

MOORBROOK SCHOOL



Special Educational Needs Policy

Revised: Sept 2024

Adopted: Dec 2023

To be reviewed: Sept 2025

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) 3.65 and has been written with reference with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (January 2015)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory guidance on supporting pupils at school with medical conditions (December 2015)
- Mental Health and Behaviour in School (November 2018)
- The National Curriculum in England Key Stage three and four framework document (December 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)

Our SEN policy has been created by the SENCo in liaison with the SEN Governor, the School's Senior Leadership Team, staff and parents of students with SEND. We have co-produced this policy in the spirit of current reforms to SEND.

SENCo

The named SENCo for Moorbrook school is Mrs Claire Thompson. (Clause 64 Children and Families Bill 2014).

Mrs Thompson can be contacted for queries regarding SEN at the following address:

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Special Educational Needs Policy.

"The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles." (Warnock Report, 1.4)

Initial Statement

We at Moorbrook School are committed to meeting the special educational needs of our pupils and ensuring that they make progress. In line with our mission statement, we will meet the needs of all pupils by providing a focused and positive response to their needs.

Governors' vision and mission statement for school

The Governors wish to create a centre of excellence, where:-

Everyone feels safe and happy to be part of a welcoming school community, which values and respects their individuality and their unique contributions.

There is a committed, stable and effective team of staff who understand their roles and who are supported through relevant professional development to fulfil the high expectations being placed upon them.

Pupils are keen to attend every day, because of the opportunities and high quality support they receive.

A rich and varied curriculum, shaped in consultation with pupils is provided, through excellence in teaching and learning within which pupils are supported to achieve their full potential

By nurturing their talents,

Setting appropriate learning challenges and

Removing the barriers to progress resulting from their wide ranging special educational needs.

Pupils are taught the skills they will need to manage themselves, their emotions and their relationships with others so that the school becomes a springboard to the wider world beyond school, where pupils are proud of their achievements, confident to take their place and have the skills they need to succeed in their adult lives.

Objectives

To ensure that children with special educational needs achieve their full potential and make progress we will:

- 1) Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.
 - a) To ensure that pupils are involved in the reviews of their individual targets, attend and contribute to their annual reviews.
- 2) Ensure good working relationships with parents, carers and the community.
 - a) To ensure that parents continue to attend annual reviews and target those who rarely do, if necessary, changing the venue

- 3) Ensure that the school offers a broad balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
 - a) That support plans, targets and Provision Maps are central to teaching and learning and embedded into the school assessment system.
 - b) As part of the whole school monitoring and evaluation consider effectiveness of the curriculum offered to pupils with special educational needs, specifically; SEMH, ASD, SLCN and SpLD .
- 4) Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.
 - a) Ensure all pupils are given appropriate support for examinations
 - b) Appropriate examinations are accessed for individuals to ensure they gain accreditation for all their work

Code of Practice

The SEN Code of Practice (2015) offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs. Moorbrook works within the code of practice.

Areas of Need

Children will have needs and requirements which may fall into at least one of five areas, many children will have inter-related needs. The areas of need are: -

- Communication and interaction
- Cognition and learning
- Social, emotional and mental Health difficulties
- Sensory and/or physical needs
- Independence and self-help

Identification and Assessment

“The law says that a child has special educational needs if they have:

- A learning difficulty (i.e., a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally); and if that learning difficulty calls for
- Special educational provision (i.e., provision additional to, or different from, that made generally for children of the same age in local schools).

Whether or not a child has SEN will therefore depend both on the individual and on local circumstances. It may be entirely consistent with the law for a child to be said to have special educational needs in one school but not in another.

(Excellence for all Children, DfE, October 1997).

Therefore, the importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more

responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

The child and parent/carer are involved throughout.
Any of the following may trigger a concern.

- Parents/carer
- Child
- Class teacher assessment
- Response/ length of time on SEN register
- Any of the support services mentioned later
- Records – transferred from another school
- Base line assessments
- SAT results
- In-house testing and assessment
- Records of achievement
- Special needs register
- Pupil tracking

In identifying children who may have special educational needs we can measure children's progress by referring to:

- Their performance monitored by the teacher as part of ongoing observation and assessment
- The outcomes from baseline assessment results
- Their progress measured in each subject each term.
- Their performance against the level descriptions within the National Curriculum at the end of a key stage
- Standardised screening or assessment tools.

Quality First Teaching

The first stage in the process of ensuring that children with SEN achieve their full potential is providing quality first teaching, differentiated for individual students.

We aim to provide students with high quality lessons that are engaging and tailored to their needs, interests and abilities by subject specialist. Additional intervention and support cannot compensate for a lack of good quality teaching. It is important to note that all teachers are teachers of students with SEN, and teachers are responsible for and accountable for the progress and development of the students in their classes.

The progress of students is closely monitored each term, data analysis is aimed at identifying those most at risk of underachievement, and providing early intervention strategies in order to support vulnerable students. This also includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students, and their knowledge of the SEN most frequently encountered. Pupil progress meetings are led by the deputy headteacher.

