



MOORLAND JUNIOR SCHOOL

SEND Policy

Responsibility for the Coordination of SEND Provision at Moorland Junior School

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Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so 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.

Introduction

1.1 In our school we aim to create a positive ethos, which reflects a commitment to high achievement, where we ensure that good progress is made in relation to prior attainment and where parents and school together create and maintain an effective partnership. We provide a broad and balanced curriculum for all children using a child centred approach to planning. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning which may also mean they have special needs and require particular action by the school.

1.2 This SEND policy was written in line with the revised Code of Practice. It was written by the SENCO and Headteacher in conjunction with the SLT, and parents. All teachers are teachers of pupils with special needs, as stated in the SEND Code of Practice 2014.

2. Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education with our inclusive ethos. This includes the National Curriculum in line with the SEND Code of Practice.

Objectives

Staff members seek to identify the needs of pupils with SEND as early as possible.

This is most effectively done by gathering information from parents, education, health and care services and early years' settings prior to the child's entry into the school and adding this to the information sheet. The staff would then bring these needs to the attention of the SENDCO.

Monitor the progress of all pupils in order to aid the identification of pupils with SEND.

Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. The interventions data and provision map is reviewed half termly during the conference meetings with teachers.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.

This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents and other significant people in the child's life to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Children's Integrated Therapies and Nursing Service, ELCAS. Jigsaw play therapy, Inclusion Support Service.

Create a school environment where pupils can contribute to their own learning.

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs in each IEP, and carefully monitoring the progress of all pupils at regular intervals through conferencing. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and ambassadors.

3. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

This may or may not include children who are covered under the following categories

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant

- Being A Looked After Child/Post Looked after child
- Being a child of Servicemen/women

A graduated response:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the additional provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents evenings. Parent's evenings are used to monitor and assess the progress being made by children.

4. SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child 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:

- Assessment of need
- 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.

This is done using the Single Page Profile which includes the child's story so far, information gathered from others about the strengths and qualities of the child. Through discussion with the child a profile of what is important to the child and how to support them to achieve their goals will be drawn up.

Assessment of need

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental

concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO, parents and child to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. 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. This will be recorded on an Individual Education Plan (IEP).

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly and the child will take ownership of planning and being involved in the review process. 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 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. A new IEP will be agreed if required.

Criteria for exiting the SEND register

Children are assessed on a regular basis throughout their intervention and where a pupil is deemed to be accessing the curriculum at an age appropriate standard, they will be removed from the register following consultation and agreement with parents and child.

5. Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents and child
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Special Educational Needs Policy (2014)

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

6. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary including the provision of specialist equipment. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

7. Inclusion of pupils with SEND

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services through Educational Psychology and Inclusion Support Service. Where a behavioural incident warrants exclusion, schools have a duty to inform parents.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children 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 may also have SEND and may have a statement or EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.

Children in school with medical conditions are supported by trained staff and specialist equipment is used to support their needs further as required.

8. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO.

These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated in weekly meetings by the SENCO and information is fed back to the staff, parents and proprietors. This helps to identify whether provision is effective. The SENDCO will collate the data and reflect on the success of the interventions.

9. 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.

10. In service training (CPD)

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 attends relevant SEND courses, review SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues. The SENCO, with the senior leadership team, ensures Special Educational Needs Code Of Practice (2014) that training opportunities are matched to school development priorities and those identified through the use of provision management.

11. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

12. Working in partnerships with parents and other significant people in the child's life

Moorland Junior School believes that a close working relationship with parents is vital in order to ensure:-

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

13. Links with other schools

The school works in partnership with other schools for networking and transition. This enables schools to share advice, training and development activities and expertise.

14. Links with other agencies and voluntary organisations

Moorland Junior School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENCO is the designated person responsible for liaising with the following:

- Lancashire County Council's Education Psychology Service
- Inclusion Support Service
- Social Services (MASH referrals and CAF)
- Children's Integrated Therapies and Nursing Service (class teachers also liaise)
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

15. Storage and Managing Information

All documentation other than the IEP, which is a working document, is stored in locked cabinets and passed on to the child's next school when the child leaves the setting. This is in line with the school Information Management Policy.

16. Bullying/Safeguarding

All children are celebrated in school for their individual achievements, through the celebration assembly and rewards system. School holds an annual anti-bullying week where all aspects of bullying are explored at an appropriate level and specific reference is made to children with SEND. Also refer to school Bullying Policy/ Safeguarding Policy.

Reviewed by: Leah Redmayne June 2026
Next review: June 2027