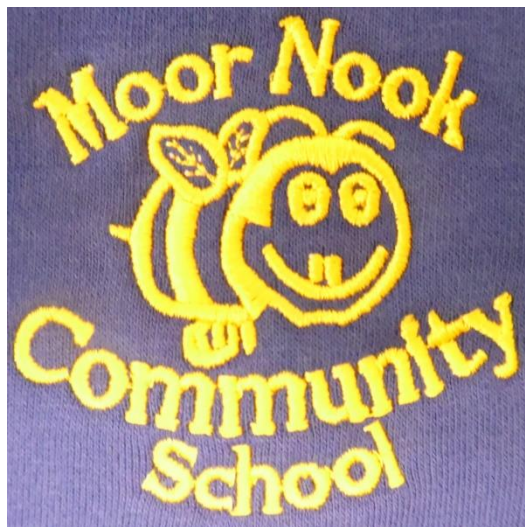


Moor Nook Community Primary School



Special Educational Needs & Disabilities Policy

September 2020

Moor Nook Primary School aims to provide quality teaching and learning outcomes for all its pupils.

We at Moor Nook Community School are committed to meeting the Special Educational Needs of pupils and ensuring that they make progress. This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written in reference to the following guidance and documentation:

- Equality Act 2010: Advice for Schools DFE 2013
- SEND Code of Practice 0-25 2014
- SEN and Disability Code of Practice 2015
- Moor Nook Community School's Local Offer <https://www.moornook.co.uk/send-information/166.html>
- Lancashire's 'Local Offer' <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>
- Moor Nook Community School SEND Annual Information Report <https://www.moornook.co.uk/send-information/166.html>
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014
- National Curriculum in England: Framework for Key Stages 1 to 4 (December 2014)
- Performance - P Scales: Attainment Targets for Pupils with Special Educational Needs (June 2017)
- Safeguarding Policy
- Accessibility Plan

Objectives for children with Special Educational Needs and Disabilities:

In order to achieve our aims and to ensure that children with SEND achieve their full potential and make progress we will:

1. Ensure that pupils participate in their learning and increase their responsibility for their own learning and behaviour, as they progress through the school.
2. Ensure good working relationships with pupils, parents, carers, and the community and outside agencies.
3. Ensure that Moor Nook Community School offers a broad, balanced and differentiated curriculum, which is accessible to pupils with SEND and promotes high standards of attainment and achievement for all.
4. Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible, and their progress is closely monitored.
5. Ensure all teaching and non-teaching staff is involved in planning and meeting the learning needs of SEND pupils.
6. Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.
7. To ensure all legal requirements for SEND are adhered to by Moor Nook Community School.

Roles and Responsibilities

The Governing Body has identified a governor to have oversight of SEND provision in the school and to ensure that the governing body is kept informed of how the school is meeting the statutory requirements. At Moor Nook Community School, Mr. Peter Gerrish currently undertakes this role. He meets regularly with the Special Educational Needs and Disabilities Co-ordinator (SENDCo), Mrs. Andrea Jaeger and Head Teacher, Ms. Suzanne Clough.

The SENDCo is the school's "responsible person" and manages the school's SEND work. The SENDCo will keep the Head and governing body informed about the SEND provision made by the school.

The SENDCo will work closely with the Head, SEND Governor and staff to ensure effective day-to-day operation of the school's SEND policy. The SENDCo will identify areas for development in SEND and will contribute to the School's Development Plan. She will monitor the effectiveness of provision for all pupils at SEN Support and above. The SENDCO is responsible for completing the school's 'Local Offer'. This is a report that comprehensively explains to parents what is available or provided by the school for pupils with SEND. This can be found on the school website www.moornook.co.uk, along with a link to the Lancashire 'Local Offer,' which details the information, support and provision offered by the Local Authority for pupils with SEND.

All teaching and non-teaching staff will be involved in the formulation of the SEND policy.

Subject Leaders are responsible for:

- The National Curriculum Coverage and Planning for their subject area(s) which is personalised to the pupils of Moor Nook Community Primary School.
- Understanding standards of attainment made by all pupils, including SEND.
- Reviewing and monitoring the progress made by all pupils, including SEND.
- The effectiveness of teaching, resources and other curriculum material.

