

Mossford Green Primary School



Special Educational Needs and Disability Policy

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Introduction

At Mossford Green, we strive to create a welcoming environment where children embrace learning and feel happy and secure; enabling them to reach their full potential through perseverance and a belief in their own abilities.

Children are valued for their uniqueness and are encouraged to be confident in themselves; whilst respecting and accepting others' differences.

We work in partnership with families and value the crucial role that they play in their child's learning.

We model learning as a lifetime journey.

Mossford Green Primary School is committed to providing Quality First Teaching to all the children living in our local area. We believe that all children, including those identified as having special educational needs or a disability, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and to be fully included in all aspects of school life.

When carrying out our duties towards our pupils with SEND, we have regard to the Special Educational Needs Code of Practice 2014.

Principles

- We value all children in our school equally.
- All pupils are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for quality first teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEND have a unique perspective on their own needs and, where possible, should be central to all decision-making processes about their support.

Aims

- To ensure that we take the views of the child into account when planning and evaluating their SEND provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child has his or her individual needs recognised and addressed through quality first teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To ensure that pupils with SEND engage in all the activities of the school alongside other pupils.

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Definition of special educational needs and disability (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institution

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. The needs of these pupils are met through provision for EAL.

Identification and assessment of pupils with special educational needs

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We are aware that a number of factors may impact on a child's progress and attainment, including having EAL, attendance and punctuality, and family circumstances. Therefore, we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through quality first teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENCo to assess whether the child has SEN. The SENCo will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Early Identification

At Mossford Green we recognise that early identification, assessment and provision for any child who may have special educational needs is crucial.

We have rigorous procedures in place to identify any child with additional or special educational needs. Identification may occur through:

- The assessment cycle and termly progress meetings with teachers.
- Initial assessment/home visit meetings with preschools for children joining the EYFS.
- Initial interviews/records from previous schools for children joining the school in KS1 or KS2.
- Continuing teacher observation and assessment. Teachers will complete a Mossford Green referral form stating the concerns that they have and what action has been taken to date. Once this has been issued to the SENCO a meeting is held between the class teacher and SENCo to discuss the concerns raised and also look at current provision and provision that will need to be implemented.
- Concerns raised by parents/carers

Teachers can raise concerns with the SENCo at any time. The SENCo will discuss arrangements already in place and plan further actions with the class teacher.

When a child has been identified as having special educational needs these will be discussed with parents/carers by the class teacher or SENCO. Regular contact will be kept with the family to ensure that school and families work closely together to meet the child's needs.

Special educational needs can be categorised under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take to maximise progress. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/labelling.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from teaching assistants or specialist staff.

SEND Support

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective provision in place. This is known as SEND Support. Quality first teaching remains our first response in relation to the identification of SEN or a disability, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs. All parent/carers will be involved in the assessment of needs and working together with the teacher and SENCO will be fully aware of the adjustments, interventions or additional support that will be put in place, along with a clear date for review. The school SENCo will meet with the parents of SEND support pupils for a formal meeting as necessary during parent consultation evenings. If

further concerns are raised, parents can make an appointment to see the school SENCo at other times.

We adopt the graduated approach and four part cycle of 'assess-plan-do-review' as recommended in the SEND Code of Practice. In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. In consultation with parents, Mossford Green will involve appropriate specialist support to help with the early identification of SEND or where a pupil continues to make less than expected progress, despite the school's best efforts. Please see Flow chart.

When the child has been identified with SEND and requires interventions or support that is '**additional to**' and '**different from**' those provided as part of the usual differentiated curriculum an Individual Educational Plan (IEP) is formulated, to help with meeting the identified needs of the child.

The IEP includes information about:

- The termly targets set for the pupil
- The teaching strategies to be used
- The provision to be put in place
- Success and/or exit criteria
- Outcomes [recorded when the IEP is termly reviewed at a progress meeting with parents, class teacher and with EHC pupils and high level needs with the SENCo]

Delivery of the IEP

All relevant staff that come into contact with any pupil who has SEND are made aware of the individual targets and planned strategies.

Some pupils will make accelerated progress and cease to require SEND support after a period of targeted intervention and these pupils will then be removed from the school's register of SEND pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

Education, Health and Care Plans

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEND pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child, where possible, and their parents/carers at every stage of the assessment process.

