

# Moston Fields Primary School policy document

**Policy Title**

**Special Educational Needs and Disability**



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Owner: Miss Rachel Riley – SENDCo

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## **Introduction**

Moston Fields Primary School has a named SENDCO, Miss Rachel Riley. We also have a named Governor responsible for SEND, Laura Noon. They ensure that Moston Fields Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Education Authority and other policies currently within the school. There are currently around 26% of our cohort on the SEND register (with 6% on an Education Health Care Plan).

Here it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the adapted curriculum to better respond to the four areas of need identified in the Code of Practice (2015).

- Communication and interaction
- Cognition and Learning
  - Social, Emotional, Mental Health
- Sensory/Physical

At Moston Fields we believe that all pupils have the Right to an education, regardless of any additional support they may need throughout their day.

### **What are special educational needs?**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. *Code of Practice 2020*

We recognise that some children may struggle with anxiety and low self-esteem around their learning, we strive to provide personalised provision to support these pupils and meet their needs. They may be offered additional support, through small groups or 1:1 activities, in order to boost their skills level and confidence.

This SEND policy details how, at Moston Fields, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational

needs, allowing them to join in all school activities together with pupils who do not have additional needs.

### **Aims and objectives**

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions ensures full inclusion in all school activities by ensuring consultation with health and social care professionals (please refer to our medical policy for further information)
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding

### **Through appropriate curricular provision, we respect the fact that children:**

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences
- Have a range of sensory needs that must be met on an individual basis

### **Teachers respond to children's needs by:**

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage and own their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
- Responding to the sensory needs of individuals within their classroom

## **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Contact the relevant outreach support if necessary.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs.

## **The Role of the SENDCO and what Provision Looks like at Moston Fields**

The Special Educational Needs and Disabilities Co-ordinator's [SENDCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND (including the school's Additional Resourced Classes – see appendix 2 for more information).
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND Register.

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peers from widening.
- Closes the attainment gap between the child and their peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, Moston Fields will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) and the SENDCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an Education Health and Care Plan (EHCP), we will provide the LA with a record of our work with the child to date and any work or assessments completed by an external agency.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. The class teacher will complete an initial concerns sheet detailing the graduated response measures which will be put into place. Parents will be consulted and specific intervention or support will be put in place and monitored for a period of approximately 8 weeks.

If no progress is noted after this time and the child continues to show concern the teacher will meet with the SENDCO to discuss the needs of the individual and the provision needed to support the pupil in the following areas:

- Communication and Interaction
- Cognition and Learning

- Social, Emotional, Mental Health
- Sensory/Physical

If a child is deemed to have Special Educational Needs then:

Pupil names will be entered onto the Special Needs Register. Parents/ Carers of all pupils whose names are entered onto the Register should be invited to a meeting with the class teacher (and SENDCO if appropriate / requested). At this meeting concerns will be shared and discussed. Parents/ Carers will be given a consent form to complete.

The class teacher after discussion with the SENDCO will then provide additional interventions that are additional to those provided as part of the school's adapted curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCO, parents and young person as part of the IEP process.

**Reasons for a child being added to the SEND register may include the fact that he/she:**

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- 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.

### **Partnership with parents**

The School and Parent partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the SEN LA and Local Offer information including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each half term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

### **The Nature of Intervention**

The SENDCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Adapted learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENDCO; or, with TA support or other Wave 3 intervention such as 'Precision Teaching'.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- An assessment from an external agency, such a Speech and Language or the Educational Psychologist.
- A referral to CAMHS

After initial discussions with the SENDCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom.

Interventions may also be planned and delivered by our skilled team of Teaching Assistants. They are responsible for:

- Directly supporting individuals or small groups of pupils
- Contributing to the implementation of IEPs
- Contributing to the development of resources for pupils with SEND
- Attending meetings as directed by the SENDCO

- Reporting on the progress of pupils with whom they are working either in writing or orally to the class teacher
- Meeting with the class teacher to discuss progress, review IEPs and to share ideas / strategies

The school has previously had designated Reading Recovery teacher delivering both the Reading Recovery Scheme, Switch On, Inference Intervention and Ready Let's Read. Through CPD and observing this specialist teacher, this expertise has been shared with specific Teaching Assistants who are now able to deliver reading interventions themselves.

