

Moorland Primary School



SEND Policy and Information Report

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At Moorland Primary school we believe all children can succeed and reach their full potential. We are a thriving primary school providing education for children aged three to eleven years old. We work closely with our local Family Centres and a range of other external agencies to ensure that we can support all our children and families as best as we can. We are a friendly, nurturing school and work in partnership with parents and carers to provide an excellent education in a secure, stimulating environment.

We truly believe that, "Together we can."

We are committed to ensuring that every child feels valued and we will always aim to provide high quality learning opportunities to enable every child to succeed and become passionate and resilient learners.

We understand that every child is unique, so we look carefully at all their individual needs as soon as they begin their Learning Journey with us. We have an experienced staff team who not only educate but also nurture and care for your children. The staff, governors and Campfire Education Trust are committed to both the children and families and truly believe that together we can make a difference to the whole community.

At Moorland primary school we look beyond the external presentation of behaviour to fully understand and meet the specific needs of a child. We continually reflect on best practice and provision that would facilitate their progress and success, whilst being part of the Moorland family.

1. What are the aims of this document?

Moorland Primary school is committed to providing an appropriate and high-quality education for all children, Every Teacher is a teacher of every child, including those pupils with Special Educational Needs and Disabilities (SEND). We work to be a school in which people feel valued and where there is respect and consideration for the feelings and opinions of others.

We strive to provide the best possible education for all pupils, whatever their talents or abilities, within a framework of equal opportunities.

At Moorland School we value each individual equally and welcome the contribution that everyone can make to our school community. We have developed a set of values that underpin everything we believe in and aim to achieve. We value our partnership with parents and friends in the local community as we work together to encourage and develop in the children a sense of responsibility, respect, consideration and empathy towards others.

The aims of our school are:

- ❖ To provide a welcoming, safe and positive environment in which the children and members of staff are valued
- ❖ To promote the health and well-being of all the members of the school community
- ❖ To give opportunities and encourage all to communicate confidently and develop open and inquisitive minds
- ❖ To provide a high quality, well balanced education for all through a rich and adventurous curriculum where each child is supported in achieving their full potential
- ❖ To enable children to develop language, resilience and independence as the tools to access all future learning
- ❖ To develop knowledge of the world and encourage respect for the many cultures within our present-day society
- ❖ To promote parental and community involvement in the school
- ❖ To encourage, in the children, a passionate love of learning that we hope will be life-long; preparing them for the challenges and changes of the future and enabling them to make a positive contribution to the world in which they live

Our Objectives:

- ❖ To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre of this.
- ❖ To develop effective whole school provision and support for pupils with special educational needs and disabilities.
- ❖ To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, January 2015.

2. What is our Vision and Values for pupils with SEND?

At Moorland we are determined to provide all children with access to a broad and balanced curriculum, whilst maintaining their positive mental health. We are committed to make sure all our pupils have the opportunity to thrive and reach their full potential. We are focused on creating an inclusive environment where provision is tailored and evaluated to the individual needs and abilities of children.

We set no limits to what the children at Moorland can achieve academically and in the wider world.

3. What legislation and guidance do we refer to?

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- ❖ Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- ❖ The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report.
- ❖ The Equality Act 2010, which sets out the school's duties to make reasonable adjustments for children with disabilities.
- ❖ The Governance Handbook, which sets out the governors/ trustees' responsibilities for children with SEND.
- ❖ This policy also complies with our funding agreement and articles of association.

4. How do we strive for inclusion and equal opportunities?

At Moorland we strive to create an inclusive teaching environment that offers all children, no matter their needs and abilities, a broad, balanced and ambitious curriculum. We are committed to give all children the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments and adaptations to teaching, the curriculum and the school environment to make sure that all children including those with SEND are included and valued in all aspects of school life.

5. What are our SEND roles and responsibilities?

The SENDCo

The SENDCo and Inclusion lead is Mrs Naomi de Voogt

ndevoogt@moorlandprimaryschool.co.uk

senco@moorlandprimaryschool.co.uk

They will:

- ❖ Work with the headteacher and SEND/ Safeguarding governor to determine the strategic development of the SEND policy and information report as well as the provision in the school.
- ❖ Have day-to-day responsibility for the operation of this SEND policy and information report, the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- ❖ Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- ❖ Advise on the graduated approach to providing SEND support.
- ❖ Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- ❖ Be the point of contact for external agencies, especially the local authority (LA) and its support services.

