

# TMPF

## Special Educational Needs and Disability (SEND) Policy 2023

Implementation date: Autumn 2023

Review date: Autumn 2024

This policy is subject to change due to the publication of:

*SENDS and Alternative Provision improvement plan,  
'Right Support, Right Place, Right Time' (March 2023)*

*The Moorlands Primary Federation comprises seven schools:  
Bishop Rawle C. E. Primary School; Dilhorne Endowed C. E. Primary School;  
Great Wood Primary School; Hollinsclough C.E. Academy; Manifold C.E. Academy,  
St. Werburgh's C. E. Primary School; and The Valley Primary School.*

From this point onwards the above schools will be referred to as the Trust or TMPF, unless otherwise stated.

This SENDs policy is written to comply with the 2015 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

## Philosophy

All children benefit from 'quality first teaching'. This means, teachers deliver a broad and balanced curriculum to all children at their level. Staff will continually assess each child's knowledge and understanding and ensure each child receives an appropriate curriculum so that they make progress with their learning. In addition, staff may deliver focused interventions to support and enable our children to make specific progress in their areas of need.

We aim to have good and informative relationships with all of our parents/carers and engage in dialogue in regard to their child's needs. If a child is experiencing difficulties, parents/carers will be informed either at Pupil Consultation meetings, in termly reports, or during informal meetings to discuss the child's progress. It *'should never come as a surprise'* to a parent/carer to learn that their child is being identified as having SENDs.

Parents/carers may also ask staff to look more closely at their child's learning when they have questions or concerns. We listen to and look into all parental requests in relation to enquiries. Frequently, the concern can be addressed by 'quality first- teaching' and parental/carer support. If resulting from staff enquires, and subsequent focussed interventions, a child does not resume to make expected progress and is considered to meet the criteria set out in the **2015 Code of Practice**, then the child may be placed on the school's SENDs register.

Once the child has been identified as requiring a place on the school's SENDs register, staff will work with parents/carers and children to ensure that they consider the child's own views and aspirations (where appropriate) and the parents'/carers' experience of, and hopes for, their child. Parents/carers are invited and/or consulted at every stage of planning and reviewing SEND provision for their child.

## Defining SEND

The 2015 Code of Practice says that:

'A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.' (2015 SEN Code of Practice: 0 to 25 Years)

## Categories of Need

### Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD (Autism Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder, or attachment disorder.

### Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Some children may find it hard to deal with sensory experiences, such as noise, light and touch or require additional sensory explorations to support their regulation and ability to focus.

Our **objectives** for the Special Educational Needs Policy are in line with The Moorlands Primary Federation's (TMPF) values and revolve around:

- Provide a caring environment where pupils can learn and develop;
- All pupils will have access to a broad, balanced and differentiated curriculum;
- Each school values the contributions and achievements of all pupils - all children will experience success;

- Staff to have high expectations and standards for all children - responding to individual needs where necessary;
- Seeing all pupils as individuals with differing interests, knowledge and skills;
- Recognising that support is an entitlement for all children who may need it, rather than a special addition to their education;
- To work in partnership with parents/carers;
- Work with the Trust Board to enable them to fulfil their statutory monitoring role with regard to this policy for children with SENDs;
- Involve external support agencies, where appropriate, to support the need of individual pupils;
- Ensure that all staff have access to training and advice to support quality teaching and learning for all pupils;
- Children with a SEND are identified and supported;
- Monitor the progress of every child at pupil progress and pupil performance meetings;
- All children listed on the school SENDs register have a bespoke, effective Intervention Education Plan (IEP).

## Identification and needs determined

Access to the full curriculum of the school is to be achieved by the careful adaptation of class work by the teacher. Through assessing and planning, the teacher will define what the pupil is expected to learn. Once the learning objectives are defined, a teacher can seek advice from the school-based Welfare Co-ordinator on strategies which might be used to help the child achieve the learning objectives.

All those who teach a pupil with identified SEND will be informed of that child's particular needs by the previous class teacher/Learning Support Assistant and Welfare Coordinator. Where there is essential information (e.g. that a child is epileptic) or a pupil requires treatment or management different to that normally given to other pupils, the Welfare Coordinator and the class teacher responsible for that child will ensure that all who are likely to come into contact with the pupil are appropriately informed.

