



Special Education Needs Policy

2026-27

Moorpark Junior School SEND (Inclusion) Policy

Approval and Review

Committee to Approve Policy	Trust Board Committee
Date of Board / Academy Committee Approval	May 2026
Chair of Board / Academy Committee	
Signature	
Accounting Officer	
Signature	
Policy Review Period	12 months
Date of Policy Review	May 2027

Version	Date Approved	Changes	Reason for Alterations (from and to)
	May 22	Updated provision	Recent CPD and whole school development of attachment and trauma awareness.
	May 26		No changes

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At Moorpark, we are attachment and trauma aware and 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: Marina Tavener

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).

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 years (2015:3.65) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014)

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- SEN Code of Practice 0-25 (updated May 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Sept 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Safeguarding policy
- Accessibility Plan
- Teachers' Standards (2012)

Definition of Special Educational Needs

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

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 social, emotional, mental health (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 ensure the SENDCo holds the appropriate NaSENCo Award
- To provide support and advice for all staff working with special educational needs pupils

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- To follow Stoke-on-Trent Local Authority's graduated approach for each category of need
- 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 (QFT) for all pupils. Class teachers monitor all pupils in order to identify pupils that are not making expected progress as early as possible. Initially, consultations take place with the class teacher with concerns, so that they can observe and monitor. If pupils are not making the expected progress staff will follow the Moorpark Junior School SEND flowchart to gather further information (see appendix...)

The following sources of assessment information are also taken into account:

- Baseline Assessment, AR Tests, Salford Reading, Wave 3 spelling assessments
- Maths tests.
- Assessment of progression using teacher assessments/records.
- Boxall Profiles

Once all information is gathered, staff will meet with the SENDCo for further discussions and action planning, as well as involving the parents/carers at every step.

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.

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/carers 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

Children and young people 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 a difficulty with one, some or all of the different aspects of

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speech, language or social communication at different times of their lives. Children and young people with ASD (Autism Spectrum Disorder) 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.

Sensory and/or physical needs

Some children and young people 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, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deaf and/or Blind Children and Adults guidance published by the Department of Health.

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, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for

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Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

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.

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

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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 Parents' 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.

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

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- 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.

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.

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Medical Support

For additional information see Supporting Children with Medical Conditions Policy.

Social Support

For additional information see Safeguarding Policy.

Bullying

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 Home School Link Worker, Mrs Matthews 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.

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· 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*

The Local Authority's Local Offer can be found at www.stoke.gov.uk/localoffer

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?

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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.

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

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- 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 Marina Tavener. The SENDCO and SEND Governor communicate regularly regarding the overview of the schools arrangements for SEND and disability. The SEND governor offers support and challenge around the quality and impact of SEND provision.

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 May 2026 and will be reviewed by May 2027.

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 2027