How Mossford Green School adapts the curriculum and learning environment for pupils with SEND

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEND to access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEND pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCo, outreach teachers and professionals from other external agencies for advice as needed. These include Speech and language Therapy, Early Years SEND support services (EYSENDSS), the Educational Psychologist, Health, SEaTSS (Specialist Education and Training Support Service), REWT (Redbridge Emotional Wellbeing Team) MHST and EWMP (Mental Health Support Team and Emotional Wellbeing and Mental Health Practitioner) and EWMHS (Emotional Well - being and Mental Health Service.)

Emotional and Mental Well-being of Pupils.

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. We address the needs of these pupils by group or individual work, and /or support from specialist services such as SEaTSS and EWMHS. Additionally, the school has a DSL (Designated School Lead - Miss Birkett Deputy Headteacher) and 3 deputy DSL's (Mr Tranter - Headteacher, Mrs Bowden - Assistant Head and Mrs Maunder SENCo), 2 ELSA's (Emotional Learning Support Assistants) and a Mental health first aider and Senior Mental Health Leader (Mrs Maunder – SENCo).

Where a pupil repeatedly displays challenging behaviour, a behaviour support plan will be devised taking into account pupil, parent, staff and external specialist, support views. The plan will identify triggers and way to support the pupil when this behaviour is displayed. The plan will be reviewed regularly with all relevant parties. If the pupil continues to display disruptive behaviour and little progress is shown, school will seek the advice of external specialist support services, this may result in a placement at another provision for either a short, fixed term or permanently. An individual risk assessment may also be completed if this is required in order to reduce risks to the child, other children and staff.

Additional support for learning available to pupils with SEND

The SENCo ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school.

All interventions are delivered by trained Learning Support Assistants (LSAs) under the direction of the teacher and/or the SENCo. Some external specialist services, such as SEaTSS will also provide training on the interventions that will be run within school.

Some pupils are supported in class for part of the school day by an LSA, either individually or as part of a small group. These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. LSAs understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed to secure the required progress or access to the curriculum.

Specialist provision, equipment and facilities

If a child needs specialist equipment due to physical or medical needs, the SENCo will liaise with the relevant professionals to secure the equipment or therapy needed and any training for staff who are involved in meeting the child's needs.

How Mossford Green Primary School evaluates the effectiveness of its provision for pupils with SEND

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.

The success of the education offered to children with SEND will be judged against the aims of this SEND policy. The SEND policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

How Mossford Green Primary School assesses and reviews the progress of pupils with SEND

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEND. Pupil progress conferences are held termly, attended by the class teacher, SENCo and on occasion an outreach teacher, at which action is planned to address any lack of progress identified.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of SEND pupils in relation to the outcomes in their Education, Health and Care Plan are reviewed annually. A child's objectives or outcomes are broken down into smaller steps and recorded on the child's Individual Education Plan. These shorter-term targets are reviewed at least termly. We involve the child, any involved support services and the family fully in the planning and review process.

Admissions

Pupils with SEND are admitted to the school on the same basis as any other child in line with the LA admissions criteria. However, if a child has an EHCP, their admissions are dealt with by the SEND admissions team.

Roles and responsibilities

Provision for pupils with special educational needs and disabilities is a matter for the school as a whole. However some key individuals and groups have particular areas of responsibility:

Governing Body

- to ensure that the necessary provision is made for any pupil who has special educational needs or a disability
- to consult the local authority and the governing bodies 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
- to ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- to ensure that pupils' needs are made known to all who are likely to teach them
- to ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs or a disability
- to ensure that a pupil with special educational needs or a disability joins in the activities of the school together with pupils who do not have special educational needs or a disability, so far as is reasonably practical and compatible with the child receiving the special provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- to review the SEND policy annually and to report annually on the allocation of available resources and the success of the policy in meeting the needs of the pupils
- to appoint a member of the Governing Body to have special responsibility for SEND within the school, who will carry out planned meetings with the SENCo.

The Headteacher – Matthew Tranter

- to manage all aspects of the school's work, including provision for pupils with SEND
- to keep the governing body fully informed
- to work closely with the school's SENCo
- to seek out and share best practice with the LA and other schools

The Special Educational Needs Co-ordinator – Vanessa Maunder

The SENCo is in school 5 days a week. Her key responsibilities include:

- to work in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEND
- to oversee the day-to-day operation of the school's SEND policy
- to coordinate and develop high quality provision to meet the needs of pupils with SEND
- to work in partnership with parents/carers of pupils with SEND to develop and review effective support for their child
- to work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEND
- to liaise with the relevant Designated Teacher where a looked after pupil/s has SEND
- to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- to liaise with other schools to ensure that pupils make smooth transitions between school placements
- to work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- to promote the inclusion of pupils with SEND in the school community, ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- to ensure that the records of pupils with SEND are maintained and kept up to date
- to support and advise teachers about differentiated teaching methods appropriate for individual pupils with special educational needs
- to coordinate the effective deployment of learning support assistants, providing support and training as needed
- to contribute to the in-service professional development of staff in relation to SEND
- to identify external training where this will further enhance the support role for LSAs
- to attend local authority cluster meetings in order to keep up to date with local and national updates with regard to SEND.

