



Moorlands Schools Federation

Special Educational Needs Policy

Status	Adopted	
Date adopted by governing body:	February 2015	
Reviewed	November 2016	
Created by	Inclusion Leader	1.0

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Special Educational Needs Policy

1. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Sept 2014) 3.65 and has been written with reference to the following guidance and documents:
 - Equality Act 2010: advice for schools DfE Feb 2013
 - SEND Code of Practice 0 – 25 (Sept 2014)
 - Statutory Guidance on Supporting pupils at school with medical conditions April 2014
 - The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
 - Safeguarding Policy
 - Accessibility Plan
 - Teachers Standards 2012
 - This policy was created by the school's SENCo with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.
2. The governing body has delegated the responsibility for the day to day implementation of the policy to the SENCo, Andrea Grafton, who has Qualified Teacher Status and is a member of the School Leadership Team. Contact can be made by telephoning 01225 421912, visiting the school Office to arrange an appointment or by email - andrea-grafton@moorlandsfederation.org
3. At MSF, we believe that each pupil has individual and unique needs. However some pupils require more support than others. We recognise that it is necessary to ensure that the school's curriculum is accessible to all children, is inclusive and differentiated, and offers children the opportunity to develop their potential to the full in a supportive environment.
4. Every teacher is a teacher of every child or young person including those with SEND in their class. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP), and deliver Quality First Teaching with differentiation and personalisation to meet need. A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants (TAs) play a major role in the support of pupils with SEND and the rationale for their deployment is pupil centred.
5. **Aims**
 - to value learning and see it as a lifelong process. Seeking to create an open and creative community where all are valued, supported and challenged. Everyone receiving regular praise and encouragement to be the best they can possibly be.
 - to have a learning community based on honesty, integrity and responsibility borne out of mutual respect.
 - to respond to challenges in creative and flexible ways which demonstrate our values and inspire a positive culture. Continually aiming for excellence by providing a high quality education for each young person in a caring and safe environment.
6. **Objectives**
 - to identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;
 - to plan an effective curriculum to meet the needs of children with special educational needs and, where necessary, ensure that the targets set on Target Action Plans (TAPs) are specific, measurable, achievable, realistic and time related;
 - to involve children and parents/carers in the identification and review of the targets set for individuals (and, where necessary, those targets identified in their Target Action Plan);
 - to work in close partnership with, and involve, parents/carers of children who have special educational needs;
 - to ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;

- to work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

7. Identification

7.1 We accept the principle that pupils' needs should be identified and met as early as possible.

7.2 There are four areas of need as stated in the SEND Code of Practice, 2014

- Communication and Interaction (C&I)
- Cognition (C&L)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

7.3 Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress and attainment

- disability
- attendance and punctuality
- health and welfare
- English as an additional language (EAL)
- being in receipt of the Pupil Premium (PP)
- being a Looked After Child (CLA)
- being a child of a service woman/man.

7.4 Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school.

7.5 However, a number of indicators of special educational needs would be:

- the analysis of data, including entry profiles at FS1 and 2 baseline and end of FS data, reading ages
 - annual and termly pupil assessments
- termly pupil progress meetings held with Deputy Head, class teacher and SENCo
- following up of teacher concerns
- following up parental concerns
- tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services
- change in a child's behaviour and attitude

7.6 The SENCo maintains a register of pupils identified through the procedures listed; this is the SEND Support list. This list is reviewed each term when an analysis of the list takes place. For some pupils short term support may be offered or a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

8. Provision

8.1 The Code of Practice advocates a graduated response to meeting pupils' needs.

8.2 Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map initially records the graduated response to individuals.

8.3 The range of provision may include:

- * in class support for small groups with an additional teacher or TA
- * small group withdrawal with TA or CT
- * individual class support / individual withdrawal
- * further differentiation of resources
- * provision of alternative learning materials/ special equipment
- * interventions
- * staff development/training to undertake more effective strategies
- * access to specialist support/intervention for example, Educational Psychology Service

8.4 Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- * narrows the attainment gap between pupil and peers

- * prevents the attainment gap widening
- * is equivalent to that of peers starting from the same baseline but less than the majority of peers
- * equals or improves upon the pupil's previous rate of progress
- * ensures full curricular access
- * shows an improvement in self-help and social or personal skills
- * shows improvements in the pupil's behaviour

9. The School

- 9.1 If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the pupil, have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.
- 9.2 External support services may advise on targets for a new Target Action Plan (TAP) and provide specialist input to the support process. TAP intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:
- still makes little or no progress in specific areas over a long period
 - continues to work at levels considerably lower (at least one year) than expected for a pupil at a similar age
 - continues to experience difficulty in developing literacy/numeracy skills
 - has emotional problems that substantially impede their learning
 - has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
 - has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning
- 9.3 Parental consent is sought before any external agencies are involved. The TAP may incorporate specialist strategies.
- 9.4 All pupils on our SEND Support list will either be included on a Provision Map or have a TAP, which will set out targets and any provision made that is additional to and different from usual classroom provision - three or four targets which closely match the pupil's needs. For pupils with an EHCP, provision will meet the recommendations on the plan.
- 9.5 TAPs will contain information on:
- * short-term targets
 - * teaching strategies and roles and responsibilities
 - * date for review (will be reviewed at regular intervals with parents/carers and pupils)
 - * outcomes recorded at review (on green paper)
- 9.6 The school will record the steps taken to meet pupils' individual needs - Provision Maps, Target Action Plans and Support Plans. The SENCo will maintain these records and ensure access to them. In addition, the individual pupil's profile will include:
- * information from parents
 - * information on progress and behaviour
 - * pupil's own perceptions of difficulties
 - * a termly example of English, maths and topic work
- 9.7 The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the pupil remains a significant cause for concern. A Statutory Assessment can also be requested by a parent or outside agency. Evidence to be provided by the school includes :
- records from past interventions
 - current and past TAPs
 - records and outcomes of regular reviews undertaken
 - information on the pupil's health and relevant medical history
 - academic levels.
 - other relevant assessments from specialists such as support teachers and educational psychologists
 - the views of parents
 - where possible, the views of the pupil
 - Social Care reports
 - any other involvement by professionals

- 9.8 An EHCP will normally be granted where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

10. Supporting pupils and families

10.1 Parents/carers

Parents/carers are important partners in an effective working relationship with the school in raising their child's attainment. The contribution made to their child's education is valued by the staff and they are fully involved in the identification, assessment and decision-making process in school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing where necessary TAPs. The school also update parents/carers with relevant information.

10.2 The child

Sensitivity, honesty and mutual respect is shown in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. At MSF, children are encouraged to participate in their learning and to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for their success and taking part in reviewing their progress and in setting new goals and challenges.

11. The LA Local Offer

- 11.1 The LA Local Offer is available on the B&NES website in addition to the school's own SEN Information Report (this can also be found on the MSF website). Access to a very wide range of specialist services is available and these are noted in the Report in section 6.
- 11.2 Normal admission arrangements apply. The admissions policy is based on the agreed LA policy. MSF strives to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an EHCP/Statement, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body.
- 11.3 Transition to and from the school is outlined in the Information Report in section 10.
- 11.4 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.
- 11.5 Some may also have special educational needs (SEN) and may have an EHCP/Statement, which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed. Please also see the Policy for Managing Medical Conditions of Pupils.

12. Monitoring and evaluation of SEND

- 12.1 The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils by
- an analysis of all teachers' planning by Subject Leaders/Headteacher/SENCo/Inclusion Leader ensures that a differentiated approach is taken and that the learning objectives in TAPs are identified and reflected in planning.
 - parents/carers are involved with individual targets set with children by discussing, receiving and having their views recorded;

- children are involved in discussing, constructing, reviewing and having their views recorded on their own TAPs;
- TAP targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART);
- ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on the TAPs and are involved in their development;
- the School Prospectus showing the success of the policy or any changes needed for the subsequent year;
- the Learning Improvement Plan priorities which include the provision for SEN;
- any external evaluation or inspection
- attainment and progress of pupils

12.2 Success criteria will be: -

- a percentage of those children identified and needing TAPs reach their expected target as judged through objective testing and/or teacher's professional judgement and/or no longer need additional support;

