



# Special Education Needs Policy

**2021 - 2022**

## Moorpark Junior School SEND (Inclusion) Policy

At Moorpark, we enable children to 'reach' for their goals, 'explore', 'believe' in themselves and each other and therefore 'achieve'.

Through enriching, engaging and well differentiated lessons we aim to develop excited and eager learners who are inspired to achieve beyond their expectations.

**Special Educational Needs Co-ordinator: Mrs Sally Mills**

**Governor for SEND: Sheela Dutton**

**Moorpark Junior School is a mainstream school which aims to include all pupils in all aspects of school life by / through:**

- To remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.
- Provide a caring environment in which our children are given the opportunity to develop their potential.
- Create a nurturing environment that children feel safe and secure in and able to achieve to their highest ability.
- Provide a range of teaching styles to accommodate the different learning styles of all children.
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of the community.
- Ensure that the curriculum provided for children with SEN enables them to grow in the acquisition of skills, attitudes and values, thus realising their spiritual, emotional and academic development.
- To involve pupils and parents in planning and any discussion making that affect them and their family.
- To provide all children with the opportunity to access the wider school community.
  
- Our policies for raising standards are for all children, therefore operating inclusive schooling for children with SEND. Early identification of difficulties and appropriate intervention will give children with SEND the best possible start to their school lives (DfEE-Excellence for all children).

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

Special educational needs and disability code of practice: 0-25 years (2015) states:

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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 (Pg 4)

We also identify children as having SEND if their SEMH is such that they cannot access the National Curriculum, or mix socially with their peers.

### **Objectives:**

- To identify and provide for pupils who have special educational needs and additional needs as early as possible
- To work within the guidance provide in the SEND Code of Practice, 2015
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs, monitoring the progress of all pupils
- To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work with the SEND Policy
- To provide support and advice for all staff working with special educational needs pupils
- To work in partnership with parents around all areas of a child’s education, and involve parents in reviewing and shaping SEND provision
- To work in partnership with all other agencies involved with a child who has special educational needs.

### **Identification and Assessment**

#### **Identification**

Moorpark Junior School is committed to quality first teaching for all pupils. Class teachers monitor all pupils in order to identify pupils that are not making expected progress as early as possible.

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Initially, consultations take place with the class teacher with concerns, so that they can observe and monitor. Then they will meet with the SENDCo if concerns continue.

From working with the children in class, from general classroom assessments and expectations we can identify needs early. Further monitoring and assessments can reveal a lack of progress and identify where a child may need further support.

The following sources of assessment information are taken into account:

- Baseline Assessment, BPVS, AR Tests, Salford Reading, Vernon Spellings Assessment
- Maths tests.
- Assessment of progression using teacher assessments/records.
- Boxall Profiles

From their assessments, the school will define the child's primary need and plan to ensure the child makes progress. When making these judgements, the school will consult with parents to ensure that they are clear as to the needs of their child.

The code of practice defines the four broad areas of need as;

- Communication and interaction  
Including speech, language and communication needs (SLCN) and Autistic Spectrum Condition (ASC).
- Cognition and Learning  
Moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD).
- Sensory and/or physical needs  
Vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), physical disability (PD)
- Social, emotional and mental health difficulties.  
Children who struggle to regulate emotions, cannot recognise emotions, or have attachment needs.

A child identified as having English as an additional language is not classified under the SEND code of Practice as having a learning difficulty. However, some of our children may also have a literacy and/or cognitive difficulty that is not directly linked to their EAL difficulty and so there may be some overlap (please see EAL policy)

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It will not be assumed that a child who is not making expected progress has special educational needs. The school will consider other contributing factors and will work with pupil, parents and HSLW to address these areas.

### **A Graduated Approach to SEND Support**

All pupils are entitled to access quality first teaching regardless of their need and ability. The teacher will set suitable challenges, respond to pupils diverse needs and overcome potential barriers for pupils. The class teacher maintains responsibility of ensuring all pupils make progress. Where a child has been identified with Special Educational Needs the SENDCO will advise and support around effective provision and outcomes.