- ❖ Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ❖ Ensure the school keeps the records of all pupils with SEND up to date.
- ❖ To manage and lead the wellbeing team.
- ❖ To lead and guide on the provision and intervention delivered to support children with SEND.

The SEND governor and governing board

The SEND governor and governing board will:

- ❖ Help to raise awareness of SEND issues at governing board meetings.
- ❖ Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- ❖ Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and information report along with the provision in the school.
- ❖ Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- ❖ Do all it can to make sure that every pupil with SEND gets the support they need.
- ❖ Make sure that the school has arrangements in place to support any pupils with medical conditions.
- ❖ Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- ❖ Help to raise awareness of SEND issues at governing board meetings
- ❖ Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and information report along with the provision in the school

The Headteacher

The headteacher will:

- ❖ Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and information report along with the provision within the school.
- ❖ Have overall responsibility for the provision and progress of learners with SEND.
- ❖ Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- ❖ Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- ❖ Make sure that the SENDCo has enough time to carry out their duties
- ❖ Have an overview of the needs of the current cohort of pupils on the SEND register
- ❖ Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- ❖ With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- ❖ With the SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

Class teachers

Each class teacher is responsible for:

- ❖ The progress and development of every pupil in their class.
- ❖ Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- ❖ Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision.

- ❖ Ensuring they follow this SEND policy and information report.
- ❖ Write and review all children on the SEND register' IPMs, and to meet with parents' termly.
- ❖ Communicating with parents regularly to: Set clear outcomes, SMART targets and review progress towards them three times a year, Discuss the activities and support that will help achieve the set outcomes, Identify the responsibilities of the parent, the pupil and the school, listen to the parents' concerns and agree their aspirations for the pupil.

The Child

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- ❖ Explaining what their strengths and difficulties are
- ❖ Contributing to setting targets or outcomes
- ❖ Attending review meetings or hearing from the class teacher about the progress they have made on their SEN Support Plans
- ❖ Giving feedback on the effectiveness of interventions
- ❖ The pupil's views will be considered in making decisions that affect them, whenever possible.

6. Our SEND information report

What range of SEND do we provide for at our school?

What do our definitions mean?

Special Educational Needs

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The Four Broad Areas of Need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Research based interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Broad Area of Need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

How do we identify pupils with SEND and assess their needs?

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- ❖ Is significantly slower than that of their peers starting from the same baseline.
- ❖ 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.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. At Moorland Primary School we recognise that every child deserves to reach their full potential and with that comes a responsibility to support them in achieving this. There are a number of stages we go through in order to identify what the need of each child is and the level of support required. We will only move from one stage to another if a child continues to need more support and is not making sufficient progress. If a child makes excellent progress, we may decide to move back a step.

Step 1: Initial concern.

Parents or teacher raise initial concern about a child. Concerns are discussed with parents/ carers, teachers and SENCO.

The SENCO will decide to add the child to the SEN official register, or if they are monitored.

Step 2: Teacher Adapts.

The class teacher differentiates and adapts work. Reasonable adjustments are made to improve progress. This is recorded by the teacher and SENCO. The child's progress will be tracked on their IPM.

Step 3: Support plan.

If a child does not progress or further support is needed, the SENCO and teacher will produce a support plan.

Step 4: Monitor

Continue 'Assess, Plan, Do, Review' process. Plans and targets are reviewed. External reviews are made. Support and advice are added to IPM and Support plans.

Step 5: EHCP

If following the implementation of targets and strategies from external agencies the child is still not making progress, school or parents can apply for an EHCP.

Step 6: EHCP is in Place

EHCP is reviewed every year and targets are recorded. Appropriate changes are made.

What types of SEND do we provide for at our schools?

Our school currently provides additional and/or different provision for a range of needs, including

Area of need	Condition
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

IF YOU THINK YOUR CHILD MIGHT HAVE SEN, THE FIRST PERSON YOU SHOULD TELL IS YOUR CHILD'S TEACHER.

SPEAK TO THEM ON THE DOOR OR PHONE THE OFFICE AND LEAVE A MESSAGE TO SPEAK TO THEM

THEY WILL DISCUSS WITH MRS DE VOOGT

OR EMAIL DIRECT
NDEVOOGT@MOORLAND
PRIMARYSCHOOL.CO.UK

WE WILL MEET WITH YOU TO DISCUSS YOUR CONCERNS AND TRY TO GET A BETTER UNDERSTANDING OF WHAT YOUR CHILD'S STRENGTHS AND DIFFICULTIES ARE.