Roles and Responsibilities

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Moorbrook School this role is undertaken by the SEN governor who meets regularly with the Head/ SENCo.

For roles of governing body see Special Educational Needs Code of Practice (2015) xxii, 6.90

The Head is the school's "responsible person" and manages the school's special educational needs work. The Head will keep the governing body informed about the special educational needs provision made by the school.

The head/SENCo will work closely with the special educational needs governor, the assistant SENCOs and staff to ensure the effective day to day operation of the school's special educational needs policy. The Head/SENCo will identify areas for development in special educational needs and contribute to the school's development plan, with support from the senior leaders. The Head/SENCo and assistant SENCOs will co-ordinate provision for pupils with EHCPs, which is all Moorbrook pupils. (See CoP 2015 Section 6)

All teaching and non-teaching staff will be involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with additional special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCo.

Admissions

Pupils will be admitted to Moorbrook school in line with the school's admissions' policy.

The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction/transition meetings and parent visits to work closely with parents to ascertain whether a child has been identified as having additional special educational needs alongside SEMH needs.

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Access for Disabled

To ensure access for pupils or parents with disabilities the school has reviewed provision as part of the School's Accessibility Plan.

Resources

The governors will ensure that the needs of pupils are met by employing SENCO's. The Head and the SENCO's will use the child's EHCP and LEA banding document to identify the areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to support staff and pupils.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

The governors will ensure that money is allocated to the development of resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEN issues and undertake training.

Identification, Assessment, Reviews.

On Entry

When children are first admitted to the school all SEN information will be shared. SLT, teachers and keyworkers should read the EHCP. The SENCOs will prepare a summary for all other staff and share information prior to the pupils start date. All staff are able to read any pupils EHCP. EHCPs will not be removed from the school premise.

All new admissions should be assessed by all subject teachers within two weeks of arrival for baseline assessments.

Teacher Referral

If a teacher has a concern about a child they should speak to the SENCO's, DSL and the keyworker, filling out the necessary in-house documentation stating their concerns. Safeguarding concerns are shared in accordance with the safeguarding policy. All concerns should be logged on CPOMs.

School Model of Assessment and Provision

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. This is Moorbrook School's Wave 2 Intervention. Whatever the level of a pupils' difficulties the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways i.e.: -

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters 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

If a child's progress is not adequate the class teacher will provide interventions that are additional to or different from those already provided as part of the usual adapted curriculum offer and strategies.

If Wave 2 adaptations are unsuccessful, it will be necessary for further action to take place, in order to enable the pupil to learn more effectively. This comes in the form of 1:1 or 1:2 intensive support from the intervention team. These sessions help to support the student into making rapid progress. This is Moorbrook Wave 3 intervention. The SENCO alongside the DHT will decide on who receives intervention based on the termly pupil progress meeting.

At Moorbrook School if, after we have taken action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school then a decision may be taken to request support from external support services, both those provided by the LEA and by outside agencies, in consultation with parents.

Graduated Response

Interventions as described above will encompass an array of strategies and embody the following principles:

- Provision for a child with special educational needs should match the nature of their needs
- There should be regular recording of a child's special educational needs, the action taken and the outcomes.
- All teaching is adaptive.

Curriculum assessment and monitoring

Pupil progress meetings will be held termly, where each student's progress will be scrutinised. A termly report is sent home and parents are invited to comment. The meetings take place in school between the subject leader and the DHT; the Assistant SENCO will be made fully aware of the outcomes and any pupils whom have been identified as needing additional intervention. Pupils receiving individual interventions will also have progress reports each term.

Behaviour/pastoral support plans

Pupil who require additional pastoral support will have a Behaviour/pastoral support plan. Targets will be reviewed regularly, and parents will be invited to share their views on how they feel their child is progressing against the set targets. The PSM is responsible for Behaviour/pastoral support plans.

THRIVE

All pupils have a THRIVE profile that highlights social and emotional development targets and strategies. The pupil support manager is the lead THRIVE practitioner in school and responsible for ensuring these are completed. The Thrive team informs teachers of individual pupil Thrive targets and suggested intervention for Thrive lessons. All pupils have a Thrive lesson once per week.

EHC Plan Reviews

Education, Health and Care Plan reviews are held annually. The inclusion service case manager, school nurse, EP, YOT Worker, Social worker (where applicable), and parents will be invited. The Keyworker will ensure anything that the pupil has identified as wanting to be shared at the meeting e.g., work, certificates etc. is available. The SENCo's are responsible for the organisation, delivery and follow up to Annual Reviews and the links between them and any IEPs. The SENCo's will ensure that banding is reviewed regularly in liaison with the Inclusion service case worker. Pupils are encouraged to attend the meetings for at least some of the time and at very least produce a pupil advice with support from the Keyworker. The SENCO admin assistant is responsible for distributing the paperwork under the direction of the SENCO's

Curriculum

The curriculum is planned to cater for a wide range of needs, interests and abilities of our pupil population, all or Pupils have SEN and a EHCP. Please see the whole school curriculum intent for more information on the curriculum. Adaption of learning activities within the curriculum framework will help us meet the learning needs of all children. It is vital that children with special needs do not have a narrow curriculum, particularly with the demands of the National Curriculum.

