

Moat Farm Junior School
Special Educational Needs and Disability
(SEND)
Policy 2021



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Key people relating to this policy

Head Teacher:	Ms. L. Stone
Inclusion Manager:	Mrs. J. Moulder
(referred to as Special Educational Needs Co-ordinator (SENCo) through this policy)	
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This policy complies with the statutory requirements laid out in the SEND Code of Practice: 0-25 guidance 2015
(<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>).

Mission Statement

At Moat Farm Junior School, we recognise that every child is an individual with particular educational needs and abilities. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our children, whatever their needs or abilities. Our educational aims for children with special educational needs and/ or disabilities are the same as those for all children in school.

Special educational needs may be experienced by an individual either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment, for pupils with special educational needs, takes account of the type and extent of the needs of individual pupils.

1. Aims

- To ensure that all pupils have access to a broad and balanced curriculum, differentiated where appropriate, to ensure that they reach their full potential.
- To ensure that all pupils with Special Educational Needs (SEN) and/or disabilities have their needs identified.
- To raise the aspirations and expectations of all pupils with SEND.
- To ensure that pupils with SEN and/or disabilities are able to fully access the curriculum and all aspects of school life by removing barriers to learning.

2. Objectives

Moat Farm Junior School will achieve these aims by;

- Following the guidance provided in the SEN Code of Practice (2015).
- Identifying the needs of pupils with SEN and/or disabilities as early as possible.
- Making appropriate provision to overcome all barriers to learning and ensure that pupils with SEND have full access to the National Curriculum.
- Monitoring the progress of pupils with SEN and/or disabilities pupils effectively.
- Working in partnership with parents and carers, involving them at all stages of the graduated approach and supporting them in understanding procedures and practices.
- Working collaboratively with outside agencies when the needs of a pupils cannot be met by school alone.
- Ensuring the views of pupils are taken into account when identifying their needs and removing barriers to learning.

3. Identifying Special Educational Needs

At Moat Farm Juniors we adopt the definition of SEND as stated in the Special Educational Need.

Code of Practice 0-25 Guidance (2015).

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- ***has a significantly greater difficulty in learning than the majority of others of the same age, or***
- ***has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions***

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

Special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age.

Pupils with SEND may have needs in one or more of the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Within school, pupils with SEND are identified on the school SEND register so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the SEND register when their needs no longer require special educational provision.

There are other factors which impact upon progress and attainment and care must be taken to ensure that these children are not incorrectly labelled as SEND. These factors include:

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of serviceman/woman

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

4. A Graduated Approach to SEND Support

Quality First Teaching

At Moat Farm Juniors, all teachers are responsible for delivering high quality teaching that is differentiated and personalised to meet the individual needs of all children. Teachers are accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

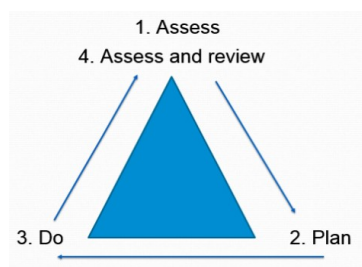
Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

SEND Support

Some pupils may continue to make less than expected progress, despite high-quality teaching targeted at their area of need. These children need educational provision that is additional to or different from that made generally for other children.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and they will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows.

This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves analysing the pupil's needs to ensure that the right support is given. Class teacher's assessments, their experience of working with the pupil, details of previous progress and attainment, information from previous setting(s), comparisons with peers and national data, as well as the views and experience of parents should all be taken into account.

This information should be reviewed regularly so that the support provided continues to meet the pupil's needs. Sometimes advice or a further assessment may be needed from external agencies. If this is the case, signed permission is required from the parents/carers of the child.

Plan

Planning will involve consultations between the teacher, SENCO, parents/carers and external agencies in order to agree the adjustments, interventions and support that are required.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The school will put the planned support into place. The teacher remains responsible for the pupil, even where the interventions may involve group or one-to-one teaching away from the main class teacher. However, the SENCO and any support staff or specialist teaching staff involved in providing support should work closely to track pupil progress and ensure that the support is being effective.

Review

The support each pupil receives should be regularly reviewed. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Educational, Health and Care Plan (EHCP)

If a pupil requires significant levels of support, it may be necessary to undergo a Statutory Assessment Process and apply for an EHCP. An EHCP is a legal document which sets out a description of the pupils needs and what needs to be done to meet those needs by education, health and social care.