Teachers are responsible for:

- Attending appropriate training (CPD) as guided by the SENDCO or SLT.
- Identifying and monitoring children who may be added to the SEND Record.
- Providing reports for and attending EHC/Statement Annual Review meetings.
- Writing and reviewing termly Individual Education Plans (IEPs) or Individual Behaviour Plans (IBPs), with appropriate targets for SEND children.
- Ensuring lessons have adequate differentiation, intervention or resources for all pupils to make progress at their level.
- Discussing feedback with class TAs and sharing targets with them.
- Assessing children with the EYFS, School Assessment System: 'Target Tracker' or PIVATS (P Scales) assessment tool, when and where appropriate.
- Completing forms for outside agencies and checking these with the SENCo and Head, before submitting them.

Teaching Assistants (TAs) are responsible for:

- Being familiar with the children's targets and intended outcomes.
- Giving feedback to the class teacher.
- Attending appropriate training (CPD) as guided by the SENDCo or SLT.
- Delivering interventions, which they have received training in.

Definition of Special Educational Needs

The *1996 Education Act* and *Special Educational Needs and Disability Code of Practice (SEND Code of Practice: 0 to 25 Years, May 2015)* indicates that children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age or;
- Have a disability which prevents or hinders them from making use educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority, or;
- Are under the compulsory school age and fall within the definition at (a) or (b) above or would so do 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.

Children who are placed on the SEND Record will have needs and requirements which, may fall into at least one of four areas:

- **Communication and interaction** - in expressing themselves or understanding what others are saying
- **Cognition and learning** - in gaining basic skills in school such as reading and writing
- **Social, emotional or mental health difficulties** - making friends or relating to adults or behaving properly in school
- **Sensory and/or physical** - such as hearing or visual impairment, which might affect them in school or a medical or health condition that may slow down a child's progress and/or involves treatment that affects his or her education.

School-based Interventions, Statutory Assessments and Education, Health & Care Plans

Where children do not respond to differentiated teaching in class or targeted learning to meet their area of weakness and therefore fail to make adequate progress, there is a need for the school to do something additional or different.

The key test for moving a child to SEN Support is whether the child is making adequate progress. The SEN and Disability Code Of Practice 2015 defines 'adequate progress' and lists different kinds of progress, depending on the starting point and expectations for a particular child. Essentially, what is considered to be adequate progress for a particular child is a matter for the teacher's, SENCo's and SLT's professional judgments.

SEN Support is a graduated approach following the cycle of assess, plan, do and review. This may involve further assessment, additional or different teaching materials or a different style of teaching and it might sometimes, but not always, be additional adult support by a Teaching Assistant. Teachers will use Individual Education Plans (IEPs) or Individual Behaviour Plan (IBPs) to record the different or additional provision to be made for the child, teaching strategies, short-term targets for the pupil, success criteria, and what the expected outcome will be. These will be reviewed termly, or more frequently under special circumstances.

The school may also be supported by a specialist teacher from the Lancashire Inclusion Service, or by health or social work professionals. This could be advice from a Speech and Language Therapist on a language programme, an Occupational Therapist's suggestions or a medical diagnosis and report giving recommendations as to how to work differently with the child, in school. It might be information about the child's home circumstances that explains the changes in the child's behaviour and attitudes to learning which can then help the school to work with others to resolve the situation.

If a child's needs cannot be met through the cycle of SEN Support, the school and LEA may consider the need for a Statutory Assessment and, if appropriate, make a multi-disciplinary assessment. Following that, the LEA may decide to make and implement an **Education, Health and Care Plan (EHC)**, setting out the child's needs in detail and the special educational provision to be made for them. The EHC must be reviewed at least annually. The EHC Plan has four sections: Listen & Understand (An 'All about Me' Profile will be completed by staff, parents and the pupil.), Explore & Plan, Agree & Allocate and Review and it must be reviewed annually. However in some cases, the local authority may decide that the school-based interventions are resulting in satisfactory provision and progress by the pupil and therefore there is no need for a statutory assessment, at this time.

Admissions

Pupils with SEND will be admitted to Moor Nook Community School in line with the School'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 will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having Special Educational Needs or Disabilities, before entering school.