TOGETHER WE WILL DECIDE WHAT OUTCOMES TO SEEK FOR YOUR CHILD AND AGREE ON NEXT STEPS.

WE WILL MAKE A NOTE OF WHAT'S BEEN DISCUSSED AND ADD THIS TO YOUR CHILD'S RECORD.

IF WE DECIDE THAT YOUR CHILD NEEDS SEN SUPPORT, WE WILL FORMALLY NOTIFY YOU IN WRITING AND YOUR CHILD WILL BE ADDED TO THE SCHOOL'S SEND REGISTER.

WE WILL INVITE YOU IN AND DISCUSS THE CONTENTS OF THE IPM

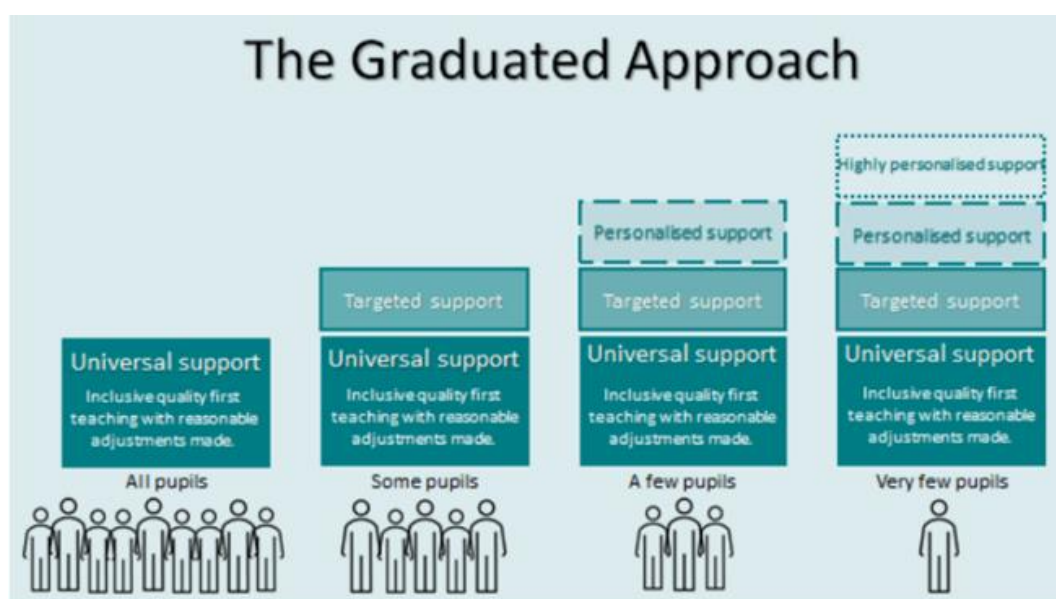
How do we evaluate the effectiveness of SEND provision?

We evaluate the effectiveness of provision for pupils with SEND by:

- ❖ Work sampling, planning scrutiny, observations to ensure quality first teaching
- ❖ Reviewing attendance data to ensure absence does not become a barrier
- ❖ Reviewing pupils' individual progress towards their goals each half term on their IPM's (Individual Provision Map)
- ❖ Reviewing the impact of provision and interventions on pupils' progress on a termly basis (approx. every 12 weeks).
- ❖ Monitoring of the IPM's and MK SEN support plans by the SENDCo.
- ❖ Using provision maps to measure progress
- ❖ Holding annual reviews for pupils with EHC plans
- ❖ Using pupil, parent and staff voice to celebrate and develop provision

How do we assess and review pupils' progress towards outcomes?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCo. In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs. Particular care is taken when identifying and assessing SEN for children whose first language is not English. If the support needed can be provided by adapting our core offer, then a child might not be considered SEN or placed on the SEN register. If, however, the support required is different from or additional to what is ordinarily offered, the child will be placed on the SEN register and a SEN support plan will be put in place. The academy will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process (the graduated approach).



We will follow the graduated approach which expects schools to make full use of all their resources and expertise before accessing increasingly personalised support. By continually

monitoring all children, we can then decide on the most appropriate level of support for all children, including those with SEND.