Progress is monitored and shared between the member of staff delivering the intervention, the class teacher and parents/carers. This ensures that all strategies are consistent and effective.

Social skills interventions take place over lunchtimes, providing the pupils with an opportunity to eat in a small group and develop their social skills in a safe and secure environment. There are also specific, additional social skills interventions run by SEND TAs to help target specific pupils and their needs.

**In working with Teaching Assistants class teachers are responsible for:**

- Consulting regularly with the TA to discuss progress of pupils, review IEPs and to share ideas / strategies
- Jointly planning activities for TAs to implement
- Ensuring that TAs are actively involved in planning and organising activities for SEND pupils
- Sharing information about classroom routines and pupil expectations in regards to learning and behaviour

Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENDCO (if required) and they will have specific time slots to discuss Individual Learning targets and progress with the SENDCO on termly basis.

The SENDCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

**The use of external agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

**External agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working at attainment levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of their peers.

**Individual Education Plans (IEPS)**

Strategies employed to enable the child to progress will be recorded within an Individual education plan which will include information about:

- The short term targets set for the child (reviewed at Parent's Evening as part of the IEP process)
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- How the child can be successful
- The review date (usually termly, but this would be brought forward if necessary)
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

**School Request for Education Health and Care Plans**

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans (IEP) and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents and the pupil
- Attendance

The parents of any child who is referred for an Education Health Care Plan will play a key role in the referral process. Children with an Education Health Care Plan will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENDCO from the high school will be informed of the outcome of the review.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is adapted to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's Special Educational Needs. Lessons have clear learning intentions and staff adapt work appropriately, and use assessment to inform the next stage of learning. All staff have received training on 'Adaptive Teaching' and this has led to members of staff planning and delivering lessons where each child accesses the same learning through carefully adapted resources and activities. Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the class

### **Allocation of resources**

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Head Teacher and the SENDCO meet to agree on how to use funds directly related to Education Health Care Plans and children who are SEND support.

### **The role of the Governing Body**

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

### **The Governors of this school would wish to ensure that:**

- The SEND policy is in place in line with the requirements of the Code of Practice
- Access to the policy is readily available to all staff including supply staff
- The policy is clearly articulated and consistently applied
- That SEND records are maintained by all staff and kept up to date
- The Governing Body will provide information about the implementation of the SEND policy and any changes will be made and the policy will be posted on the School website.
- The SEND governor liaises with the SENDCO on a regular basis

### **The Head Teacher and Governing Body's responsibilities include:**

- Ensuring that the SENDCO is a member of the SLT
- Considering the timetable of the SENDCO in the light of the Code of Practice and the context of the resources available to the school
- Setting the costs of the SENDCO against the core or base budget rather than against additional funds delegated to the school to meet individual needs
- Supporting the SENDCO in the use of ICT for SEND management and preparing or recording IEPs
- Supporting the SENDCO in networking and communicating with other SENDCOs

## **Monitoring and evaluation**

The SENDCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Education Plans for children. The SENDCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENDCO and the named governor with responsibility for special needs (Laura Noon) also hold regular meetings.

## **Arrangements for Complaints**

- Should any parent have cause for complaint, they should refer to the complaints procedure detailed on our school website
- The complaint may be directed by the Head teacher to the Chair of Governors and/or the Governor for SEND
- Should action need to be taken the Manchester complaints procedure will be followed

### **Contact Names:**

SEND Governor: Laura Noon

SENDCo: Miss Rachel Riley

Signed: R Riley

Date: October 2024

## Appendix 1

### MOSTON FIELDS PRIMARY

At Moston Fields we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them throughout their learning journey. Quality first teaching is vital; however for some children there are occasions when additional support will be needed to help them achieve their targets.

***By September 2014, the Children and Families Bill will require each Education Authority to publish and keep under review information about services they expect to be available for children and young people with special educational needs. This is referred to as the Local Offer.***

**Our SEND Information Report at Moston Fields Primary School provides information for parents/carers of children who have Special Educational Needs (SEND) or a disability and all those who support children with additional needs.**

The new Code of Practice sets out individualised and better graduated responses to support children with Special Educational needs and disabilities.