If the school is alerted to the fact that a child may have difficulty, they will make their best endeavors to collect all relevant information and plan a differentiated approach to aid their smooth transition into school, during the Early Years.

Access for the Disabled

To ensure access for pupils or parents with disabilities we have:

- Disabled Toilet (On the ground and first floor)
- Ramp Access to the playground and sports field (when required)
- Changing Facility
- Sensory Room
- Carpets (Hearing Impaired)
- Vertical Blinds/ Window Film (Visually Impaired)
- Shower and separate toilet
- Lift (Between the ground and first floor)

All future building work will consider disabled pupils, parents/ carers and staff. The school will also try to plan ahead for any specific needs that children joining the school may have. Please see the Accessibility Plan for more information.

More Able

At Moor Nook, we ensure that our pupils who are in the 'More Able' range are catered for, to ensure their Special Educational Needs are met and they exceed expectations. At Moor Nook Community School, Mrs. Jaeger leads 'More Able'.

Each teacher provides names of children whom they consider to be 'More Able'. This could be in any area of the curriculum, not just English, Mathematics and Science. For example we have children who are talented in Dance, Art and Music. These are reviewed every term.

Moor Nook Community School works with the 'North West Gifted and Talented' regional education charity. The benefits of this include visiting 'experts' who will work for a morning or afternoon with a selected group. In the last few academic years, we have had writers' workshops with the children's author Alan Gibbons about Flash-Back and Mystery Stories, a Mathematics 'Puzzles & Problems' workshop and Business and Enterprise Morning with Aileen Hoare (the NWGT director). Please see the More Able Policy for further information.

Resources

The Governors principles for allocating resources are:

- Staffing (All children with an IEP, at SEN Support, will have access to a TA, LEA support service, or health or social work professionals, focusing on their particular targets). TAs will liaise with teachers regarding the child's learning and progress.
- Enabling funding to access Lancashire's SEND Traded Team in order to offer support and guidance for children with Specific Learning Difficulties.

See Appendix 2 for a financial breakdown, which is updated annually as the budget comes in (SEND and EHCP Funding).

The governors will ensure that the needs of pupils are met by employing a SENDCo. The Head and SENDCo will use the child's SEND Funding to make appropriate provision for their needs. The governors will ensure that adequate levels of staff are employed to support pupils at SEN Support and above.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between phases and classes to aid transition.

The governors will ensure that funds are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEND issues and undertake training. The SENDCo regularly attends LEA cluster meetings to be kept fully up to date about SEND issues and to undertake LEA training through the Lancashire Inclusion Service. The SENDCo also attends local school cluster meetings to share experiences, resources and new initiatives.

Identification, Assessment and Review

The criteria/ procedures we use at each stage are:

On Entry

- The Foundation Stage E Profile gives an initial baseline for the children.
- In the Foundation Stage, the children's needs are identified through Parent/ Carer Meetings, Nursery Transition Meetings, Initial Observations, Teacher Assessment and completion of the steps in the Foundation Stage Profile.
- A variety of professionals/ tests also identify children with special needs e.g. referrals to speech therapists/ hearing tests/ school optician.

Teacher/ Parent Referral

- When a teacher or parent/carer is concerned about a child's learning and progress they will alert the SENDCo and SLT, using the school's "Initial Cause for Concern" Sheet. This highlights the areas of concerns and identifies any other relevant information about the pupil, which may be affecting their ability to make progress.

- The teacher will increase the level of support a child receives, using the cycle of assess, plan, do and review. If the child fails to make adequate progress they will speak to the SENDCo about their concerns. At this stage, the SENDCo may arrange an assessment of the child, using the Naglieri, BSVP or WRAT 4 Assessment tools. This will help to identify the child's areas of strength and weakness.
- Together they will look at the child's work and decide on what level of additional support is needed for the child.
- The parents/ carers and pupil will be invited in to school, to talk about the child's progress. An IEP will be written, with specific targets, and outside agencies will be contacted, when necessary.
- Teacher Assessment and SAT Test Assessment Data can also show children who are working below national expectations and enable these children to be monitored by their teacher and the Senior Leadership Team (SLT).
- The SENDCo may also use outside agencies such as a specialist SEND teacher, Play Therapist or Speech Therapist to support the pupil.