Universal Support – Inclusive Quality First Teaching for most children, settings and schools are able to support their needs through adjustments made to the quality first teaching. The image below gives an example of the reasonable adjustments setting and schools can make to ensure children are appropriately supported.

Targeted SEND Support - For some children, they might need a bit more support to meet their needs. If a child or young person has identified needs, settings and schools should go through a process called The Graduated Approach. The Graduated Approach involves a four-stage process of assess, plan, do, review.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

This will draw on:

- ❖ The teacher's assessment and experience of the pupil
- ❖ Their previous progress and attainment or social, emotional and mental health
- ❖ Other teachers' assessments, where relevant
- ❖ The individual's development in comparison to their peers and national data
- ❖ The views and experience of parents
- ❖ The pupil's own views
- ❖ Advice from external support services, if relevant
- ❖ The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. A one-page profile is written with the pupil and shared regularly with the adults. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress. Where children are not making expected progress towards their outcomes and the gap is widening between them and their peers, they may receive more targeted and personalised support.

Personalised SEND Support - For a small number of children, we may have gone through a number of cycles of the Assess, Plan, Do, Review process and have found that a child still needs more support. In this situation, more personalised SEND support might be needed. In this situation, we may seek advice from external agencies. In Milton Keynes, when we need external agency involvement, it is likely that we will create a 'SEN Support Plan' and will involve you and your child in its development. Where external professionals are involved with supporting your child, the professionals will work in collaboration with us to coordinate their support.

Education Health and Care Plans - Where it has been identified that a child is not making progress and the gap between them and their peers is significant, the child may be considered to have needs that are complex and long-term. At this stage, the child will typically have a SEN Support Plan in place and will likely have had several cycles of the 'Assess, Plan, Do, Review' process. At this stage, the teacher and SENCo may discuss with you if an Education, Health and Care Needs Assessment may be supportive. Where agreed, this assessment may lead to an Education Health Care Plan (EHCP). This is a legal document which outlines what support a child or young person needs, to achieve their desired outcomes and aspirations. Parents or Carers, the setting, school or educational provider can, at any point in the Graduated Approach, request an Education, Health and Care Needs Assessment.

The levels of support a school provides is as follows:

School-based SEN provision	<p>Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.</p> <p>The provision for these pupils is funded through the school's notional SEND budget.</p> <p>On the census these pupils will be marked with the code K.</p>
Education, health and care (EHC) plan	<p>Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.</p> <p>The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).</p> <p>On the census these pupils will be marked with the code E.</p>

What is our approach to teaching pupils with SEND?

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We will also provide the following interventions:

- ❖ An individual learning programme
- ❖ An individual behaviour plan
- ❖ Evidence based interventions (whole year group provisions)
- ❖ Extra help from a teacher, teaching assistant or member of the wellbeing team
- ❖ Making or changing materials, resources or equipment
- ❖ Working with a child in a small group
- ❖ Maintaining specialist equipment
- ❖ Observing a child in class or at break and keeping records
- ❖ Helping a child to take part in the class activities
- ❖ Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- ❖ Helping other children to work with a child, or play with them at break time
- ❖ Supporting a child with physical or personal care difficulties, such as eating, getting around Moorland safely, toileting or dressing
- ❖ Specialist staff to make specific observations and set and review targets

What adaptations do we make to our curriculum and learning environment?

Moorland Primary school is committed to inclusive mainstream education and equal opportunities for all. All academic, sporting and play areas are of an adequate size and layout to allow access for all pupils; our building is all on ground level, are accessible for wheelchair users and ramps are in place to allow access to areas where there would have been a raised curb or steps. All buildings have a toilet adapted for disabled users. Visitor parking bays, nearest to reception, are made available in order to provide easier access for disabled pupils and/or parents/carers and visitors. A Personal Emergency Evacuation Plans (PEEP) will be put in place for every child with a physical disability to identify exit routes from every classroom they access, in the event of a fire. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

We also make the following adaptations to ensure all pupils' needs are met within the classroom:

- ❖ Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- ❖ Adapting our resources and staffing
- ❖ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- ❖ Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Moorland's Accessibility Plan ensures that all pupils will have access to the school, including access to the physical environment and physical aids to enable them to achieve to their full potential within a range of contexts including school visits, after school clubs and access within the wider community. We operate an open-door policy where all parents, carers and outside professionals are encouraged to take an active role within the child's provision and contact key staff when necessary. In addition, the informal 'drop in' sessions increase accessibility for parents.