The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Managing Children

All pupils who are placed at Moorbrook have a history of challenging behaviours or emotional based school avoidance. The school is well placed to support pupils social, emotional and mental health needs. Please see the behaviour policy, the use of positive handling to support positive behaviour policy and pastoral support policy for more details.

Whole School Staffing

The class teacher accepts responsibility within the day to day management of their class for meeting the needs of all their children. We have Teaching Assistants providing good support in all classes. They excel at helping develop skills in all areas. The school's intervention teams (pastoral, thrive, counselling, learning mentors, youth worker and family support worker) support specific need via group and 1:1 targeted intervention sessions.

Partnership with Parents (all those with parental responsibility)

Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All schools should ensure that decisions taken regarding students with SEN.

"Local authorities **must** consult children with SEN or disabilities, their parents, and young people with SEN or disabilities in reviewing educational and training provision and social care provision"
(Special Educational Needs Code of Practice January 2015 1.11)

We actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication. However, all staff should be aware of the pressures a parent may be under because of the child's needs.

To make communications effective professionals should:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the children's strengths as well as areas of additional need
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings

- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- Recognise the need for flexibility in the timing and structure of meetings.

We aim to inform parents as soon as a child is “flagged” as a cause for concern, so that they are fully involved in the school based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service.

“A local education authority must arrange for the parent of any child in their area with special educational needs to be provided with advice and information about matters relating to those needs.” (Education Act 1996 Section 332A)

Parents also have a responsibility to communicate effectively with professionals to support their children’s education. They should:

- Communicate regularly with their child’s school and alert them to any concerns they have about their child’s learning or provision
- Fulfil their obligations under home-school agreements that set out expectations of both sides.

We will ensure that parents are fully involved in any discussions leading up to a school’s decision to request a statutory re-assessment.

Each pupil has a keyworker identified in school who will work in partnership with the parent.

Partnership with Pupils

We will continue to work towards positive pupil involvement in decision-making related to their development. Most young people have their own views on how they see their special needs and this may give insight into the problems experienced by both pupils and teacher. Pupils should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem. As all pupils are working towards setting achievable targets for themselves within the class then this can only be viewed as a natural extension.

Training

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/SENCo.

The SENCo/Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCo will develop his/her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

The literacy and Numeracy subject leaders will update themselves on SEN provision and practice.

The DHT alongside the SENCO will ensure that assessment is used to diagnose additional difficulties.

Other teaching staff will be kept up to date informally by the Head/SENCo and formally at staff meetings and training.

Non-teaching staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by in school in service training and by Staff attending relevant external training courses.

Safeguarding children with SEND

We are aware that children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable to abuse. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children such as:

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

We therefore;

- train all staff about the extra vulnerabilities of children with SEND, particularly those adults who are working in 1:1 or small group situations
- offer support for those staff working with children with SEND
- ensure that every child has a way of communicating their voice and that it is listened to and responded to
- closely monitor children with SEND through high vigilance of staff and the open ethos of the school
- offer pastoral support to children with SEND when monitoring has identified that they require this additional support
- every child in school knows that they can trust all adults in school and that they can communicate any worries they might have with any adult in school
- maintain positive, open and honest relationships and communication with parents/carers of children with SEND and ensure that opportunities for regular communication are used.

Outside Agencies Including Health Services

(See Code of Practice 2015 6:58 – 6:61)

School maintains links with the following other professional to ensure the whole pupil is supported: (not all applicable to every pupil)

- Education – Inclusion service/EPs/advisers
- Health – nurse, doctor, Occupational Therapist, Speech and Language Therapist, Physiotherapist, Psychiatrist, CAHMs
- Children's Social Care
- Children and Family Wellbeing
- Parent Partnership
- EMA, GRT, etc.
- ELAC
- YJT

- Police/PCSO

The Use of Information Communication Technology

ICT is a very useful tool for all children but can be an invaluable resource for a child with learning difficulties. Once again, peer group or independent use is encouraged. Word processors and specific programmes are used in all areas of school. Use of assistive technology is cited in many EHCPs and school champions there use with pupils.

Evaluation

Evaluation of the success of this policy requires evidence of:

1. Increased parental and pupil involvement.
2. Careful monitoring of targets achieved against those set in the EHCPs.
3. Improvement in standards of achievement by individual children as determined by formal and informal assessment.
4. Staff/governor development with In-Service training.
5. Increased range of and levels of nationally recognised qualifications.
6. Maintaining the high levels of pupils in education, training or employment post16.

The SEN policy will be reviewed annually through consultation with the school community and the school Governing body.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the Keyworker or the subject teacher. If the concern continues, then the SLT will arrange a meeting.

If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the SENCO/Headteacher. If the Head is unable to resolve the parents' concerns should be put in writing to the SEN Governor. The Chair of Governors, Mrs Di Hodgeson will be involved after other avenues to resolve the situation have been exhausted.

This policy links to all others in school.