Teachers

- to raise concerns with the SENCo
- to provide quality first teaching for all the pupils in their class
- to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- to be accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers
- to work with the SENCo to monitor the effectiveness of interventions and the progress made by pupils with SEN
- to contribute to school reports and progress reviews when required
- to direct any additional support for individuals or groups within their class

Learning Support Assistants

- to support pupils with their learning under the direction of the class teacher and/or the SENCo, implementing strategies recommended by the teacher, SENCo or professionals from external agencies
- to develop the independence of the pupils with whom they work

- to provide feedback to the teacher and/or the SENCo on the progress of the pupils with whom they work to inform planning and review

The Deputy Headteacher

- line manages the LSAs and oversees interventions with the SENCo
- Tracks progress and attainment of all pupils, including those with SEND

Arrangements for training and staff development

The school makes an on-going assessment of training needs for all staff taking into account school priorities as well as personal professional development needs. The school allocates funding within the school budget to meet identified needs where necessary. Particular support is given to newly qualified teachers and other new members of staff.

Arrangements for partnership with parents

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs and disabilities are treated as partners and supported to play an active and valued role in their child's education.

We inform parents when their child is receiving help for their special educational needs or disability and involve them fully in planning and reviewing any SEND provision.

Each child's class teacher works closely with parents at all stages in their education and are the first person involved if parents have a concern.

Parents of any pupil identified with SEND may also contact Redbridge Information Advice and Support Service (RIASS) for independent support and advice (02087088922)

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They are encouraged to participate in the decision-making processes, including the setting and evaluation of targets wherever possible. We are committed to using and developing person-centred ways of working to make it easier for our SEND pupils to express their views.

Links with other mainstream schools and special schools

We recognise that advanced planning for pupils in Year 6 is essential to support a smooth transition to secondary school. The SENCo liaises with the SENCo of the receiving secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer. For those children with an EHCP, transition work will start at the end of year 4.

The SENCo also works alongside relevant external agencies to select pupils who may benefit from a transition programme.

When pupils move to another school their records are transferred to the new school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Mossford Green Primary School has good links with local special schools through the outreach services.

Links with other agencies and voluntary organisations.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the Education Welfare Officer to support the school in securing good attendance and punctuality for all pupils.

The SENCo meets with the educational psychologist, SEaTSS, the local authority and other relevant professionals several times a year for a joint planning meeting to plan work that will take place in school by external agencies and also actions the school must complete.

Other agencies and outreach services that the school works with include:

- SEaTSS (Specialist education and Training Support Service).
- Redbridge Speech and language therapy service
- Early Years SEND support service (EYSENDSS)
- EWMHS (Emotional Well-being and Mental Health Service) previously known as CAMHS (Child and Adolescent Mental Health Service)
- CHATTS (Children & Adult Talking Therapy Service) – Kent Community Health
- Redbridge Child Development Centre
- Virtual School for Children Looked After
- Social Care services

Mossford Green Primary School's Local Offer

Further information on Mossford Green Primary School's arrangements for supporting pupils with SEND can be found in the school's Local Offer which can be accessed via the FIND website: <http://find.redbridge.gov.uk>. Our School's Local Offer forms part of the local authority's Local Offer, which is also available on this site and provides information for parents/carers on SEND services available within Redbridge and neighbouring boroughs.

Legislation and guidance relevant to this policy

Children and Families Act 2014, Part 3

Educational Needs and Disability Code of Practice: 0 to 25 years 2014

Equality Act 2010

Education Act 2011

Related school policies

Equality Policy

Accessibility Plan

Health and Safety Policy

Medicines in School Policy

Data Protection Policy

Reviewed: Spring 2025

Next reviewed: Spring 2026

This policy has been approved by the Governing Body:

Signature: _____ **Date:** _____
Chair of Governors/Committee