



# Moorside Primary School and Nursery Special Educational Needs & Disabilities Policy 2024- 2025

Date:	Review Date:	Coordinator:	Nominated Governor:	
January 2024	January 2025	Miss M Ryder	Mr C Lea	
Headteacher:		Mrs C Rowett	Date:	06.02.24
Chair of Governors:		Mr C Lea	Date:	06.02.24

This policy is in line with the Code of Practice and should be read alongside the [NYCC SEND Mainstream Guidance](#) document and the School's Information Report.

#### Names and Roles of Inclusion Team:

SENDCo and Inclusion Manager – Michelle Ryder (Miss Ryder is also a member of the Senior Leadership Team)

KS2 SENDCo (Deputy to SENDCo) and Nurture Leader- Jessica Hunton

Parent Support Advisor – Sally Price

#### School's Aims and Values Statement

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (6.1 final draft CoP).

We believe that the staff at Moorside should guide and support everyone who is part of the team to work together to be the best we can be. To be able to: demonstrate understanding and compassion towards others; challenge ourselves beyond our own expectations; enjoy learning and celebrate success.

## **Principles**

A child is defined as having Special Educational Needs or Disabilities (**SEND**) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age;
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014).

Evidence suggests that approximately 75% of children with a disability also have a Special Educational Need and these pupils are also protected by the Equalities Act 2010.

Mainstream educational settings must use their best endeavours to secure the Special Educational Provision called for by the child's or young person's needs.

See **Appendix 1** for **Primary areas of Special Educational Need descriptors**.

## **Objectives of the Policy**

The Governing Body and staff of Moorside are committed to providing an appropriate and high-quality education to all our children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

At Moorside, we are committed to inclusion. We aim to maintain and extend the school's culture, policies and practices of inclusion for all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners, considering their needs and experiences. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay close attention to the provision for and the achievement of all groups of learners.

This policy, in conjunction with our [Schools' Information Report](#) (available on our school website), describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

We believe in both early identification and early intervention. We understand that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Moorside we aim to identify and additional needs as early as possible and provide teaching and learning contexts which enable every child to achieve their full potential.

At Moorside, we see the inclusion of children identified as having special educational or emotional needs as an equal opportunities issue, and we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

### **Philosophy**

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all.
- All pupils are the shared responsibility of all staff.
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement.
- Early and accurate identification is essential.
- There will be a flexible continuum of provision for pupils with Special Educational Needs and Disabilities (**SEND**) and Social, Emotional and Mental Health needs (**SEMH**).
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs.
- Staff will be given appropriate training to allow them to meet a wide range of needs.
- Parents will be fully involved as partners in their child's education.
- Pupils will be encouraged to give their views on what learning is like for them.
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

### **Moorside Primary School & Nursery Graduated Response to SEND:**

See **Appendix 2 – Graduated Response Flowchart**

#### **Early Concerns**

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

### **How we identify and support pupils with SEND:**

All pupils' attainment and achievements are monitored regularly by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils to ensure that all children are making adequate progress.

Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

Where pupils continue to make inadequate progress despite support and high-quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (**SENDCo**) to assess if a pupil has a significant learning difficulty and agree appropriate support and if necessary place them on the SEN Register.

All teachers can access the SEN Register to see the records for the pupils they teach. This is password protected. Anyone accessing this list must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR).

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

When considering whether a pupil has a Social, Emotional and Mental Health needs any of the following may be evident:

- When their behaviour impacts on their learning
- When have more sustained difficulties in social interactions / relationships with both adults and peers, including difficulties managing a range of emotions
- If the child is unable to regulate their behaviour in a mainstream classroom
- When they are unable to articulate their emotions so these are displayed through their behaviour.
- They are socially and emotionally vulnerable, may be withdrawn, isolated and susceptible to unpredictable patterns of behaviour that impact on learning.
- If they display patterns of stress / anxiety related to specific times of the day may be a feature, whilst a preference for their own agenda and reluctance to follow instructions and short-term behavioural crises are more frequent and, potentially, intense.

### **Assess, Plan, Do and Review**

Where a pupil is identified as having SEND and has been added to the SEN Register, we will act to support accelerated learning by removing barriers to learning and putting effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – Assess, Plan, Do and Review (**APDR**) and is recorded on an Individual Provision Map (**IPM**).

