils have access to the full range of curriculum areas taught.

Teacher's planning takes into account differentiation for groups or individuals. Time is set aside in an individual provision map for 1-to-1 work on specific targets. Resources are allocated as needed to meet the needs of the pupils. Sometimes a pupil may be withdrawn to work on specific targets. This will be negotiated with teachers, parents and, where appropriate, the pupil.

Statutory tests are carried out in Years One, Two and Six. It may be appropriate for some pupils with additional needs to have the test modified for them to access it e.g. additional length of time or supported by a reader. If it is inappropriate for a child to sit a statutory test because of the level at which they are working, then they may be disapplied from all or part of the test and a more appropriate assessment of their ability will be used.

Transferring information between teachers

The main system for transferring information between teachers is via the handover meeting. As children move from one class to another, teachers meet to discuss the needs of all children and exchange all related paperwork.

Access to the full life of the School

Pupils with additional needs are encouraged to attend clubs, trips and residential learning experiences. If a pupil wants to take part in an activity then every effort is made to ensure that individual arrangements are put in place to meet the pupil's wishes. Parts of the school have been adapted to cater for a range of additional needs and we continually monitor the environment to ensure that it caters for a range of learning needs. Additional staff support pupils in accessing the full range of activities.

Complaints

Should a parent or carer have a concern about the special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues, then the SENCo and class teacher will arrange a meeting to try to resolve any issues. We have an 'open door policy' and the SENCo and/or class teacher will try to ensure that concerns are addressed promptly. The SENCo can also advise parents about external bodies which can support parents and to ensure that their concerns are addressed. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Headteacher is unable to resolve the

difficulty, the parents' concerns should be put in writing to The Chair of Governors. Complaints will be investigated in line with the school's complaints policy.

Training

The governing body will ensure that it is kept fully up-to-date of its statutory responsibilities by attending training and through receiving regular updates from the Headteacher/SENCo.

The SENCo and Headteacher will keep fully up-to-date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCo will develop their skills through attendance at specialist training discussions with outside specialists, through reading and through subscription to professional bodies.

The SENCo has completed the National SENCo Award.

The Maths and English subject leaders will liaise with the SENCo about teaching and learning strategies for pupils with additional needs.

The assessment leader will meet with the SENCo to ensure that appropriate assessment tools are used.

Other teaching staff will be kept up to date formally and informally through staff meetings. Teaching assistants who support individuals or groups will receive appropriate training.

Outside Agencies

The school has developed good links with a range of outside services and is able to refer pupils and parents to appropriate organisations. If parents feel that they need to contact a specific person, then school will support them in the process (see appendix for a list of outside agencies).

Parents and Links with Community

Parents of pupils with additional needs are encouraged to keep in regular contact with the SENCo to ensure that their child receives a well-rounded and happy experience of school.

The school helps to facilitate a parent support group, which allows parents to share experiences and access training. The school is actively involved in allowing parents, pupils and support staff to access specialist support groups. We are currently involved with a group for pupils with Down's Syndrome and for pupils with any degree of hearing impairment. We host an annual evening for companies and professionals who support those with a hearing impairment to network and meet with families who can get advice and meet other parents and pupils.

Evaluation of Policy

The impact of the policy will be evaluated by:

- Monitoring the achievements and progress of pupils with an additional need through our tracking system.
- Monitoring progress through individual provision maps, where appropriate.
- Listening to the views of parents and pupils in review meetings.
- Monitoring the pupils who attend trips and clubs.
- Monitoring the training accessed by staff.

Signed (Chair)



Date of next review: September 2018