What additional support do we put in place for learning?

We ensure that every class has a teaching assistant so that we can provide higher staff to pupil ratios which maximises the learning potential for all our pupils. The majority of these are trained to deliver a number of intervention and programmes throughout the school and we continue to develop the professional development of all our team. Some TAs are deployed in classes to support pupils on a 1:1 or small group basis or to cover the class in order that the class teacher can provide 1:1 or small group support.

We teach a differentiated curriculum to ensure that the needs of all our pupils are met and we implement SEND IPM's (Individual Provision Maps) with SMART short term and long-term outcomes. A number of intervention programmes are in place for pupils who require additional support e.g. NELI, precision teaching, Toe-by-Toe, Lego Therapy. Specific resources or strategies are in place for many pupils recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, ear defenders, fiddle toys, Occ. Therapy (OT) pens/pencils, sensory circuit, sensory cushions, access to a quiet area, personalised schedules.

We work with the following agencies to provide support for pupils with SEND:

- ❖ Educational Psychologist from county as well as our own commissioned EP
- ❖ MK SEND team
- ❖ CAMHS, Occupational Therapists
- ❖ Speech and Language Therapists
- ❖ School Nurse
- ❖ Specialists Teachers from County Inc. Sensory team - Visual and hearing-impaired team
- ❖ Health visitors for under-fives.

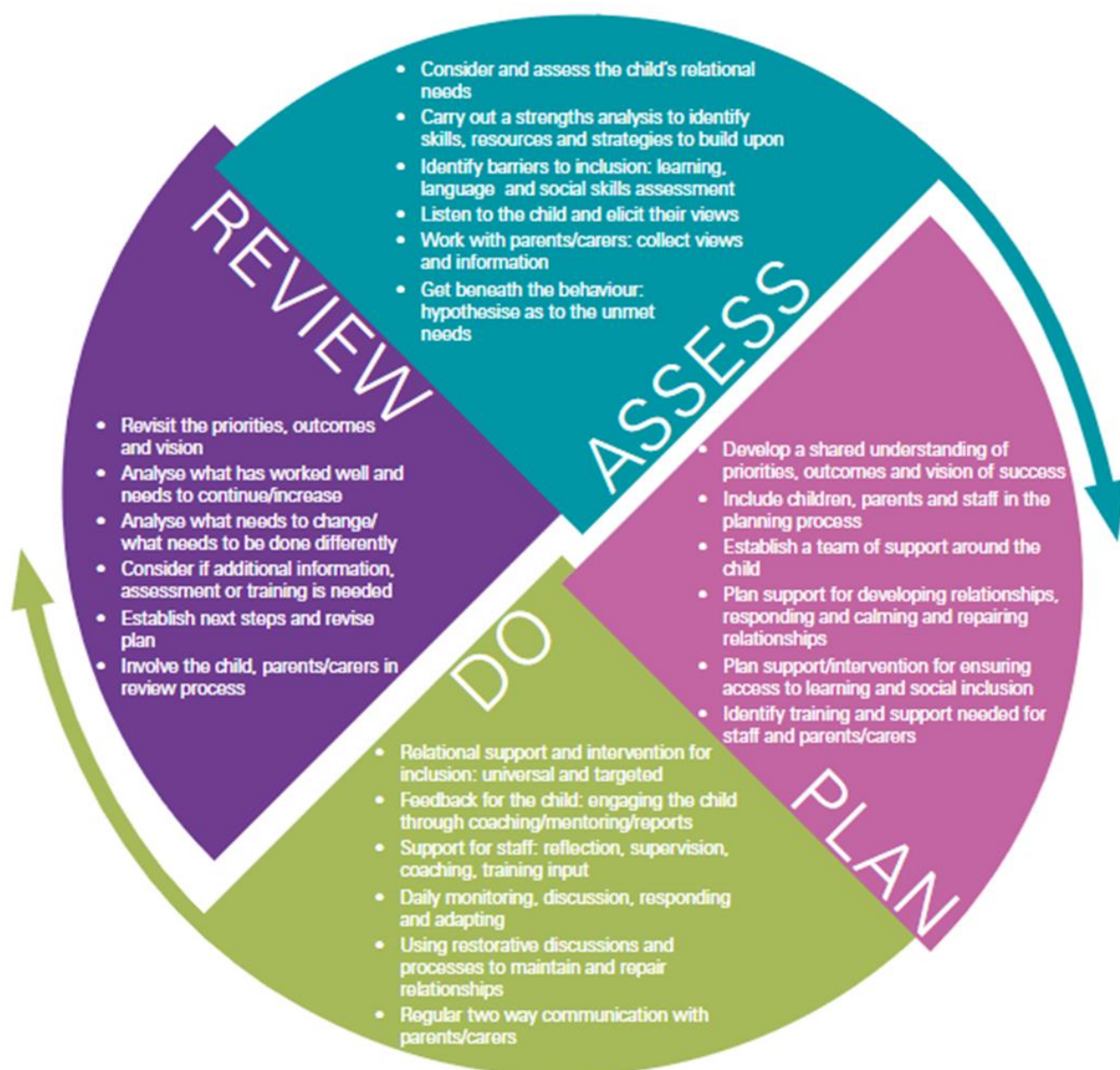
How do we enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