#### The areas of SEND are

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and mental health difficulties**
- **Sensory and/or physical**

#### How accessible is the school?

- The school recognises the importance of accessibility in regard to the environment and provision for all pupils, staff and visitors to the school.
- We have an Accessibility Plan.
- Our school has a shower room, lift and all doors and exits comply with correct dimensions.
- Moston Fields Primary School is committed to improving access to the curriculum for pupils with a disability. This involves expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as the participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, where necessary, which may assist these pupils in accessing the curriculum. Links are made with outreach and inclusion services to promote this.

## How is the graduated Special Needs system structured and how does this help my child?

The Code sets out a graduated response. The categories School Action and School Action Plus are now known as Special Educational Needs (SEND) support.

The aim is for support to be focused on individual needs and personal outcomes. School will work closely with parents in order for the child to reach his/her potential. We want your child to be happy, fulfilled and independent.

Early identification of special needs is a priority for us.

An Individual Education Plan is set. This includes specific, measurable, attainable and realistic targets which are set within a time frame.

Some children have a number of barriers to learning. They may benefit from the involvement of outside agencies. Their needs, next steps and progress will be discussed as a Team Around The Child meeting.

A child who is recognised as having more complex needs may need access to funding which is in addition to that which the school already provides. Under this new bill there will be an education, health and care (EHC) plan for children with complex needs. This will replace the previous Statement level. This plan will place emphasis on personal goals and will describe the support your child will receive. Where your child already has a Statement they will move over to the new system. There will be a Transition plan set out by the Local Authority of how this will be achieved.

The Local Authority will be publishing their local offer which lists the services and support you and your child can access. This will be available at –

[https://hsm.manchester.gov.uk/kb5/manchester/directory/advice.page?id=UsSB\\_AqZtFY](https://hsm.manchester.gov.uk/kb5/manchester/directory/advice.page?id=UsSB_AqZtFY)

## How will the school support my child in joining the school?

- We will contact any early years setting, or other schools your child has attended to gather information about their needs.
- We will liaise with any involved outside agencies.
- Where necessary we may develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure they enjoy a smooth transition.

### How does the school know if children/young people need extra help?

- Information and guidance may be provided from outside agencies e.g. Health, Speech and Language, Health visitors or for those older the School Nurse.
- School will identify the child's rate of progress or begin to identify barriers to learning and development.
- Where there is a special needs concern school carries out additional observations and assessments. The class teacher or Special Education Needs Co-ordinator (SENDCO which is Miss Riley) shares this information with parents/guardians. A decision will be made with regards to the best action to take. This may involve being placed on the Additional Needs register with an IEP which sets out targets, stages the support and provision best suited to the needs of the individual child.

### How do we measure the progress of your child in school?

- Progress of the Early Years child is carried out through an assessment programme called Development Matters. It is banded into different age bands. At the end of Reception Year a profile is completed for each child. For children in Nursery and Reception the assessments which take place indicate how your child is progressing in relation to age related expectations.
- At Key Stage One and Key Stage Two his/her progress is reviewed every term and a summative level given in reading, writing and numeracy.
- At the end of Key Stage 2 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally (these are now optional at the end of Key Stage 1).
- At the end of Year 1 Phonics Screening takes place. This is retested at the end of Year 2 should it be necessary.
- Children on the Code will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.
- The SENDCO (Miss Riley) will check that your child is making good progress by carrying out lesson observations, checking teachers planning and looking in your child's books. She will also evaluate assessments and plan the next steps alongside the class teacher. The Head Teacher and Governors also monitor progress.
- Assessments for those who have more complex needs are evaluated termly as a Team Around the Child meeting where all agencies involved are invited to attend a meeting to discuss your child's progress.

