



**Moss Valley**  
Primary Academy

Part of **KINGS ACADEMY TRUST**

# Special Educational Needs and Disability Policy

Headteacher: Mr Nightingale

SENCo: Mrs S. Lewis

Mrs K. Thomason

SEND Governor: Miss Sonia Milner

September 2023

Next review date: September 2024

## **Aim:**

At Moss Valley Primary Academy, we are determined to meet the educational needs of all our pupils, to encourage independence and full participation in the life of the school. We aim to raise the aspirations of and expectations for all pupils with SEND. Working within the guidelines of the SEND Code of Practice, it is the governors' intention that the educational needs of all pupils are identified and provision made to meet these as early as possible.

## **Objectives:**

We aim to:

- Provide high quality teaching, using different teaching styles, differentiated for individual pupils, that meets the requirements of all pupils including those with SEND
- Ensure identification of all pupils requiring SEND provision as early as possible in their school career
- Ensure that parents and carers of SEND children are kept fully informed about their child's progress and attainment
  - Ensure that SEND children are involved, where possible, in decisions affecting their development and provision
  - Ensure that realistic targets are set that are shared with the pupil and parent so that they experience a sense of challenge yet achievement
  - Ensure that all pupils have access to a broad and balanced curriculum
  - Ensure that SEND pupils take as full a part as possible in all school activities
- Provide a supportive environment where the child is not afraid to make mistakes.

## **Definition of Special Educational Needs and/or Disability:**

A child is considered to have SEND if they are over two years of age, have a learning difficulty or disability and educational provision is different from, or in addition to, the provision made generally for children of the same age in maintained schools (other than Special Schools). Children must not be regarded as having SEND solely because their language or home language is different from that in which they are taught.

## **Identifying children with SEND:**

A child has learning difficulties if they: Have significantly greater difficulty in learning than the majority of children the same age; Have a disability which prevents or hinders them from making full use of educational facilities of any kind which children of the same age, in other schools within the LA, are able to fully access.

## **A graduated approach to SEND support:**

Moss Valley Primary Academy uses the graduated response as defined in the Code of Practice. The school follows a cycle of assess-plan-do-review to monitor and meet children's needs.

Initially, pupils' needs are met in the classroom through quality first teaching and adaptive teaching (where activities are adapted to match children's level of ability while still enabling them to access the curriculum for their age group).

Children may then be offered extra support programmes delivered in small groups or on an individual basis. These form our Provision Maps.

If it is felt that a child is still not making adequate progress an Individual Education Plan will be set up with individual targets.

If further support and advice is required then external agencies will be called upon.

If, after a period of time, monitoring and input from external agencies, it is felt that a child is still not making adequate progress, an application to the LA for statutory assessment may be requested. This may lead to an 'Education, Health and Care Plan' which gives further support to a child.

## **External Support:**

The school accesses support from a wide range of agencies. The SENCO meets regularly with specialist support staff and Educational Psychologist allocated to the school. The SENCO also liaises regularly with health, social and educational welfare services and voluntary organisations. Referrals are made to the SENCO by staff members or parents and identified through monitoring of children's progress. The school hosts Place 2 Be which is a counselling service that aims to help children manage and settle their emotions and find their place amongst peers through play and creative therapy.

## **Working in partnership with parents:**

At Moss Valley Primary Academy, we welcome and value working in partnership with parents. We acknowledge the importance of parental knowledge and expertise in relation to their own child. We encourage all parents to work with us for the benefit of their children and this is particularly important for parents whose children have SEND. Parents will be consulted at each stage of the Graduated Response and their views taken into account as we work together with them. Salford Authority offer independent support for parents through SIASS – Salford Information and Support Service:

<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/salford-information-advice-and-support-services-siass/>

A report for governors is published twice annually. There is information about SEND on our website in the form of our SEND Information Report and Local Offer. Parents can find out more about the Local Authority's approach to SEND through its website (Local Offer).

<https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

There is information about Moss Valley's SEND policies on our website for parents to view:

<https://www.mossvalleyacademy.uk/>

### **Roles and responsibilities:**

The class teachers are responsible for:

- The progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff
- Carrying out analysis of pupils' needs through assessments, marking and observations
- Working with the child on a daily basis or working closely with any teaching assistants or specialist staff involved
- planning and assessing the impact of support and interventions and how they can be linked to classroom teaching
- Teaching pupils at all levels of response as outlined in the code of practice.
- Directing teaching assistants involved in the learning of the pupils.
- Assessing and recording progression in learning.

### **The key responsibilities of the SENCO are:**

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant designated teacher where a looked after pupil has 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
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

### **The Head Teacher is responsible for:**

- the management of the policy for assessment and provision for pupils with special educational needs. This will be done in close co-operation with the SENCO
- managing the funds allocated by governors for SEND
- keeping the governors informed on SEND issues

### **The SEND governor is responsible for:**

- liaising with the SENCO and the Headteacher
- reviewing annually with the SENCO, the school's SEND policy with regard to the Code of Practice
- participating in appropriate training

### **Inclusion:**

The school aims for full inclusion of all its pupils, recognising the entitlement to a broad, balanced curriculum. Inclusion is an approach, which ensures that all pupils who have a disability or who experience difficulties in learning are supported wherever possible to have their needs met within the school community. We aim to include all children, embrace diversity and celebrate difference. The school is working towards the Autism Education Trust standards and the Dyslexia Friendly Schools Award to support pupils and give them better access to learning opportunities in school.

### **Admission arrangements for pupils with Special Educational Needs:**

The school's admission policy aims to meet the needs of any child whose parent wishes to register him/her at the school. In the case of pupils with a statement of special educational needs, the school will work closely with the LA named officer in coming to a decision about the most appropriate provision for the pupil. No pupil will be refused admission solely on the grounds that s/he has special educational needs. Please see the LA admission arrangements for more information.

### **Special Facilities for pupils with Special Educational Needs:**

The school building is fully accessible by wheelchair and has a toilet for the disabled. There are a number of ramped accesses around the school. Moss Valley Primary Academy has an 18 place Resource Provision on site (The Orchard). This is for children who have an EHCP and a diagnosis of autism. Children from all areas of the local authority access the resource. The resource is an integral part of the school and children access mainstream lessons and activities where appropriate to their needs. The school also has an additional provision for children in EYs-KS1 (The Acorn). This is for children who have an EHCP and moderate

learning difficulties. These children do not access mainstream education and access personalised learning due to the complexity of their needs.

### **Resources:**

The governors, through the link finance governors, will allocate funds to meet the needs of pupils with SEND as determined by the governors in the light of the overall budget.

### **Transition Arrangements:**

Careful arrangements are made to support the transition of children with SEND between primary schools and on to secondary school. This is done through the transfer of information about the level of response being given to the child, his/her progress through the levels of response if applicable and Individual Education Plans. Some children also have extra visits to high school to help with their transition. High School staff attend a meeting with Year 6 class teachers to discuss children's needs. We offer an invitation to potential high school staff to attend the annual review meetings of children in Year 5/6.

### **Equal Opportunities:**

Children with special needs will be taught in accordance with the present policy for Equal Opportunities (please see the Equal Opportunities Policy and Access and Disability Policy).

### **Review:**

The effectiveness of this policy will be monitored by the SENCO in consultation with the Headteacher, Special Needs Governor and staff. The SENCO, the SEND Governors and the Headteacher will review this policy annually.