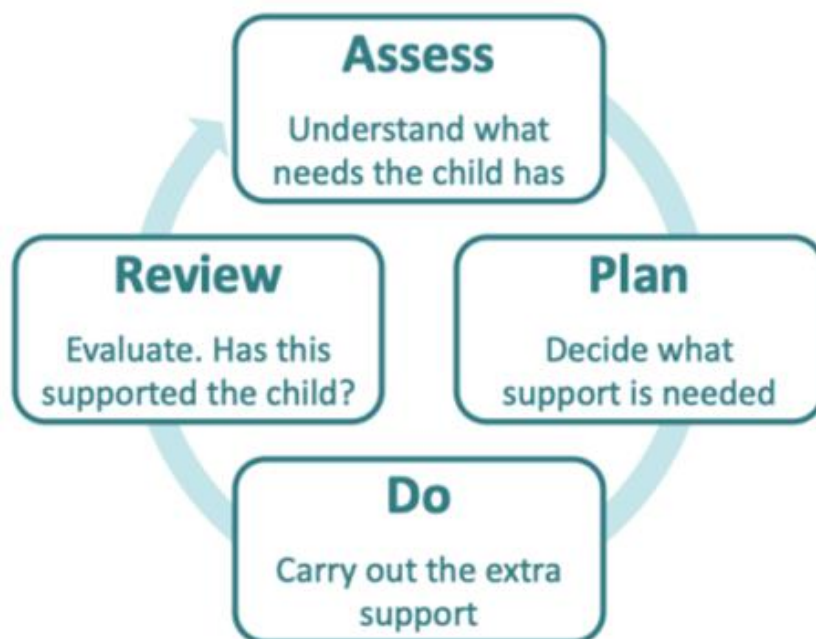
- ❖ All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- ❖ All pupils are encouraged to go on all visits and trips.

- ❖ All pupils are encouraged to take part in sports day, school plays and community events
- ❖ No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please see our Accessibility plan for more details – these are available on our school website. The Equality Act 2010 advice for schools provides information as to how our school strives to:

- ❖ Eliminate discrimination (see the Equality Act 2010)
- ❖ Advance equality of opportunity – between those who share a protected characteristic and those who don't
- ❖ Consult and involve those affected by inequality, in the decisions we are taking to promote equality and eliminate discrimination
- ❖ Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- ❖ Improve the availability of accessible information to disabled pupils





How do we support emotional, mental and social development?

We provide support for pupils to improve their emotional and social development in the following ways:

- ❖ Pupils are encouraged to be part of lunch clubs, nurture lunch, team building and friendship groups and the school council
- ❖ We have a zero-tolerance approach to bullying
- ❖ Our wellbeing team support 1:1, small group and bespoke work with families to ensure all children feel well supported at Moorland. Our Rainbow room is always open and pupils are able to access the support at any time of the day
- ❖ We work closely with other agencies including local Family Centres, CFP, CC and the PRU when appropriate for the child and family.

How do we support pupils moving between key stages, schools and to secondary provision?