Generally, only a very small number of pupils with especially complex and severe needs that require very high levels of support are issued with an EHCP.

An EHCP Assessment is a legally defined procedure that involves getting advice from a range of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Other Educational professionals e.g. Educational Psychologist, Inclusion support.

If it is felt necessary for a child to have an EHCP, a multi-agency meeting will take place, with parents to discuss the strengths and needs of the child. This meeting is called a Community Assessment Meeting (CAM).

At the meeting, achievable outcomes will be identified. If these outcomes are able to be achieved from within the existing Local Offer resources or school SEN budget, an EHCP will not be requested, but a review date will be set to review the progress of the child towards these outcomes. However, if the outcomes require additional funding to that already available to the child, an EHCP should be requested to access additional funding, to meet the needs of the child.

If it is agreed that an EHCP is to be completed the SENCO completes the paperwork as set out by the LA (within 6 weeks of the CAM). Once the paperwork is received by the LA, parents will be informed if the decision is to assess for an EHC Plan within 4 weeks.

A report, containing the findings of the CAM and supporting statements will be sent to the local authority, within 6 weeks, and the authority will decide if the pupil's needs are severe, and complex enough to need an EHCP. If this is the case, parents will be informed within 4 weeks of the application. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by the SENCO, 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.

5. Managing Pupils Needs on the SEND Register

Children who are identified as having a special educational need will be entered on the SEND register, in consultation with parents. Support will be recorded on a provision plan detailing pupils' needs, barriers to learning and support provided.

Some pupils will be supported by an individual plan, describing clear outcomes to be achieved. The plan will be tracked and reviewed termly with the SENCO, other school staff and parents. Additional opportunities to review pupils' plans will be discussed, if necessary.

If it is felt that children are making progress, which is sustainable, then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school, when these will be passed on to the next setting. The progress of the pupil will continue to be monitored, through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then they be once again added to the register.

Liaising with External Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. Services which we may draw upon include:

- The LA's specialist advisory services (Inclusion Support)
- Speech & Language Support Service
- Sensory Support Team
- Complex Communication and Autism Team
- Educational Psychology Service
- Visual Impairment Service
- Hearing Impairment Service
- Child and Adolescent Mental Health Services (CAMHS)
- Physiotherapy
- Occupational Therapy
- Counselling

Referrals to these services will be made by the SENCO/ Safeguarding Officer/ Learning Mentor in discussion with class teachers and will always be shared and agreed with parents/carers.

6. Supporting Families

The school aims to work in partnership with parents and carers. We do so by:

- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having.
- Keeping parents and carers informed
- Supporting parents during assessment and any related decision-making process about SEND provision
- Involving parents in decision making
- Providing all information in an accessible way

Other sources of support for parents include:

Sandwell SEND Local Offer: <http://www.sandwell.gov.uk/send>

The Sandwell Local Offer directory has been created for parents and carers of children and young people with disabilities or Special Educational Needs. It contains lots of information about specialist services and family support organisations in and around the Sandwell Borough.

Sandwell have also produced a guide for parents and carers of SEND pupils. This is downloadable here:

http://www.sandwell.gov.uk/downloads/file/4096/a_guide_for_parents_and_carers

An impartial service that is designed to support parents in Sandwell is **SENDIASS** (Special Educational Needs and Disability Information, Advice and Support Service).

They are contactable on **0121 500 4010**

Email SENDIASSEnquiries@actionforchildren.org.uk

Website: <https://www.actionforchildren.org.uk/in-your-area/services/disability/sandwell-iass/>

7. Supporting Pupils

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged, where appropriate to participate in decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Transition

Arrangements are put in place to ensure the smooth transition of pupils with Special Educational needs.

Prior to starting school, we hold transition meetings with staff from the child's current school, wherever possible. Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into

the school routine. The SENCO also works closely with a range of professionals to identify children with SEND being admitted to our school.

Transitions between each academic year is achieved through meetings with the current and receiving class teacher. During these meetings information regarding individual pupils is discussed and relevant paperwork shared.

When pupils transfer between primary schools, records are received from previous schools and passed to class teachers and the SENCO, where appropriate. If there has been a level of SEND intervention at the previous school, then the SENCO will make themselves known to the parents of that child. If there is a significant level of concern regarding a child, then an informal discussion will take place between the SENCOs at the two schools.