### How is extra support allocated to children?

- The school budget, received from Manchester Local Authority, includes money for supporting children with SEND. Additional individual monetary support will be placed in the SEND budget where the child's needs have been recognised by the Local Authority. The Head teacher decides on the budget for Special Educational Needs in consultation with the school governors.
- The SEND budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support your child and to provide specialist help if needed. We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.
- There are some children with Special Needs who will require specialist help in order for them to achieve their potential e.g. a specialist tutor. This support can be bought in.
- Some children will benefit from accessing intervention groups.
- Some children will need 1:1 support.

### How will the curriculum be matched to my child's needs?

- Class Teachers will plan lessons according to the specific needs of the children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- To support all children the school delivers the curriculum in different ways. This may mean small group interventions or individual support. These interventions may be daily, two or three times a week and will vary from ten minutes to approximately forty minutes, depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on the pupil's progress.
- We understand that children learn at their own pace so we closely monitor progress using individual education plans. We will keep you informed of any progress that is made in meeting the targets in the plan.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.

## Referrals

- Before referrals are made you will be asked to come in for a meeting to discuss your child's progress and help to plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional.
- Referrals we make include;

Speech and Language,

Occupational Health,

Educational Psychology,

Occupational Therapy,

Child and Adolescent Mental Health

School Nurse

Outreach services

Other voluntary/charitable services also are available e.g. for bereavement

As part of the referral the agencies value parents and child's views.

## Who are the best people to talk to in this school about my child's special educational needs?

### Class Teacher

#### He/she is responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need. This could be things like targeted work, additional support or adapting resources.
- Writing and sharing Individual Educational/Behaviour Plans.
- Carrying out a review of these with parents at least once each term.
- Ascertaining the child's own views on how well he/she is progressing.
- Ensuring that all members of staff (including supply) who are working with your child in school is aware of your child's individual needs and /or conditions and what specific arrangements need to be made to enable them to be included and make progress.
- Putting in place specific strategies to enable your child to access learning tasks and school life.

### Miss Riley – SENDCO

#### She is responsible for:

- Coordinating special educational needs (SEND) and developing the schools SEND policy to make sure all children get a high quality education.
- Liaising with other people who may be coming into school to help support your child's learning.
- Monitoring the progress of those with Special Educational Needs through the school's tracking procedures. Updating the school's SEND record.
- Helping to plan next steps for your child alongside the class teacher. This will then be recorded within an Individual Education Plan or an Individual Behaviour Plan.
- Assisting with reviews for your child. These establish the progress made by the child, their assessment levels and their next steps.
- Ensuring that all members of staff (including supply teachers) working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to ensure them to be included to make progress.
- Organising training in order to enhance the skills and knowledge of the school staff.
- Delivering the Key Stage 2 Additional Resourced Class and supporting in the delivery of the Key Stage 1 Additional Resourced Class (see Appendix 2 for further information)
- Responsible for health and medical needs. Care plans are discussed with parents and recorded. Some aspects of the Care Plan or Risk Assessment are shared

with the child. There may be involvement with outside agencies e.g. the School Nurse, Occupational Therapists or a specialist paediatric nurse. If your child has a prolonged period or a period of ill-health and is going to be absent from school for a length of time Miss Riley will liaise with the class teacher to provide suitable learning activities. A Risk Assessment or Care Plan may be needed before the child returns to school.

### **The Head Teacher**

#### **They are responsible for:**

- The day to day management of all aspects of the school, this includes the support for the children with SEND.
- Liaising with the SENDCO Miss Riley
- Monitoring the progress of those with Special Educational Needs through the schools tracking procedures.
- They must make sure that the Governing body is kept up to date about any issues in the school relating to SEND. One member of our school Governing Body specifically deals with SEND.
- Ensuring the school is inclusive and accessible.
- Alongside the Governors ensuring the admissions to the school are carried out with Local Authority policy.

### **SEND Governor**

#### **Alongside the other Governors they are responsible for:**

- Making sure the school has an up to date SEND policy
- Making sure the school has appropriate provision.
- Making sure that the necessary support is made for any child who attends the school who has SEND and/or disabilities.
- Monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

All of our Governors are committed to helping your child reach their potential.