- ❖ We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.
- ❖ We work closely with pre-school settings prior to pupils joining our nursery or reception class at Moorland. This involves additional visits to the child in their current setting and at home as well as planning for the child to spend time with us through our “Stepping up” sessions.
- ❖ Together we will create an Individual provision map to ensure the correct provision is in place as soon as the child joins our setting.
- ❖ We have strong links with the local secondary schools and provide a detailed transition programme to support our Year 6 pupils with SEND. The SENDCo will meet with the Secondary SENDCos and other key staff to share data and information. Transition sessions are run for our Y6 pupils and enhanced transition sessions are also in place for those that require further support with the change in environment.
- ❖ We run transition sessions when pupil move up to the next year and/or key stage in summer term.
- ❖ Additional transition arrangements will be made dependent on individual needs.

What support is in place for looked-after and previously looked-after children with SEN?

Angel Garner the Head teacher is the designated teacher for LAC.

head@moorlandprimaryschool.co.uk

Mrs Garner will work with all teachers and SENCo to support them in understanding how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

The expertise and training of our staff

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND.

The school's SENDCo attends any appropriate meetings including quadrant meetings, in order to keep up to date with local and national updates in SEND. Our SENDCo has experience in several different types of schools, including special schools and specialist units, and secondary schools. We are supported by our Trust through audits, reviews and leadership support visits along with CPD based on Trust priorities. Our SENDCo is a full time SENDCo and does not have permanent teaching time.

We have a team of: eight teachers, eight teaching assistants/ HLTAs, and two Nursery Nurses as well as three members of our safeguarding and Wellbeing team. We also have a head teacher and a deputy head teacher

Twelve members of staff have had positive handling training.

How do we secure equipment and facilities to support pupils with SEND?

Moorland Primary School will work with appropriate outside agencies to secure any equipment that may be required for individual pupils to enable them to achieve to their full potential. Resources and equipment are available in every classroom or learning environment and the quality and impact of the support is monitored.

- ❖ Resources are easily accessible and readily used to promote learning, independence and reduce stigma.
- ❖ There is easy access to sensory equipment
- ❖ Resources are clear and uncluttered, labelling using text and images.
- ❖ Specific resources and strategies are provided to overcome potential barriers to learning
- ❖ ICT is available to use in classrooms - These are planned and used effectively to support learning
- ❖ When appropriate the SENDCo will liaise with any outside agency to ensure that any resources or equipment are available for them to ensure that they are able to achieve to their full potential without any barriers to their learning.

How do we consult and involve pupils with SEND and their parents/carers?

We work hard to work in partnership with our parents/carers and aim to build strong effective relationships with them. We will have early discussions with the pupil and their parents/ carers when identifying whether they need special educational provision. These conversations will make sure that:

- ❖ Everyone develops a good understanding of the pupil's areas of strength and difficulties
- ❖ We listen and consider the parents' concerns
- ❖ Everyone understands the agreed outcomes sought for the child
- ❖ Everyone is clear on what the next steps are
- ❖ Notes of these early discussions will be added to the pupil's record
- ❖ Every parent will be invited into school to discuss their child's Individual Provision Maps. These are reviewed termly and shared with parents/carers. Partnership working is key so we encourage support with these at home when appropriate.
- ❖ Communication is tailored to the needs of our parents/carers and where requested additional methods of communication may be put in place.

When a decision has been made for a child to be assessed by an Educational Psychologist or Speech & Language therapist, consent must be received by parents/carers and feedback will be carried out directly after the assessment. This is followed up with a written report.

When advice is sought from other outside agencies e.g. Occupational Therapist, Speech and Language Therapist, PRU and CAMHS parents/carers are part of the process.

Transition into and out of Moorland Primary is a significant event and is planned carefully. The SENDCo will liaise with the Senior Leadership Team (SLT), our Wellbeing team and class teachers to ensure we work together to share the information and communicate effectively with previous/ new schools and settings.

Our SENDCo will meet with the SENDCo to discuss all aspects of the child. If necessary a separate safeguarding meeting will be held with the Designated Safeguarding Lead's (DSL's).

The transitioning school will also be invited to attend the relevant annual review for pupils with an EHC plan. (An Interim Review may be set up if deemed necessary). Parents/carers and pupil are invited to these meetings. We are working hard to ensure that pupils are invited to be part of the process. Discussions are held with them through the creation of their support plans and we are working towards ensuring that they are consistently part of the review process. Where it is deemed appropriate, all pupils with EHCPs are invited to attend their Annual reviews.

How do we deal with complaints about SEND provision?