Movement between stages

- The children's progress is reviewed termly by the class teacher, parents/carers, pupil and where appropriate, the SENDCo and other agencies. The children may remain on the SEND Record or be removed from the SEND Record when working at a level of national expectations or when they are deemed to be making appropriate progress.
- If a child is receiving additional support and still failing to make expected progress, these may result in the request for Statutory Assessment by the LEA.
- Children not showing progress on the school's tracking system and are working within the P Scales, are assessed using the PIVATS tool. This information is transferred to the next teacher on transition.

IEP/IBP Reviews

- IEP/IBPs must have Smart Targets. These should not exceed 3-4 scaffolded targets per term.
- Children may have a separate IEP for Learning and an IBP for Social, Emotional or Mental Health difficulties.
- The teacher, parents/ carers and pupils review IEP/IBPs, termly. This may take place at Parent's Evening or at an additional meeting.

Education, Health and Care Plan Reviews

- Education, Health and Care Plans are reviewed alongside LEA time frames. Three weeks before the review, the class teacher/ school is asked to complete the Initial Statement Review Form and this is sent to the LEA. A review meeting is then scheduled. The Head, SENDCO, Class Teacher, Parents/ Carers, Pupil and all other agencies involved with the child, attends this. All parties review the child's progress and the school records all information/ views. This information is sent to the Local Authority and all parties who attended the review meeting or contributed a report.

This process is used to make amendments to their EHCP funding or support, has deemed necessary.

- For more information please see:
<https://www.lancashire.gov.uk/media/902067/guidance-on-reviewing-an-ehc-plan.pdf>

Curriculum

- **Access to the National Curriculum** – all children are entitled to appropriate teaching at their level of understanding and learning.
- **Teacher Planning** – Teacher's planning takes into account IEP/IBP targets and the use of specialist equipment or support staff, ensuring that all children are included in all lessons.
- **Differentiation** – This is shown on medium term plans and weekly plans, where appropriate.
- **Disapplication** – Currently no children are disapplied at Moor Nook. If it were appropriate, advice would be sought from the Lancashire Inclusion Service.
- **Withdrawal** – Children are withdrawn for various programmes such as Lancashire Reading Partners or Speech and Language Therapy. This is planned on a circular programme so that a pupil does not miss the same lesson, core subjects or their favourite subjects. This usually takes place in the afternoon, whenever possible.
- **IEPs in relation to the curriculum** – These have scaffolded SMART targets and are used to inform teacher's planning and teaching.
- **Resources** – At Moor Nook we have many fully resourced Learning Resource Rooms where TAs teach their groups and teachers are able to locate a variety of resources. Some resources are also available to each class such as pencil grips and talking postcards. Computing resources such as I-Pads and Laptops are available in all classrooms.

Access to the full life of the School

All pupils, whether they have a SEND or not, will be involved in the full life of the school if they wish. This includes full opportunities where reasonable to:

- Homework
- After School Clubs
- Assemblies
- School Plays and Productions
- Educational Visits
- Residential Visit
- School Teams
- PE (Sport) / Swimming
- Breakfast Club
- Lunch Time Clubs

Success Criteria

In addition to the review of the SEND element of the School Development Plan and progress towards the annual targets in the policy, the school will evaluate the success of the policy by:

Quantitative

- Monitoring the movement on the SEND Record e.g. children entering or being removed from the SEND Record.
- PIVAT (P Scale) Profiles and Assessment.
- Senior Leadership Team monitoring of pupil progress (School Assessment System: 'Target Tracker' and Review Summaries).
- Performance in Teacher Assessments, Foundation Stage E Profile, Key Stage 1 and 2 SAT Tests and Optional SAT tests.
- IEP/ IBP Targets setting and reviews.
- Complaints (Monitor the number of complaints and ensure that they are dealt with promptly).

Qualitative

- Staff Views
- Parental Views (Questionnaires and views at IEP and EHC Reviews).
- Pupil Views (Questionnaires, School Council, Views at IEP/IBP and EHC Reviews).
- Advisory Views (Monitoring Visits and MIT Team)
- SEND Area Office/ EPs

Complaints

The complaints procedure for SEND mirrors the school's other complaints procedures, which can be found in the Governor File and on the website (See Policy Section).