## Teaching Assistants

Moston Fields Primary School employs a large number of highly skilled and committed Learning Support Assistants. Where additional needs are complex, a TA may be allocated to a pupil or a group of pupils with special educational needs and /or disabilities. They provide in class support under the direction of the class teacher. They also deliver intervention programmes which may include social and emotional skills in our Green Zone. Teaching Assistants may be employed to work a specific number of hours with a child on a one to one basis based on additional funding from the Local Authority in the form of a Resource Agreement or Statement.

## The young person

This new act prioritises the views and involvement of the child. This includes IEP targets, evaluations and next steps. We have child friendly IEPs and IBPs. Class teacher promote self- evaluation within their daily teaching. At Annual Reviews the child completes a self-evaluation booklet and this is shared in a positive way. We want to celebrate progress and at the same time understand how we can go forward. Our social, emotional and life skills programme recognises the importance of the young child as they grow up and become part of the community

## Behavioural Needs

The majority of staff members are trained with 'Team Teach' strategies and positive handling techniques. As a school we are committed to overcoming any barriers which affect the child's development. The SENDCO, Miss Riley and the class teachers are involved in establishing strategies which will help to promote good behaviour and emotional health and well-being. This process may involve a referral being made and a behavioural IEP. Sometimes a more specific behaviour management plan is needed.

## What support will there be for my child's overall well-being?

- The school's Safeguarding Team is made up of the Head Teacher (DSL), Family Support Worker (DSL) and SENDCo (DDSL). All staff are trained in child protection and are responsible for ensuring your child's safety.
- We use curriculum and assembly time to ensure all children are listened to and where appropriate follow programmes such as No Outsiders to promote positive attitudes.
- We provide social and emotional skills programmes e.g. Enchanted Forest to develop self-esteem and friendship with pupils who have been identified by staff or parents.
- Miss Riley oversees a transition programme to help the children as they settle into their new classes. A detailed Year 6 programme runs as well.

- We have a School Council for children to share their views and ideas.
- If deemed necessary and in consultation with parents children can be referred for counselling or support of their mental well-being via CAHMS.
- We have a team of trained first aiders in school.

### **What training does the staff supporting children and young people with SEND receive?**

- The SENDCO attends Local Authority briefings to keep up to date with any legislative changes in SEND and the most up to date practice and provision. This is then shared with all school staff through staff meetings and training.
- The school has a School Development Plan which includes identified training needs.

### **How will my child be included in activities outside the classroom including school trips?**

- The school ensures that all pupils are fully included within school life.
- Provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities.
- We will always contact you before a planned activity if we think your child may require additional support, to meet required Health and Safety Standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.

### **How will the school support my child in transferring to the next stage of education?**

- Where necessary we may develop a transition plan in partnership with you to ensure that they enjoy a smooth transition.
- If your child is moving to a new school we will contact the new SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- IEPs and reviews will be shared with the new teacher.
- Miss Riley will liaise with high school SENDCO with regards to the transition of Year 6 pupils.
- We take steps to ensure that transition between classes is as smooth as possible. SEN TA's may make transition booklets with text and photos which can be read and shared by the child in readiness for the move. The child is supported emotionally during the early days/weeks in their new class. There will be a liaison with families about any barriers to settling in.
- Care plans, risk assessments and medical information are also shared. Parents are also involved with this process.

- For those who receive LA funding a transition review will take place in Year 5 or early in Year 6.

### **How are parents involved in the school? How can I be involved?**

- We hold twice yearly parent's evenings for you to talk to your child's teacher about their progress.
- We have a Family Support Worker in school, who offers advice and support to parents should they request or need it.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress.
- Additional needs reviews are held each term. The child's progress is explained with parents at an arranged meeting. Needs are discussed and the targets set and discussed.
- The class teacher is available to meet with you to discuss your child's progress or any concerns/worries you may have. Following this the SENDCO Miss Riley will be available to discuss any further concerns you may have and how these can be addressed. We may invite specialist agencies into school to talk to you about how to best support your child.
- All information from outside agencies will be discussed with you or where this is not possible, in a report.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

### **Who can I contact for further information?**

- If you require further information about our school please go to our website : <http://www.mostonfieldsprimaryschool.co.uk>
- If you would like to talk to a member of staff please contact your child's teacher, the SENDCO, Miss Riley or the Head Teacher on 0161 681 1801

## Appendix 2

### Additional Resourced Classes at Moston Fields Primary School Sept 2024

From September 2024, we are creating 2 Additionally Resourced Classes (ARCs), within our mainstream school. These are designed to provide specialist and targeted support for children with significant Special Educational Needs and/or Disabilities (SEND).