Transition from Year 6 into Year 7 takes the form of a formal meeting between the Year 6 Phase leader, the SENCO and the Inclusions team from each of the receiving high schools. During these meetings, pupil information is discussed and any documents such as external reports etc. shared.

8. Supporting Pupils at School with Medical Conditions

Moat Farm Junior School recognises that pupils at school with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils also have special educational needs and an EHCP which brings together health and social care needs, as well as their special educational provision and here, the SEND Code of Practice (2015) is followed.

Moat Farm Junior School wishes to ensure that pupils with medical conditions receive appropriate care and support at school. The school's policy for managing the medical conditions of pupils has been developed in line with the Department for Education's guidance updated in August 2017.

Please see our school policy for pupils with medical conditions available on our website.

9. Monitoring and Evaluating SEND

Progress is the crucial factor in determining the need for additional support.

Pupil progress is monitored on a half termly basis in line with the SEN Code of Practice using assessment data and feedback from teachers. Where pupils are identified as not making progress in spite of Quality First Teaching, a discussion will take place between the SENCO and class teacher and a plan of action agreed.

10. Training and Resources

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO holds the National Award for Special Educational Needs Coordination (NASENCO) and attends relevant SEND courses, in order to keep up to date with Local and National updates.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensure that training opportunities are matched to school development priorities.

All teachers and support staff undertake induction on taking up a post and this includes meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

11. Roles and Responsibilities

The board of governors, in consultation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the Code of Practice (2015)
- Parents are notified if the school decides to make SEND provision for their child.
- They are fully informed about SEND issues, so that they can play a major part in school self-review.
- They oversee the school's work for SEND and set up appropriate staffing and funding.

The **Head Teacher** is responsible for;

- The management of all aspects of the school's work, including provision for pupils with special educational needs.
- Allocating and monitoring appropriate resources for SEN in conjunction with the SENCO.
- Allocating roles and responsibilities to staff so that special needs are met.
- Reporting to governors on the needs of the SEND children at Moat Farm Junior School.
- Working closely with the SENCO.

The **SENCO** is responsible for;

- Overseeing the day to day operation of the school's SEND policy.
- Maintaining the school's SEND register and records.
- Co-ordinating the provision for pupils with special educational needs.
- Listening to colleagues with concerns about pupils.
- Supporting class teachers in developing strategies, setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with SEND.
- Providing training opportunities for staff development regarding SEND provision.
- Ensuring all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND.
- Monitoring teaching and learning activities to meet the needs of pupils with SEND.
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information.
- Setting targets for raising achievement among pupils with additional learning needs and SEND.
- Maintaining and further developing existing systems for identifying, assessing and reviewing SEND.
- Updating the Senior Leadership Team and governing body on the effectiveness of provision for pupils with additional learning needs and SEND.
- Identifying resources needed to meet the needs of pupils with SEND and advising the Senior Leadership Team of priorities for expenditure.
- Assisting in the effective organisation and deployment of teaching assistants and other resources linked to Special Educational Needs.
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

Class teachers are responsible for:

- Providing high quality teaching for all children
- Identifying any pupils who are falling significantly outside of the range of expected academic achievement.
- Planning and teaching differentiated programmes of work for children with SEND using a variety of appropriate resources and taking account of different learning styles.
- Regularly reviewing the impact of these adjustments, interventions and support.
- Informing and assisting additional support staff working with children with SEND.
- Ensuring pupil's full participation in learning, and in physical and practical activities.
- Closely monitoring and maintaining records of pupils who have been identified as possibly having SEND in order to gauge their level of learning and possible difficulties.
- Consulting and informing parents about the provision available for their child in the classroom and within the school.
- Retaining responsibility for the child, including working with the child on a daily basis.

- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.

LSPs are responsible for:

- Making themselves fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Following the school's procedure for feeding back to teachers about pupils' progress.
- Working closely with the SENCO and class teachers to plan provision for children with SEND within the school.

12. Storing and Managing Information

Documents relating to pupils on the SEND register will be stored in fireproof cabinets in the SEN Office; these cabinets are locked overnight. SEND records will be passed on to a child's next setting when he or she leaves Moat Farm Junior School. The school has a Confidentiality policy which applies to all written pupil records.

13. Reviewing the Policy

This policy will be reviewed on an annual basis.

14. Accessibility

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

Moat Farm Junior School Accessibility Plan school complies with all the relevant accessibility requirements.

15. 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 formal procedures for complaint.