All pupils will access a broad and balanced curriculum. Adaptations and reasonable adjustments will be made and children's interests will be taken into account so that all pupils are engaged.

Our curriculum is very child led. We allow the children to review previous topics and design new ones. Where possible we use children's interests and hobbies in their learning. We believe in hands-on, fun learning that is specific to meet the different levels that children are working at. If the child is seen by outside agencies, the advice from them will be incorporated into the curriculum.

All of our children access the curriculum fully. If that means us readjusting our plans and equipment then we do so.

Pupil voice is very important to us. Children inform us of how they feel about their targets and intervention groups through review of their pupil passports.

We also value the role that parents play in helping us develop their child's learning. Where a child has been identified as requiring additional support, intervention or reasonable adjustments this will be agreed with parents in order to achieve desirable outcomes. Parents are also actively encouraged to review their child's progress with the class teacher. They are invited to SEND Parents' Evenings, parent forums and any other SEND workshops provided by the school. Pupil passports are sent home 3 times a year. This will be done after targets and outcomes have been reviewed at Parent's Evenings or with individual meetings with the SENDCO. If external agencies are involved, we will discuss this with the parent so that their role is clear. We will also ensure parents have copies of any reports that are issued.

The school uses Assess, Plan, Do and Review cycle to monitor the impact of all its provision to ensure that all pupils are making expected progress. This ensures early identification where pupils are not making expected progress and provision can be adapted to meet needs.

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### **Monitoring and Evaluation of SEND provision**

Every child is entitled to Quality First Teaching. To ensure this, Senior Leadership Team and SENDCO will monitor through:-

- Formal and Informal lesson observations
- Book trawls and planning scans
- Pupil progress meetings
- Analysis of data
- Pupil conversations
- Parent conversations
- Appraisals
- CPD

To ensure quality and personalised provision the SENDCO will monitor through;

- Intervention records / provision maps
- Analysis of pre and post data
- Observation of interventions
- Reviews with class teachers and parents
- Pupil conversations
- Parent conversations
- CPD

The outcomes of monitoring and evaluation of SEND provision will be shared with the Governors termly as part of the Head teacher's Report.

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The progress of pupils with SEND will form part of the conversation at performance management meetings.

### **Accessibility**

The school continues to review how accessible the environment, curriculum and communication are for pupils and the wider community. (See accessibility plan).

### **Inclusion beyond the Classroom**

All children are included in visits and trips regardless of their needs. This may mean that specific risk assessments are completed or additional adults are included. Places that we visit are informed of specific needs so that they can plan ahead in order to meet the needs of our children.

### **Social and Emotional Development for pupils.**

The school has received whole school attachment and trauma training, and supports overall wellbeing through pastoral, medical and social support.

We are a very inclusive and nurturing school. There are lots of ways of addressing concerns. Peer mediators, our Home School Link Worker and all staff are available to talk to the children, if necessary. We also have the benefit of regular sessions with Younger Minds, if the children require this service.

If staff have other concerns, we may refer to the school nurse hub for health checks.

### **Pastoral Support**

For additional information see Behaviour Policy.

### **Medical Support**

For additional information see Supporting Children with Medical Conditions Policy.

### **Social Support**

For additional information see Safeguarding Policy.

### **Bullying**

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The school recognises that children with SEND are more vulnerable to become involved in incidents of bullying.

For additional information see our Anti-Bullying policy.

We recognise Anti-Bullying Week and ensure that we are involved in various initiatives throughout the year. Our School Council lead the way for the school and have created our child friendly policy.

### **Working Together with Pupils and Families**

Children who are looked after by the local authority have the same rights as all children. It is recognised that they may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning may affect their educational outcomes and their personal, social and emotional development. The school's designated teacher, Mrs Peters will work with the SENDCO and Parent Support Worker, Mrs Findler to monitor the progress and provision for pupils with SEND who are looked after.