Termly pupil progress meetings take place, which inform progress of individual pupils. Any information regarding children with SEND is passed to the school's Welfare Coordinator.

## Stages of assessment

### Monitoring

Officially there is no Statutory Stage for monitoring under the Code of Practice, but we have kept this so that early identification of special needs may be monitored and addressed.

The class teacher will:

- Identify that a pupil may have special educational needs (but may not diagnose).
- Consult the Welfare Coordinator, and in turn may meet with the pupil/parents/carers. After a period of time monitoring progress – parents/carers will be regularly updated during parent: teacher consultations and more often, if necessary.
- Collect relevant information about the pupil.
- Ensure an adapted curriculum.
- Monitor and reviews the progress of the child.

- Recommend either continuation, removal from monitoring stage, or move to Individual Educational Plan (IEP).

### **SEND register- IEP**

The class teacher (supported by the Welfare Coordinator, if necessary) will:

- Write an IEP in conjunction with parents/carers and pupil and ensure the Welfare Coordinator has a copy.
- The class teacher will make sure that any relevant SEND information they may receive is passed on to the Welfare Coordinator and School Leader where appropriate.
- Ensure that there is sufficient support within the classroom so that targets can be met.
- Discuss strategies and teaching techniques and the efficient use of resources for assisting with the implementation of the IEP.
- Monitor and review the progress of the child, using the 'Assess, plan, do, review' process required in the Code of Practice.
- Inform the parents/carers every term of any progress made.
- Recommend the continuation or removal from the register.

The class teacher and Welfare Coordinator (where necessary) will also:

- Consider and amend the IEP in consultation with the parents/carers, pupils and outside agencies.
- Consider whether the pupil meets the criteria justifying application for an EHC Plan.
- Increase support within the class situation and review use of resources and teaching strategies.

The advice of outside specialists may be sought at all stages; the school-based Welfare Coordinator may liaise with the following external agencies:

- CAMHS (Child and Adolescent Mental Health Services);
- Parent Partnership;
- Autism Outreach;
- Hearing impairment;
- Visual impairment;
- The District SEND hub;
- The Educational Psychologist;
- The School Nurse;
- The Educational Welfare Officer;
- Outreach Support;
- Agencies for visual/hearing impairment;
- SALT (Speech and Language Therapy);
- Occupational Therapy;
- MIND;
- Visyon;
- Just Family.

Each school has access to the Local Authority's Educational Psychology service and Special Educational Needs and Disability service.

## **SEND and District Inclusion Panel**

Trust schools may choose to refer children to the local SEND and Inclusion Hubs which bring local schools and partners together at regular district meetings with a focus upon ensuring children receive the support which they need. We are part of the SEND and Inclusion hub for the Staffordshire Moorlands.

### **Early Health Care Assessment**

If children, in spite of high-quality, targeted support over an appropriate period of time, do not make adequate progress, a school or parent/carer may consider applying for an Education Health Care Plan (EHCP). Generally, we apply for an EHCP if:

- The child is in receipt of a clinical diagnosis of a learning difficulty;
- The child has a disability which is lifelong and which means that they will always need support to learn effectively;
- The child cannot access a differentiated curriculum without one-to-one adult support.

The Local Authority (LA) considers the need for an EHC plan based on evidence from the school, the family and any outside agencies involved.

Parents/carers are also able to apply for a EHCP if they so wish. The Trust will offer reasonable support to parents/carers in this application.

Children, who can access an appropriately differentiated curriculum, in a mainstream school, with targeted support (through interventions), are less often assessed for an EHCP. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP.

If the application for an EHCP is successful, a meeting/ telephone call will be arranged for parents/carers, the child (if appropriate,) and the school, together with any health or social care professionals who are involved with the family. This will record the child's strengths, their aspirations, as well as the barriers they face. After all of the information is gathered, the Local Authority will produce the EHCP, which will record the advice and decisions.

### **Review Procedures**

When considering an intervention, we look first at the child's learning needs so that we can select the intervention which is best matched to the child. Targets for children with identified SENDs are in the attempt to close the attainment gap between the children and their peers and enable progress to be made. Interventions are often crucial in closing these gaps, so they are monitored closely by both the class teacher - who monitors progress towards the targets during the intervention - and by the school Welfare Coordinator and both the Trust SENDs Leader and School Leader who monitor overall progress after the intervention.