For pupils with low level special educational needs the cycle of APDR, will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for who a more frequent cycle needs to be employed, additional meeting dates will be set to review learning outcomes and will involve the parents and the child (if appropriate).

Individual Provision Maps will be written before the October half term holiday; the spring and summer plans will be written within the first two weeks of each term. The plans will be uploaded onto our server and a copy given to the parent at a meeting to discuss the plan.

### **Statutory Assessment of Needs**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the 'Assess, Plan, Do and Review' cycle, is recorded on an Individual Provision Map (**IPM**). The historical and current support and progress recorded in the IPM, alongside the completion of the Education, Health and Care Assessment Request (**EHCAR**) form, will support the Local Authority (**LA**), in determining if a statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (**EHCP**), the school and Local Authority must review the plan every twelve months as a minimum. Moorside have a duty to hold annual review meetings and complete the appropriate paperwork for this process.

## **Monitoring and Evaluation of SEND**

Regular monitoring of the quality of provision for all pupils, including those with SEND, follows the schools' assessment and monitoring calendar. Whole school pupil progress is tracked half-termly and, where pupils are not making sufficient progress, additional information is sought and appropriate action taken.

In addition, the cycle of APDR that pupils with SEND have is recorded on their IPM; the progress towards targets and impact of their individual provision is reviewed and updated at least termly. The SENDCo will hold termly meetings with class teachers to monitor the progress made by each child who has SEND. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

## **Supporting Pupils and Families**

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school meets regularly (at least once a term) with parents/carers to share IPMs and discuss progress towards their child's individual targets – this is in addition to the twice-yearly parent consultation evenings. When necessary, additional meetings with class teachers and the SENDCo will also be arranged.

At Moorside we support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including North Yorkshire SEND information, advice and support service (**SENDIASS**). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the North Yorkshire Council Local Offer website <https://www.northyorks.gov.uk/children-and-families/send-local-offer>

This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

## **Children in Care**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff (Mrs Price) and a governor (Mr C Lea) to support Looked after Children in school.

## **Pupil Voice**

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability) such as, being part of their review meetings or recording the provision that they feel helps them best on their Learning Cards.

Pupil views are welcome at any time but are specifically sought as part of their annual review, as part of their IPM review meetings and at the end of a targeted intervention. We ask all pupils to tell us what they need to help them learn – their views are then recorded and acted upon.

## **Safeguarding Children with SEND**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence being mindful that such situations can increase risk.

## **Partnership with External Agencies**

The School is supported by a wide range of different agencies and teams such as Speech and Language Therapists (SALT) from Harrogate Hospital, Educational Psychologists (EP) commissioned by the LA and specialist practitioners that are based in the LA SEND hubs. The schools' [SEND Information report and Provision Maps](#) (available on our school website) give details of agencies the school works alongside.

## **Transition**

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to ensure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to pupils and families. To do this, we work closely with new / previous schools share information on provision / interventions / equipment that is in place to support the child. Where possible, we encourage transition days so the child can get to know staff and children before the move – creating an 'All About Me Book' or 'Transition Book' with photos of the new school / teachers can also be useful for children depending on their individual needs.

## **Roles and Responsibilities**

**The Headteacher (Mrs C Rowett) has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEND provision is as follows:**

Miss M Ryder is the SENDCo and has overall responsible for coordinating the day-to-day provision of education for pupils who are vulnerable learners and / or have SEND.

Mrs J Hunton supports Miss Ryder and is responsible for supporting the children, teachers and parents in KS2.

### **The role of the SENDCo**

In collaboration with the Headteacher and governing body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND/SEMH pupils and reporting on progress.
- Advising on the graduated approach to providing SEND/SEMH support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEND/SEMH CPD for all staff.
- Overseeing the records of all children with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs/emotional
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.



- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND/SEMH.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

### **Role of the Inclusion Team**

- As Moorside strive to ensure that their SEND/SEMH provision is exemplary, there are a team of staff who lead and support all areas of need in school.
- The team meet weekly to discuss support, intervention, referrals, attendance and nurture provision for all children in school.
- If a class teacher feels that a child requires support from an outside agency, the Inclusion Team will review provision already in place and the impact that it has had. Where the team feel that further school support could be put in place, they will advise and support the class teacher. If all support and interventions available in school have been put in place, then a referral will be made – with the agreement of the parents.

