MORDIFORD C of E PRIMARY SCHOOL

Treasure each individual

NURTURE — INSPIRE — FLOURISH

SEND Policy

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Introduction

Policy to promote the successful Inclusion of pupils with Special Educational Needs and Disabilities.

Our school ethos is encapsulated in 3 words : **Nurture, Inspire, Flourish**
Our vision statement below describes what we hope to achieve for all of our students :

At Mordiford Primary school we **treasure each individual**, believing that everyone is unique and valued by God. We create a **nurturing, inspiring** and challenging learning community rooted in Christian values : **compassion, respect and love**. We provide an outstanding education for our pupils underpinned by a **growth mindset** philosophy enabling our pupils to be responsible, confident and empowered so they can grow and **flourish** as young adults.

We believe that all children including those identified as having special educational needs or disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

At Mordiford we deem a child to have SEND if he /she;

- has a learning difficulty or disability which calls for special provision to be provided,
- has a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- is on the 'at risk' register;
- experiences emotional or behavioural difficulties.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs and disabilities takes account of the type and extent of the difficulty experienced by the child.

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005

- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2025) 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

Roles and Responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.

- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENCO will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.

- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

Aims and Objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to ensure all medical needs are identified and provided for (see Accessibility Policy)
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;

- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children are involved in this process.

Educational Inclusion

Treasure Each Individual

At Mordiford C.E. Primary School we aim to give all our children every opportunity to achieve the highest of standards, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community and the achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. 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

Teachers respond to children's needs by;

- providing support for children who need help with communication, language, maths 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 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.

Admission arrangements

Admission arrangements are determined by the school's Governing Body. Our school does not refuse admission to pupils with Special Educational Needs or Disabilities within our catchment area nor discriminate against pupils out of catchment area on the basis of their SEND. For pupils Educational Health Care Plans the LEA determines admission, having regard to parental preference and in consultation with the Governing Body and the School's Admission Policy.

Provision

Arrangements for identifying pupils with SEN

The school's system for regularly observing, assessing, recording and tracking the progress of **all** children is used to identify children who are not progressing satisfactorily and who have additional needs. The progress of every pupil is discussed during termly Pupil Progress meetings. Early identification and intervention support in the classroom, or providing new ways of learning can help ensure children are quickly back on track. However, sometimes more specialised intervention is required.

Graduated approach

At Mordiford C.E. Primary school we follow the 2014 Code of Practice to identify, assess and provide for pupils with SEN using the **'Graduated Approach'.**

Based on the observations and assessment data and following a discussion between the class teachers, SEND Coordinator and parent the child may be recorded as needing either:

- differentiated curriculum support within the class;
- additional support through **Wave 2** provision (a programme of intervention to help with specific needs).
- additional support through **Wave 2 and 3** provision. This may require support from outside agencies. (Parental permission is always sought before we seek advice from outside the school.)

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation, which involves modifying learning objectives, teaching styles and access strategies. In every classroom, we strive to provide such "Quality First Teaching" or **Wave 1** support which takes into account all learning styles.

Under these circumstances a child's needs would be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher. Learning intentions are always made explicit and the activities adapted, or planned separately as appropriate. Alternative methods of responding or recording work in lessons are planned so that it is appropriate to the individual or groups of pupils needs.

Termly Monitoring

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress will be **reviewed** at Pupil Progress Meetings and discussed at parent's evenings which take place termly. A decision is made as to whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress: that is progress which;

- Closes the attainment gap between the child and their peers;
- Prevents the attainment gap from growing wider;
- Is similar to that of peers starting at the same baseline;
- Improves on the child's previous rate of progress;
- Ensures full access to the curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates an improvement in the child's behaviour and learning behaviour.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress **or** where the nature or level of a child's needs are unlikely to be met by such an approach, a discussion will take place between parents, teacher and SENDCo to plan the next stage of provision.

Children's SEN and requirements may fall into the following areas;

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health difficulties
- Physical and/ or Sensory Needs

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. This information is provided by;

- Early Years Baseline Assessment
- Progress measured against Yearly objectives
- National Curriculum attainments
- Termly Age Standardised Screening and Assessment Tools in Reading and Maths
- Pupil observation- tracking and recording responses
- Pupils' work
- Observations of behavioural, emotional and social development
- Assessments by a specialist service such as educational psychology which identifies additional needs, speech and language therapy service.
- Another school or LEA which has identified or has provided for additional needs.

Record keeping on every pupil is overseen by the SENDCo, who will keep details of provision and progress up to date and ensure data confidentiality is maintained.

The SENDCo works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

School Action

In the early-stage, information is gathered and monitored and incorporates the following;

- Initial identification and registration of special needs by the class teacher
- Explanation of procedures to parents by the SENDCo
- Parent's views of their child's progress and difficulties
- Child's own view
- A record is kept of the nature of the concern, the action taken, the targets set and when progress will be reviewed.

The child's class teacher will offer interventions that are '**different from or additional to'** those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENDCo) will be involved in target setting and monitoring progress and will then take the lead in further assessments of the child's needs. It will be discussed whether the child needs to be placed on the Special Educational Needs Register and parental permission will always be sought before this occurs.