We are establishing 2 ARCs, one for Key Stage 1 (Willow Class) and one for Key Stage 2 (Walnut Class). The classes will operate on a 'stage not age' model, with the pupils from each Key Stage accessing aspects of the Early Years and National Curriculum as needed.

**Willow Class** will initially cater for 7 KS1 children, all with Education, Health, Care Plans (or pending) and many awaiting a Specialist placement. These children will access their learning in dedicated and resourced intervention spaces in and next to the EYFS classrooms. They will have regular timetabled access to the EYFS indoor and outdoor spaces for their age appropriate learning and play.

Where appropriate links will be made with their mainstream age related peers (that will aid the children's development) and these will always be developed. Intensive support will take place in the Autumn term which will then be reviewed termly and access to the relevant mainstream class will be planned and increased as we move through the year.

**Walnut Class** will initially cater for 15 KS2 children, all with Education, Health, Care Plans (or pending) and many awaiting a Specialist placement. These children will all have a 'base' mainstream class (where they will remain on the register) and will access learning such as play, PE, swimming, Forest School, Art and Design, Design & Technology, Computing alongside their mainstream classmates. Additional and intervention learning will take place in the Walnut classroom. Intensive support will take place in the Autumn term which will then be reviewed termly and access to the relevant mainstream class will be planned to increase as we move through the year.

Each ARC is able to offer:

- A dedicated expert teacher (and member of SLT) with knowledge, skills and expertise in SEND
- Dedicated TAs with knowledge, skills and expertise in SEND
- A dedicated environment which supports the learning needs of individual pupils
- Systems to track small step progress and wider outcomes (PIVOTs and Cherry Branch depending on the stage of development)
- Daily links to lessons/activities/play with or in mainstream classes
- Actively involving parents/carers in the education and progress of their children

Entry Criteria into the ARCs:

MUST	SHOULD
The pupil will be on the school's SEND register. The pupil will have an Education, Health and Care Plan, or be in the process of having one written after having assessment agreed.	The pupil will have an Education, Health and Care Plan, or have had assessment agreed.
The pupil will have Speech and Language or Cognition and Learning as a primary need.	The pupil should have a diagnosis or investigations of diagnosis that requires a personalised curriculum.
School will be able to evidence that teachers have exhausted all class based strategies prior to being considered (with regard to Ordinarily Available Provision and the Graduated	The pupil may have speech and language as a primary need.
The SENDCo will have observed the pupil in the classroom setting and will have considered a range of indicators including 2 year + cognitive delay.	The pupil may have learning difficulties and/or low attainment that are associated with their emotional and behavioural difficulties, but these can be supported within the ARC Class
The pupil's family will have been involved in decision making and support accessing Willows class and Walnut class.	The pupil may need specific intervention linked to the Primary SEND needs that can take place in a personalised way
The pupil's academic level of curriculum need can be met within the ACR	The pupil needs to learn in different ways to that of a mainstream classroom
The pupil finds it very difficult to be in a classroom and learn with their peers in a mainstream classroom.	The pupil may have a range of barriers to accessing mainstream learning including sensory needs or social communication needs.
The pupil requires a personalised curriculum to access mainstream curriculum	

## Appendix 3

GLOSSARY OF TERMS	
IEP	Individual Education Plan
IBP	Individual Behaviour Plan
S	Statement stage of the SEND Code of Practise
SA	School Action stage of the Code of Practise (previous Code)
SA+	School Action Plus stage of the Code of Practise (previous Code)
SEND	Special Educational Needs
SEND Code of Practise	The legal document that sets out the requirements for SEND
EHC Plan	Education, Health Care Plan
SALT	Speech and Language Therapist
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
SENDCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder
ADHD	Attention, Deficit, Hyperactivity Disorder
ARC	Additional Resourced Class