At the end of an IEP period, a decision is then made as to whether to continue the intervention, to modify, or whether to swap to a new intervention. The class teacher monitors interventions to identify whether it has been successful and will discuss the outcomes with parents/carers at a meeting. New short-term targets may be set in-line with the long-term objectives.

Children who have EHC plans have reviews every half term and an annual review (where specialists involved may be invited to attend). When allocating additional LSA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence upon an adult. The school has a range of interventions available which are listed on a provision map. As of September 2022, Staffordshire and Stoke Local Authorities no longer specify 'hours' of support on EHCPs.

## **Teaching and Learning**

We believe that all children learn best with the rest of their class (although we also appreciate that this is not always in the best interests of a child). Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with identified SENDs will receive a curriculum tailored to their needs. This curriculum will be devised by their class teacher. They will be taught by their class teacher and sometimes, where and when appropriate, supported by a Learning Support Assistant (LSA). Teachers aim to spend time working with all children (including those on the school's SENDs register), either individually or as part of a group.

## **Adaptations to the curriculum Teaching and Learning Environment**

The Moorlands Primary Federation are disability friendly. Adaptations to the physical environment will be made, as appropriate (and where possible), to accommodate children with physical and sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children, but is vital for those who particularly need it. All of our children access the National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

## **Access to extra-curricular activities**

All of our children have equal access to lunchtime and after-school clubs which may develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips/educational visits are part of our curriculum and we aim for all children to benefit from them.

## **Staff expertise**

All of our teachers are trained to work with children with SEND and all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house, Local Authority (LA), or other externally provided courses, provision of books or guidance towards useful websites.

Our Learning Support Assistants (LSAs) have trained in delivering many interventions to support the needs of *all* children. If we identify information we can't access without the aid of additional specialist

help, the school is able to 'buy-in' additional expertise from the Local Authority. This includes access to the Educational Psychologist and Special Educational Needs services.

Although Trust schools may identify special educational needs traits, and make provision to meet those needs, we do not offer diagnoses. Parents/carers are advised to contact their GP if they think their child may have a specific learning difficulty such as: Autism Spectrum Disorder (ASD), or Attention Deficit or Hyperactivity Disorder (ADHD), or any other.

## **Graduated Response Toolkit**

Where appropriate, Trust schools may use the Graduated Response Toolkit which has been produced in line with the SEN Code of Practice 2015. The SEND Code of Practice (2015) provides statutory guidance on duties, policies and procedures relating to part 3 of the Children and Families Act 2014 and associate regulations.

There are two main purposes for this Graduated Response Toolkit:

1. To provide guidance to schools regarding meeting the needs of children/young people with SEND at the Graduated Response level of The SEND Code of Practice.
2. To provide guidance to the Local Authority to aid decision making for Education Health and Care Needs Assessment (EHCNA) requests.

## **Children with social, emotional and mental health needs**

If parents/carers and school are concerned that the child may have significant mental health needs, we encourage parents to ask their GP for a referral to relevant specialist support agencies. A member of staff from each school has completed the Mental Health First Aid England's 'Youth Mental Health Aware' training. Within the Trust, there are also a number of staff who have completed training as a 'Mental Health First Aider' and Emotional Literacy Support Assistant (ELSA) . As with other SENDs, we do not offer diagnoses.

If the child is felt to have long-term social, emotional or mental health needs, for example, with inadequate anger management; Trust schools may offer a range of social skills/stories or therapeutic interventions. These are generally delivered by staff who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our TMPF Behaviour Policy, although reasonable adjustments may be made to accommodate specific individual needs.

The Trust has a zero-tolerance approach to bullying and physical abuse. We will actively investigate all allegations and take appropriate and reasonable action, please see TMPF Behaviour Policy.



## Transition Arrangements

### **Transition into and within school:**

We understand how difficult it may be for children and parents/carers as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from pre-school settings - as smooth as possible. This may include (where appropriate):

- Additional meetings for the parents and child with the new teacher;
- Additional familiarisation visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.;
- Opportunities to take photographs of key people and places in order to make a transition booklet (if permission is given);
- Enhanced transition arrangements are tailored to meet individual needs.