### **Roles of All Teaching and Non-Teaching Staff:**

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process could include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

### **The Role of the Headteacher:**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND.

### **The Role of the Governing Body:**

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs;
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND;
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO;
- prepare a SEND information report which highlights the school’s arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

### **Whole school approaches:**

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all.
- Regular communication takes place between class/ subject teachers, TAs, SENDCO, parents and pupils to ensure good progress.
- All staff have appropriate access to up-to-date information about pupils with additional needs.
- The SENDCO offers advice on differentiation to all staff.
- Pupils are supported alongside their peers whenever possible.
- All pupils are encouraged to join in extra-curricular activities.
- All students with SEND/SEMH have individualised targets.
- Provision maps are available so that staff, pupils and parents know what reasonable adjustments are available.
- Staff training will reflect the needs of the current school community.
- Provision for pupils with SEND/SEMH is reflected throughout school self-evaluation.
- The complaints procedure is transparent and easily available to parents.
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams.
- School uses the local authority’s offer to inform the school offer. This is published on the school website.

### **Individualised approaches:**

- Additional interventions are implemented as necessary and these interventions will be monitored and evaluated.
- Additional help can be sought appropriately from EPs, EMS, ESWS, ASCOSS etc.
- Some pupils will have individualised provision maps, risk assessments or health care plans, some pupils may be allocated a key worker.
- Reviews are child-centred and are held regularly with parents and their child. The parents and pupil will be respectfully listened to and their views will inform personalised provision.
- All pupils, regardless of their communication needs, are encouraged and supported to make their views known.
- Transition arrangements are personalised to support additional need.

- The SENDCo is appropriately qualified and has the skills required to meet statutory duties.
- Designated finances are used appropriately to meet needs without reducing independence.
- Staff training reflects the needs of the current school community.
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired.
- The schools follow the latest statutory guidance, currently the CoP 2014.

### **Nurture provision**

- The Nurture provision is a strength in our school. Groups run up to 4x weekly sessions (as required) with trained members of staff. Children who have been assessed as needing extra support for the Social, Emotional and Mental Health needs attend the groups. Parents are always fully involved in this decision and are very supportive as they can see the positive affect that is has on all of the children involved.
- Children can be part of the nurture groups for as long as they need. Their BOXALL assessments are carefully tracked and targets are covered in their daily sessions.
- We use an online assessment tool – BOXALL – to assess the SEMH needs of all children in school. These assessments are updated every term.
- Every class teacher uses the assessment as a diagnostic tool on which to base their PSHCE / Nurturing Classroom planning.

### **Monitoring and evaluating performance**

Monitoring and evaluating the progress of pupils with SEND/SEMH is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management.

This includes:

- Monitoring and evaluating of interventions, including their value for money.
- Analysis of data examining the progress of different vulnerable groups and individuals.
- Termly pupil progress meetings held with the Head teacher and KS leaders.
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps.
- Completion of statutory functions by the SENDCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Annual monitoring for the Inclusion Quality Mark (IQM).
- Work scrutiny with selected pupil groups.
- Focused monitoring by the SENDCo, LA adviser, SEND governor.
- Detailed discussions with families and pupils.
- Progress through a variety of transitions.
- Attendance and exclusions analysis.
- Feedback from support agencies and Ofsted.
- Local authority analysis of information and data about the school.
- Termly analysis of SEND progress data.
- Termly updates of the IPM targets.

**The governing body evaluate the work of the school by:**

- Appointing a SEND governor who is a champion for pupils with SEND/SEMH.
- Monitoring data with respect to vulnerable groups.
- Challenging the leadership through informed questioning.
- Undertaking learning walks in school with a focus on SEND/SEMH.
- Meeting with parents and pupils during monitoring visits
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND/SEMH.
- Holding the school to account for its use of SEND funding.

## **Appendix 1**

### **Primary areas of Special Educational Need descriptors**

The following category descriptors can be used as a child/young person's Primary Need category:

#### **Communication and interaction:**

Speech, Language and Communication Needs (SLCN)

- Autistic Spectrum Disorder (ASD\*)

#### **Cognition and learning**

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

#### **Social, emotional and mental health difficulties**

- Social, emotional and mental health difficulties (SEMH)

#### **Sensory and/or physical needs**

- Hearing Impairment (HI)
- Visual impairment (VI)
- Multi sensory impairment (MSI)
- Physical disability (PD)

## Appendix 2

### Graduated Response Flowchart