- The school recognises that the partnership with parents and carers is vital in supporting the needs of individual pupils. For all pupils there are regular parent consultations and an annual written report. For pupils with SEND meetings will be held three times a year to review the impact of their individual provisions and to review their next steps.
- Parents receive pupil passports 3 times a year which are discussed at length during parent's evenings. Parents are invited to share their thoughts about their child's progress. Increasingly parents are invited to support the school in the development of and continued review of the School Offer, Parent Forum and SEND parental workshops.
- We value the input of pupils around decisions to be made about their provision. Pupils will contribute to termly review meetings about their provision.
- We at Moorpark believe strongly in Pupil Voice and its importance. Our School Council lead the school in many events, fundraisers, policy writing and general improvements to the school community as highlighted by the children themselves.
- The school welcomes the involvement of parents. Initially parents may wish to speak to class teachers regarding their comments or concerns about their children. The class teacher can then liaise with the SENCO or other appropriate staff, where applicable. The SENDCO, Mrs Mills can be contacted through the school office.
- *Our SEN Information Report and School Offer can be located at: [www.moorpark.stoke.sch.uk](http://www.moorpark.stoke.sch.uk)*

The Local Authority's Local Offer can be found at [www.stoke.gov.uk/localoffer](http://www.stoke.gov.uk/localoffer)



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## **Admission Arrangements**

Moorpark is an inclusive school, we accept individuals to join us regardless of need. If we feel that we need to purchase specialist equipment, train staff or liaise with specialist colleagues then we will. The needs of the child are paramount so we may review our provision in order for the child to receive the best experience and to have the greatest impact.

We follow the Local Authority's Admission Policy (this can be seen on our website).

## **Transition Arrangements**

Transition is arrangements for supporting children and young people in starting school, moving between year groups and schools.

For children with SEND specific arrangements may be put into place to support their additional needs.

A carefully planned transition period is put in place in consultation with colleagues from other settings. For those with complex needs a transition plan may begin 12 months ahead of time. The children will visit the new school many times for different reasons, throughout the year not just in the summer. We share assemblies, concerts, playtimes, workshops, visitors as well as full transition days.

## **Training and Resources**

### **How are resources matched to SEND?**

Through the assess-plan-do review cycle provision will be put into place to meet an individual's needs in a graduated way. For a child whose additional needs cannot be met in school through the schools existing resources, a request will be made for an assessment for an Education Health Care Plan (EHCP).

### **How are the training needs of staff identified and planned for?**

Staff work quite flexibly across school, so that their training and expertise is used by those individuals who need it. Our training remains ongoing to ensure our interventions are delivered to a high standard. Should a child's need be identified that we currently can't meet, then training and sharing knowledge across schools is planned so that we can. If we are ever in the position of recruiting new staff then their experience and expertise are considered to best meet the needs of our individuals.

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## **Specialist Involvement**

Where parents and staff feel it would be beneficial the school can liaise with outside agencies. Outside agencies will not be consulted without the agreement of parents. Agencies the school currently works with include Education Psychology, Occupational Therapy, SEND services, School Nurse, Speech and Language Therapy, CAMHS and Counselling services.

## **Roles and Responsibilities**

The key responsibilities of the SENDCO may include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangement
- ensuring that the school keeps the records of all pupils with SEN up to date

The SEND Governor is Mrs Sheela Dutton. The SENDCO and SEND Governor communicate regularly regarding the overview of the schools arrangements for SEND and disability. The SEN Governor offers support and challenge around the quality and impact of SEND provision.

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### **Complaints**

As a school we hope that parents can work with staff to resolve any concerns they have. However, should a parent wish to make any complaints guidance can be found in the Complaints Policy.

### **Policy Review**

**This policy was agreed by Governors \_\_\_\_\_ and will be reviewed by May 2023.**

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010

Review date:- May 2023