We work hard to ensure that parents/ carers of all our pupils are happy with our school; however we recognise that in some circumstance's issues may arise. It is in everyone's interests for complaints to be resolved as quickly and at as low level as possible. If there are any complaints relating to the provision for children with SEN these will be dealt with:

- ❖ In the first instance by the class teacher.
- ❖ If the matter remains unresolved then the complaint will be dealt with by the SENDCo.
- ❖ If there is still no resolution, then it will be referred to the Headteacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary.
- ❖ In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding: Exclusions, Provision of education and associated services, Making reasonable adjustments, including the provision of auxiliary aids and services.

How do we work with other agencies?

Moorland Primary School works closely with a range of outside agencies to ensure that pupils with a SEND have the appropriate support in place to enable them to achieve to their full potential.

Agencies that are currently supporting pupils are:

- ❖ Educational Psychology Service (EPS)
- ❖ Specialist Send Service (SSS)
- ❖ Speech and Language Therapy (SALT)
- ❖ Target Autism
- ❖ Occupational Therapy support (OT)
- ❖ Education welfare officer
- ❖ Children's Services through Milton Keynes council
- ❖ School Nurse/Paediatric health team
- ❖ Child and Adolescent Mental Health Service (CAMHS)
- ❖ Specialist Diabetes Nurses
- ❖ Visual Impairment Team (VI)
- ❖ Physiotherapy Team
- ❖ SENDIAS
- ❖ MK Sensory Impairment team
- ❖ Local NHS services
- ❖ Targeted Prevention Team
- ❖ MK NHS Mental health teams
- ❖ Multi-agency safeguarding hub (MASH)
- ❖ Family centres
- ❖ Health visitor (under 5s)
- ❖ Art therapy
- ❖ FAST team

Contact details of support services for parents of children with SEND.

- 1. Milton Keynes SEND Team support line**
01908 657825
SENDSupport@milton-keynes.gov.uk
- 2. SENDIAS contact information**
01908 254518
contact@mksendias.org.uk
- 3. Children with disabilities team contact information.**
01908 253617 or in emergency 01908 265545
childrendisabilityteam@milton-keynes.gov.uk
- 4. Multi agency Safeguarding Hub (MASH)**
01908 253169/ 01908 253170
children@milton-keynes.gov.uk

5. Milton Keynes SEN Local offer – all information about SEND in Milton Keynes.

[Milton Keynes City Council \(mksendlocaloffer.co.uk\)](http://mksendlocaloffer.co.uk)

6. Milton Keynes SEND strategy

[MK SEND Strategy 2021-25 V5 \(mksendlocaloffer.co.uk\)](http://mksendlocaloffer.co.uk)

7. What are our admission and accessibility arrangements?

Our admissions and accessibility arrangements are as follows:

Admission arrangements When there are more applications for places than there are places available, priority would be given in the following order:

- ❖ Children who have an Educational Health Care Plan (EHCP) which names the school as the appropriate
- ❖ Children in care or were previously in care as defined in the Schools Admission Code 2021).
- ❖ Children of Trust staff who wish their child to attend the school they work at.
- ❖ Children who have a sibling who will attend the time of admission.
- ❖ Other children

Accessibility arrangements

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to:

- ❖ Increase the extent to which disabled pupils can participate in the curriculum
- ❖ Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- ❖ Improve the availability of accessible information to disabled pupils
- ❖ Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school recognises and values the young person's knowledge /parents'/ carers' knowledge of their child's disability and recognises the effect their disability has on his/her ability to carry out activities, respects the parents'/ carers' and child's right to confidentiality, provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- ❖ Our staff recognise their duty under the Equality Act: Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- ❖ Not to treat disabled pupils less favourably
- ❖ To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- ❖ To publish an accessibility plan- see Moorland's accessibility plan:

<https://www.moorlandprimaryschool.co.uk/send/>

8. How do we monitor this SEND policy and information report?

This policy will be reviewed by the SENDCO and Headteacher every year.

It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

9. Links with other policies and documents

- ❖ Accessibility plan
- ❖ Behaviour policy
- ❖ Complaints policy
- ❖ Equality information and objectives
- ❖ Supporting pupils with medical conditions policy
- ❖ The local offer
- ❖ Attendance policy
- ❖ Safeguarding / child protection policy

10. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Broad area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation/scaffolding – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENDCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages