

**Moor First School Special Educational Needs and  
Disability (SEND) Policy  
(incorporating the SEND Information Report)**

‘Together we unlock potential and learn for life’



**Moor**  
First School

This policy was approved by the Governing Body of Moor First School at their meeting on:

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**Chair of Governors**

**Print:** ..... **Sign:** .....

**Co-Head Teachers:**

**Print:** ..... **Sign:** .....

**Print:** ..... **Sign:** .....

Review Frequency  
Every 3 years

Next review: Oct 2025

Revision updates (between Oct 2022 and Oct 2025) safeguarding standard: Note updates on SEND information report	
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# **Moor First School Special Educational Needs and Disability (SEND) Policy** **(incorporating the SEND Information Report)**

## **INTRODUCTION**

All schools must have a Special Educational Needs and Disability Policy; also known as a SEND Policy. This is a duty set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015).

A SEND Policy explains how a school will identify and support pupils with special educational needs and disabilities.

This is the SEND Policy for Moor First School which includes electronic links to our SEND Information Report on the Schools directory:

<https://apps2.staffordshire.gov.uk/scc/schooldetails/senddetails.aspx?SchoolID=124061>

## **LEGISLATION**

This policy and information report complies with the statutory duty described in Special Educational Needs (Information) Regulations (Clause 64) and takes account of:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014 (2<sup>nd</sup> draft April 2014)
- Equality Act 2010
- Children and Families Act 2014
- Advice provided to Staffordshire schools on producing their school's local/core offer

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015) explains that a pupil has special educational needs (SEND) if:

- they have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age
- they require special educational provision to be made for them.

There are four main areas of SEND:

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory and/or physical needs

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

## **ROLES AND RESPONSIBILITIES**

The governing body ensures that the School meets the duties set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years. The SEND Governor, SENDco/Headteacher have overall responsibility for SEND at our

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School. Our SENDCo has completed the National Award of SEND Coordination through the University of Middlesex (2019.)

## **CONSULTATION**

This policy was developed in consultation with:

- Pupils with SEND (when appropriate)
- Parents
- Governors
- All school staff

## **VISION AND AIMS**

Moor First School wants all our pupils to feel welcome, valued and included in the school community. We have high aspirations for our pupils with SEND and will provide them with high quality learning opportunities to ensure that they achieve their best. We also want to help our pupils with SEND to develop a positive view of themselves so that they can become confident individuals and go on to live fulfilling lives by making a successful transition into adulthood. We will endeavour to fully involve our pupils with SEND in all decisions that affect them, so that they can help us to identify what works for them and reflect on what doesn't.

The views of our pupils and their parents are especially important to us and we will take these into account when consulting on, implementing and reviewing this policy. To achieve the above, we will:

- create an atmosphere of encouragement and acceptance in which all pupils can thrive
- be sensitive to individual pupils' needs and celebrate achievements
- enable each pupil to take part and contribute fully to school life
- provide access to and progression within the curriculum
- involve pupils in planning to support their SEND
- work in partnership with parents to support children's learning and health needs
- provide quality training for staff that enables them to support pupils with SEND

## **OBJECTIVES**

Moor First School will do its best to ensure that the right provision is made for each pupil with special educational needs and disabilities. We are committed to discovering and providing the best learning conditions for each pupil.

In implementing this policy, our goals are to:

- identify all pupils who have SEND at an early stage
- ensure that pupils with SEND have their needs met and that they make progress
- work in line with the Special Educational Needs and Disability Code of Practice: 0 – 25 years (Jan 2015)
- provide support and advice to all staff who work with pupils with SEND
- operate a whole school approach to meeting SEND, in which all members of the school community have an understanding of their role

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- ensure that pupils with SEND join in with all the activities of the school alongside their peers
- adopt a 'person centred approach' to supporting pupils with SEND, ensuring that pupils and their parents are fully involved in decisions which affect them
- ensure there is effective partnership working with outside agencies when appropriate.

## **ADMISSION ARRANGEMENTS**

- The School uses the Local Authority arrangement for school admissions: Staffordshire Admissions  
This arrangement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. The School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, our School liaises with the Local Authority, health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the Local Authority's website: Staffordshire Connects SEND Local Offer and on our School website: Moor First Admissions 2022/23

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Our teachers are responsible and accountable for the development and progress of the pupils in their class, and we have systems in place to ensure that special educational needs are identified as early as possible.

We start by:

- providing teaching that is of a high quality
- regularly assessing our pupils' progress and targeting areas of difficulty
- adjusting work for pupils who need this.

As necessary, we also: regularly review the quality of teaching for all children including those at risk of under-achievement.

If a pupil continues to struggle with the curriculum despite the above support, we will consider whether they have a special educational need. To do this we will: use some specific assessment tools that allow us to explore in a more targeted way whether a child has a specific learning need. Parents are always encouraged to come and discuss any concerns they may have with us so that we can work together to find a solution and support every child. If it is decided that a pupil has SEND and requires special educational provision (provision that is additional to and different from that which is available to other pupils at the School) they will be added to the SEND record under the category of SEND Support.

Parents will be informed when this happens. The provision given at SEND support will be individual to each child, according to their SEND but it could include:

- a special learning programme
- extra help from a teacher or a teaching assistant

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- working in a small group or help to take part in class activities.

We will involve parents in decisions about the support to be provided for their child by: inviting them to discuss and contribute to the development of the provision provided. Termly provision map meetings with class teacher will be held to set and review SEND specific targets. Additional meetings with the SENDCo may be held as appropriate.

The School will support most pupils with SEND at SEND Support. However, some pupils with more severe, complex and long term SEND may need an Education, Health & Care (EHC) Plan, especially if they have not made progress at SEND Support. If we feel this is the case, we will discuss this with parents. Parents can also contact the SENDCo if they feel their child might need an EHC Plan. EHC Plans are issued by the Local Authority following an education, health and care (EHC) needs assessment.

The School will work with parents and other services to request an EHC needs assessment where it is felt this will be beneficial.

Further details about the assessment process and EHC Plans can be found on Staffordshire's Local Offer. Sometimes other factors can affect a pupil's progress but are not considered to be a special educational need, for example: attendance and punctuality, ill health, English as an additional language, looked after children, service children, behaviour (where there is no underlying SEND) and bereavement. These needs will be addressed appropriately using other processes or strategies.

## **SUPPORTING PUPILS WITH SEND**

At Moor First School, we use the "Assess, Plan, Do, Review" approach to support pupils with SEND. This is also known as the graduated response. It helps us to learn more about the pupil and what helps them to make good progress. The four parts of this approach are as follows:

1. Assess – as already outlined above, we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so
2. Plan - the teacher and our SENDCo will plan the support needed, involving the pupil and their parents. A review date will be agreed
3. Do – our SENDCo will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved
4. Review – everyone, including the pupil and their parents will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

At our School, this process includes the drawing up of Provision Maps/personalised learning plans which are drawn up in discussion with parents/carers and the child. Targets are set and actioned by the class teacher with support from the SENDCo and other trained staff. These are reviewed for effectiveness within an agreed time depending on the needs of the child. Provision Maps will be reviewed each term as a minimum. Teachers provide feedback to the SENDCo including a copy of the Provision Map each time a review is conducted. The level of provision for each

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child is decided by ongoing assessments and regular reviews of targets. If the child is not responding to the actions agreed then the provision is increased accordingly or adapted.

If needed, during this process, we may ask for advice from specialist support services, such as Educational Psychology, Speech & Language Therapy, Specialist Teaching & Advice, Behaviour Support and Children's Therapy. Parental permission will always be sought prior to this.

The involvement of outside agencies is monitored by the SENDCo. Signed parent/carer permission will always be sought when outside agencies are involved with their child and they will be invited to attend discussion and review meetings. The SEND governor, along with the Senior Leadership Team (SLT) ensure that any provision that requires additional funding is put to the Governing Body as part of the School Improvement Action Plan.

Additionally, pupils with EHC Plans have an EHCP Review held at the School at least once a year. The pupil, their parents/carers and any relevant professionals are invited to this. EHCP Reviews at the School are person-centred and focus on the pupil's progress. They also:

- consider whether the outcomes in the EHC Plan are still appropriate and set new ones if appropriate
- review the special educational provision in place
- consider whether the EHC plan is still needed.

A report of the EHCP review meeting is sent to the Local Authority. Further detail about EHCP Reviews can be found on Staffordshire's Local Offer.

## **COMING OFF THE SEND RECORD**

A pupil will be removed from the SEND record if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will continue to be monitored in case any issues arise. Some pupils may dip in and out of SEND Support and parents will be consulted at each stage.

Following the Review of an EHC Plan, the Local Authority will decide whether to keep the EHC Plan as it is, amend it or cease it, based on the recommendation of the Review meeting. If it is decided to cease an EHC Plan because the pupil no longer requires the special education provision within it, we will continue to monitor the pupil's progress using the school's tracking systems.

## **TRANSITION ARRANGEMENTS**

The School is committed to ensuring that parents have confidence in the arrangements for pupils entering the school, progressing through year groups and when transferring to their next school.

Staff will discuss these transition arrangements with parents/carers and agree the information that should be passed to the next phase of education.

For entry into our reception class, the SENDCo and class teacher will be available for parents to discuss the needs of their child at a new parents evening held the summer term before they start school. For children who may need more support in their transition phase, this may start earlier and require input from outside agencies.

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As the children move through the year groups, teachers and SENDCo work together to ensure that all relevant information regarding an individual's needs is passed on and that the appropriate support remains in place.

On transition to Middle school, our SENDCo and class teachers meet with the Head of Year &/or SENDCo of the Middle school that pupils will attend, to pass on SEND information and discuss the needs of the individual children.

Information of children who join our school in year will be sought from their previous schools through phone conversations and transfer of files.

## **TRAINING AND RESOURCES**

The School aims to keep all staff up to date with relevant training in relation to the needs of pupils with SEND and disabilities. Funding is set aside to support continued professional development.

Training needs are identified through analysis of need with the SENDCo and senior leadership team ensuring that training opportunities match school priorities. The SENDCo will also provide information on specific special educational needs for new staff. Additional training may also be arranged to support pupils with specific medical needs and will be arranged with relevant medical professionals.

## **STORING AND MANAGING INFORMATION**

All data including data stored electronically is subject to Data Protection law. All paper records will be held in line with the school's policy/protocol on security of information.

## **LINKS TO OTHER INFORMATION**

This policy closely links with other policies, plans and information produced by the School and these are outlined below.

In line with the Equality Act 2010, we implement an Accessibility Plan which sets out how we will:

- a) increase access to the curriculum for our disabled pupils
- b) improve the physical environment of the school to increase access for our disabled pupils
- c) make written information more accessible to our disabled pupils by providing information in a range of different ways. Our Accessibility Plan can be found on the School website.

In line with the Children and Families Act 2014 and the associated guidance, Supporting pupils at school with medical conditions (Aug. 2017), the School makes suitable arrangements to support all pupils with medical conditions, so that they have full access to the same opportunities as their peers, including school trips and physical education. Our 'Supporting pupils with medical conditions' policy can be found on the School website.

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## SEND Information Report and Local Offer

This policy, along with our annual SEND Information Report (a summary of how this policy has been implemented over the previous year), forms our 'local offer' of support for pupils with SEND and disabilities at the School. You can find all this information on our school website and on Staffordshire schools directory:

<https://apps2.staffordshire.gov.uk/scc/schooldetails/senddetails.aspx?SchoolID=124061> – SEND Information Report.

Further information about the support available to all children and young people in Staffordshire with SEND, and their families can be found at:

- **Website: Staffordshire Connects SEND Local Offer**
- **Email: Localoffer@staffordshire.gov.uk**
- **Facebook Page: Staffordshire SEND Local Offer**

## **MONITORING AND EVALUATION**

Our SEND Information Report will provide an annual account of the implementation of this policy, detailing how we have identified and supported pupils with SEND. This policy will therefore be kept under regular review but it will be fully updated annually.

Pupils with SEND and their parents will be involved in this process by: contributing their feedback. Others involved in this process will include: staff and governors.

We will evaluate the success of our policy through:

- our Self Evaluation Form (SEF)
- feedback from our pupils, parents and professionals working with the school
- analysis of lesson planning to take account of provision in place
- progress data, including use the school's tracking system and comparative national data to monitor the level and rate of progress for pupils with SEND
- termly SEND Reports to Governors
- success towards outcomes included on SEND Support and EHC Plans
- external evaluations or inspections.
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## **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. If at any point a parent/carer has concerns about how their child's needs are being met, they should contact the class teacher/SENDCo. However, if a parent/carer feels that their concern or complaint has not been dealt with satisfactorily further details can be found within our Complaints Policy which is available on our website.