### **Transition to Secondary School:**

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENDCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Links with other policies and documents This policy links to our policies on:

- TMPF Behaviour Policy;
- Supporting pupils with medical conditions;
- TMPF Safeguarding policy;
- TMPF Code of Conduct;
- TMPF Restrictive Physical Intervention Policy;
- Various curriculum policies.

## **The teaching team at The Moorlands Primary Federation**

Enquiries about an individual child should be addressed at first to the class teacher since she/he/they is/are the person in school who knows the child best. Enquiries relating to SENDs can also be made to each school's:

### **Welfare Coordinators:**

Bishop Rawle C. E. Primary School	Averil Kirk
Dilhorne Endowed C. E. Primary School	Kim Harrison
Great Wood Primary School	Ben Adamson
St. Werburgh's C. E. Primary School	Louise Proctor
The Valley Primary School	Chris Harvey
Hollinsclough C E Primary Academy	Heather Brookes
Manifold C E Primary Academy	Kelly Stanesby

### **School Leaders:**

Bishop Rawle C. E. Primary School	Averil Kirk
Dilhorne Endowed C. E. Primary School	Craig Broome
Great Wood Primary School	Ben Adamson
St. Werburgh's C. E. Primary School	Natalie Ainsworth
The Valley Primary School	Charlotte Bould
Hollinsclough C E Primary Academy	Lynda O'Sullivan
Manifold C E Primary Academy	Kelly Stanesby

Please make an appointment with your child's school office if you wish to meet with the above listed leaders - this could be face-to-face, or via telephone, or via video call.

Other enquiries can be made to:

Trust Special Educational Needs and Disabilities Leader  
Trust Executive Principal  
Trust CEO

Ben Adamson  
Alex Brayford  
Jared Eccles

## **Trustees**

Trustees must have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) and hold leaders to account for the SENDs provision across the Trust and within each Trust school. The Trustee with particular responsibility for SEND is Kay Hulse. She liaises with the Trust SENDs Leader, Executive Principal and CEO to receive updates and discuss actions taken by the schools.

## **Complaints (please see TMPF Complaints Policy)**

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

## ***Staffordshire's Local Offer***

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Staffordshire's Local Offer is available from the website <http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/Local-offer/Local-Offer.aspx>

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender identity, sexual orientation, socio-economic factors, or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

## Appendix 1

### **The Trust SENDs Leader is responsible for:**

- Updating the Trust and school SEND information on the Local Offer;
- Inform each school team of the hours they have been allocated from SENSIS/Educational Psychologist,
- Offering support with reviews of IEPs;
- Offering support with the application of EHC Assessment and reviews;
- Overseeing all records on pupils with SENDs;
- Leadership and management of School Welfare Coordinators;
- Being responsible and accountable for SEND resources and sharing information with the Trust Board/Trust Committee/CEO/Executive Principal;
- Liaising with the relevant Designated Teacher where a looked after pupil (LAC) has identified SEND;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Working with the Trust Board and Trust Leadership Team to ensure that each school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Coordinate termly Welfare Coordinator meetings;
- Coordinate the annual update and review of TMPF SENDs Policy;
- Identifying CPD for self, Welfare Co-ordinators and teaching and learning staff;
- Support schools during inspections;
- Offer specialist support for Welfare Co-ordinators and other Trust colleagues;
- Keep up-to-date with educational research into SENDs.

### **The School Welfare Coordinator is responsible for:**

- The day-to-day running of the school's SEND policy and procedures;
- Liaising and advising class/subject teachers;
- Coordinating provision for pupils with SEND;
- Supporting teachers in the drawing-up and review of IEPs;
- Day-to-day management of SENDs resources;
- Maintaining the school's SEND register;
- Liaising with parents/carers of children with SEND;
- Liaising with external agencies;
- Arranging for external professionals to 'screen' and identify pupils with SENDs;
- Contributing to staff training;
- Managing and developing the roles of Learning Support Assistants/Teaching Assistants, through training and performance management/ appraisals;
- Liaising with other schools and specialist settings;
- Liaising with other SENDCos and Welfare Coordinators; and within the Trust and both locally and nationally (through research/ wider-reading);
- Liaising with potential future providers of education and previous providers of educations (e.g. pre-schools, previous schools if a school transfer etc.);
- Identify and undertake CPD;
- Read educational research and updates regarding SENDs in school;
- Actively contribute to Trust termly SENDs network meetings;
- Lead and attend all annual Review meetings.