13. Training and resources

- 13.1 The school budget, received from the Local Authority (LA), includes money for supporting children with Special Educational Needs and/or Disability. (This is called 'notional SEND funding') The Headteacher and members of the Senior Leadership Team (which includes the SENCo) decide on the allocation of the total budget for SEND in consultation with the school governors, on the basis of the needs of the children currently in the school.
- 13.2 The Headteacher and the Senior Leadership Team discuss all the information they have about SEND in the school, including children:
- getting extra support already
 - needing extra support
 - who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- 13.3 SEND funding is usually allocated to employ staff and outside specialists (e.g. speech & language support, play therapy) and to buy resources and equipment.
- 13.4 All resources/training and support are reviewed regularly and changes made as needed within the resources that the school has.
- 13.5 Through the monitoring and evaluating of our provision the Inclusion Leader/SENCo, with the Headteacher (or CPD co-ordinator), will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the Learning Improvement Plan and/or Performance Management objectives. Staff who attend further courses will feedback on courses attended through staff meetings or Key Stage meetings. The effectiveness of such professional development will be monitored and evaluated by the Inclusion Leader/SENCo, and information provided during the annual evaluation of the school's overall SEN provision.
- 13.6 The SENCo regularly attends The South Bath area SENCo Support Group which meets regularly each term, in addition to Network meetings and an Annual Conference.
- 13.7 Most of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the SENCo to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCo.
- 13.8 A Specialist Learning Centre (SLC), The Ark, is an intervention in the Junior School for up to 8 children with Statements of Educational Need/EHCPs or those working at a level well below that of their peers.
- 13.9 Staffing is based on the needs of the children and currently there is a full time teacher and 1 full time LSA.

- 13.10 English and work on individual targets, often including speech and language, is generally undertaken in the morning in the SLC, with the children working in their mainstream classes in the afternoon and at other times where possible, for example P.E. lessons.
- 13.11 The aim of the SLC is to provide a good learning experience in a practical, creative and exciting way, where children are encouraged to achieve their full potential in a happy, caring environment without fear of failure.

14. Roles and responsibilities

14.1 Governors' role

14.1.1 The governing body of a community, voluntary or foundation school must:

- do its best to ensure that the necessary provision is made for any child who has special educational needs;
- ensure that where the 'responsible person' – the Headteacher or the appropriate governors, currently Mrs Ruth Balch and Mrs Binky Clark – have been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child;
- ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;
- have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs;
- consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- have a written SEN policy containing the information as set out in the Education(Special Educational Needs) (Information) (England) Regulations 1999 (reproduced in the SEN Code of Practice);
- report to parents/carers on the implementation of the school's policy for children with special educational needs in the school profile and the school's prospectus, including the name of the person responsible for coordinating SEN provision in the school.

14.1.2 The governors play an important role in ensuring that:

- they are fully involved in developing and monitoring the school's SEN policy;
- they are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- SEN provision is an integral part of the School Improvement Plan and the school's self-evaluation process;
- the quality of SEN provision is continually monitored;
- the SEN policy is reported on in the school prospectus and children's progress is reported in the school profile.

14.1.3 In addition as part of the Special Educational Needs and Disability Act (2001) new duties came into effect in September 2002. These state that the responsible body must take all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school. They must also publish three year plans showing how they will increase access for disabled children to the curriculum, the physical environment of the school, and to written information in alternative formats (Accessibility Strategy – Access Plans). The Act says that a responsible body for the school discriminates against a disabled child if:

- for a reason relating to the child's disability, it treats him or her less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply;
- it cannot show that the particular treatment is justified.

14.1.4 The Designated Safeguarding Lead is Andrea Grafton and Deputy DSL is Clare Griffin

14.1.5 The member of staff responsible for managing PPG/LAC funding is Andrea Grafton/Clare Griffin

14.1.6 The member of staff responsible for managing the schools' responsibility for meeting the medical needs of pupils is Andrea Grafton.

15. Storing and managing information

See the Records Retention Policy

16. Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. MSF have a written 3 year Accessibility Plan. Sections 8 and 9 on the Information Report also detail accessibility to activities outside the classroom and the school environment. Sections 13 and 14 make reference to parental involvement and communication

17. Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the Inclusion Leader/SENCo then, if necessary, the Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.

18. Bullying

See the Anti-Bullying Policy and Anti-Bullying Leaflet for Children.

19. Date of review

This policy will be reviewed in September 2017 and reported on to the FGB