Where needs are similar, it is appropriate to support these children within a group, focussing on their common needs as well as some individualised support for their more unique needs. This provision runs concurrently with differentiated curriculum support and the group may be taught by the class teacher or the teaching assistant.

The class teacher remains responsible for working with the child on a daily basis and for planning the short-term targets set for the child on their medium term and / or weekly planning sheets which highlights the teaching strategies to be used. It will also indicate the planned outcomes and an Independent Educational Plan (IEP) will record the additional support that the child receives through class or intervention programmes. Progress will be reviewed with the child's parents termly and their child will be encouraged to contribute. The success of interventions will be evaluated and a decision will be made for the provision for the pupil's next steps.

As part of the review process, the SEN Coordinator and school colleagues, in consultation with the parents / carers, may conclude that despite receiving an individualised programme and /or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. In most cases, children will be seen in school

by external support services who provide a variety of support such as advice to the school about targets and strategies, specialised assessment or some direct work with the child The new strategies will be implemented in the child's normal classroom setting through the teachers planning and targets recorded in the same way as for all children in the class. The Independent Educational Plan (IEP) will record the additional and type of support the child receives each term.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the Local Education Authority. A range of written evidence about the child will be available to support the request.

Inclusion

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to;

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that bring feelings of success and achievement

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 unless children are taking part in small group interventions at Wave 2 or at Wave 3 one-to-one targeted support in order to maximise their learning. We feel strongly that children with SEND should enjoy the same opportunities as their peers, for example, holding positions of responsibility such as house captain roles.

Specialised Provision

There are no 'special educational needs' classes at Mordiford C.E. Primary School but the SEND Coordinator, Teachers and Teaching Assistants work with small groups and with some individual pupils to develop speech and language and mentoring programmes as well as small group teaching of literacy and numeracy skills. Our TAs work under the guidance of Teachers, our SENDCo, and specialists and are involved in a range of professional development to support their teaching.

Allocation of Resources

In Herefordshire, funding for pupils with Special Educational Needs and Disabilities is included in the school's budget. The Head teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

Pupil Premium

The 'Pupil Premium' was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

In most cases the Pupil Premium is paid directly to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what additional provision their pupils need.

Pupils in receipt of Pupil Premium are viewed as a cohort and their needs are scrutinised at termly pupil progress meetings. In individual circumstances we will also consider if we can use funds to support a child or family in any way we can, in agreement with the Senior Leadership Team and the family concerned.

The School's Arrangements for SEND and Inclusion In-Service Training

- The SENDCo attends regular network meetings to update and review developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's School Improvement Plan. Where available in-service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by subject coordinators and the SEND Coordinator.
- All staff have access to professional development opportunities and the provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the School's Professional Development Policy.
- Support staff are encouraged to extend their own professional development and the Head teacher ensures there are opportunities for them to attend available training.

SEND Monitoring and evaluation

The SENDCo monitors individual children's progress using the school's tracking system on a termly basis. The SENDCO provides termly information to the governing body as to the numbers of pupils receiving special educational provision. The Head Teacher will report on any whole school developments in relation to inclusion, at the same time, and ensure that governors are kept up to date with any legislative or local policy changes.

The SEND Coordinator meets with the SEND Governor to discuss Inclusion and current SEND concerns. The SEND Governor will lead governor monitoring of the SEND policy through observations and other procedures to be agreed annually with the Head Teacher.

Whole school monitoring and evaluation procedures will include sampling of work and observations, Learning Walks, evaluation of planning, individual assessments. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Transition

SEND support will also include the planning and preparation for transition within key stages and to High School. Parents and pupils will be involved in this process.

The Role of the Governing Body

The SEND Governor is **Emma Largesse**.

The Governing Body has due regard to the 2014 SEND Code of Practice when carrying out its duties toward all pupils with special educational needs and Disabilities. They recognise and accept their responsibilities as described in:

- Special Educational needs and Disability Regulations, 2014
- Special Educational needs Code of Practice, 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions, 2014

The Head teacher has the responsibility for the day-to-day management of all aspects of the school's work, including children with SEND and will keep the Governing Body informed.

Partnership with parents

- The school works closely with parents whose children have special educational needs. We encourage an active partnership through an ongoing dialogue with parents.
- Parents/carers evenings provide regular opportunities to discuss progress and concerns. Parents are able to make appointments to see the Class Teacher / SEND Coordinator on request.
- Parents are strongly encouraged to contribute to the termly review process and receive a copy of the provision map which outlines an evaluation of previous targets and the planned strategies and targets for the following half term.

Complaints Procedure

If parent's have any concern regarding their child with SEND, the school's complaints procedure should be followed. The school always works in partnership with parents of children with SEND in order to provide an effective education for their children. If parents are not wholly satisfied with the response of the school, they may wish to seek further advice/assistance from the Chairman of Governors and the Children's Services in the Local Authority. If at this point, they do not agree with the school's and the Local Authority's decision, they have a right to appeal to the Authority's SEN tribunal.