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 they will meet with the Head, SENDCo and class teacher.

If the concern cannot be resolved at this stage the Head may involve the Curriculum Governors committee and/or SEND Governor (Mr. P. Gerrish).

The Chair of Governors, Counsellor Rollo, and/or the LEA will be involved after other avenues to resolve the situation have been exhausted.

Training

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Monitoring and Intervention Team (MIT), School Advisor, Head, SLT and SENDCo.

The SENDCo and Head will keep fully up to date about SEND issues through attendance at training and cluster meetings. In addition, the SENDCo will develop her skills through attendance at specialist training, discussions with outside specialists, reading and through subscription to professional bodies.

The Head and SENDCo will keep teaching staff up to date, at staff meetings and INSET training. Teachers and Teaching Assistants will attend individual training where appropriate.

Outside Agencies

Moor Nook Community School has involvement with a number of outside agencies.

- Education (EPS, SENDO, Adviser)
- Health (Nurse, Doctor, OT, SLT, Physio)
- Education Welfare Officer & Attendance Officers
- Social Services
- Information, Advice and Support (IAS) Team (Formally Parent Partnership or SENDIASS)
- Ethnic Minority and Gypsy, Roma and Traveller Achievement Service

Parents/Carers

Parental involvement is actively encouraged at Moor Nook Community School. Parents/Carers are invited to school assemblies, open days, parents' evenings, pupil conferences, IEP/IBP and EHC reviews and Phonics/ E-Safety training.

Before entering the Nursery or Foundation Stage, parents/ carers are invited into school for open mornings and afternoons. A full range of activities is available and they are able to meet with the Foundation Stage teacher and other EYFS staff.

Parents/ carers are also invited to an 'Induction Meeting' where they meet the Head, Foundation Stage Teacher and Multi-agency representatives such as the school nurse and Health Visitor. At the meeting, families are given an Information Booklet called "Getting Ready For School". This gives parents/ carers ideas to help their children in the six areas of learning within the EYFS.

Parents/ carers are kept informed about school life and their child's progress via parents' evenings, IEP/IBP and EHC Reviews, the school website, newsletter and letters home.

These methods can also be accessed via verbal rather than written methods, via the School's office staff.

Parents' views are welcomed at Moor Nook Community School and they are always invited to review meetings. At parents' evening, questionnaires are handed out to the parents to elicit their opinions of the school, teaching and facilities. We have an "open door" attitude and parents/ carers are able to speak to members of staff before and after school, with an appointment. Special appointments can also be made during school time, if necessary. Plus, parents can make contact with the school via the school's website.

Links

- Pre-School Nursery – A pre-transition profile is passed on from the Pre-school Nursery to the Foundation Stage Teacher. The pre-school nursery teacher liaises regularly with the SENDCo.
- Foundation Stage – They complete the EYFS Assessment Profile and pass this information onto the Year 1 teacher. In some cases, the EYFS continues to be taught within Year 1.
- Transfer arrangements and reviews – At the end of each year teachers are allocated time to speak to the next teacher(s) of their class, to give information about the child's learning style, SEND (including Able & Talented) and emotional behaviour.
- Pupil progress is discussed at review meetings, using the school's tracking and assessment system 'Target Tracker'. In some cases, PIVATS will also be used to track the children.
- Secondary – The SENDCo and Year 6 teacher (Miss Coar) meet with the Year 7 Co-ordinator/ SENCO/ Support Staff of feeder High Schools to talk about the children who will transfer to their school. They will exchange information about the child's learning style, SEND (including More Able) and emotional behaviour. The secondary schools we had links with in 2020 were: Longridge, St. Cecillas, Walton-Le-Dale High, Fulwood, Corpus Christi, Moor Park and Christ The King.
- Special School – The Head, SENDCo and class teacher will meet with Special School Staff to discuss the child's learning style, SEND (including More Able), strengths and weaknesses and make access available for transition visits.

Written by: Andrea Jaeger (SENDCo)

Review: September 2021