

Moorside Primary School



Special Educational Needs and Disabilities Policy

2026 – 2028

MOORSIDE PRIMARY SCHOOL

PURPOSE, VISION & VALUES

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.

We pride ourselves in belonging to a caring school community where everyone is welcome.

We strive to deliver an outstanding education for all our children.

We help everyone to become caring and active citizens.

We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.

We want to create new opportunities for everyone to succeed.

We want to create a culture, which broadens all of our horizons.

We want everyone to be able to tackle the challenges we will face in an ever changing world.

We want all of our children to effectively engage with each other and with our community.

Our values

We all believe...

Our local community deserves a school they can be proud of.

We are a caring community where everyone is welcome.

We all value, respect and support each other.

Our community has the right to be safe and healthy.

Our children should have the chance to enjoy and be enthused by their time in our school.

We all agree...

Everyone will always try their best and take pride in all that they do.

Everyone will demonstrate good manners at all times.

Everyone will respect each other and show consideration.

Everyone will respect and care for our environment and resources.

Everyone will celebrate each other's successes and achievements.

Child-friendly expectations are to be used in class and around school.

They are:

Learn and let others learn.

Celebrate what makes us special and respect our diversity.

Look after each other and our environment.

Solve problems calmly and cooperatively.



Compliance

All children on the SEN register will be able to access the building and curriculum. The school will aim to make reasonable adjustments where possible to ensure their needs are catered for. This is in line with The Equality Act 2010.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) and has been written to the following documentation:

- Equality Act 2010: advice for schools DFE 2013
- SEND Code of Practice 0-25 (May 2015)

Rationale

Moorside Primary School values all children equally and celebrates their differences. We are committed to providing high-quality learning experiences, which are enjoyable, carefully adapted and appropriate to all the children attending our school. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is inclusive.

A child or young person has special educational needs if he or she: ***“Has significantly greater difficulty in learning than the majority of others of the same age” or “has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools.”***

(SEND Code of Practice 0-25 May 2015)

Disability: Those with a disability are defined under the 2010 Equality Act as those who have a ***“physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”***

This includes children with sensory impairments such as with sight or hearing, and long-term medical conditions such as epilepsy and cancer. A child with a disability does not necessarily have SEN.

SEN Provisions

Bespoke provision is matched to the child's identified special educational need. The areas of need being:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and Physical and Medical needs

The school has clear (research driven) guidance to enable teachers to carefully adapt learning so that children can access our curriculum. Key strategies are adopted consistently across the school depending on the special educational need and the individual child.

Categories of Special Educational Need Under the 2014 Code of Practice

There are two categories of Special Educational Need, SEN support, and those children who have an Education, Health and Care Plan (EHCP).

Objectives of the SEN Policy

- We aim to identify and provide high quality and purposeful learning for children who have special educational needs and additional needs. This is through early identification, effectively gathering information, providing appropriate provision and promoting independence.
- Make appropriate provision so that all children move on from us well equipped in the basic skills of literacy, numeracy and social independence.

- To provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- To promote independence, equality and consideration for others.
- To ensure we that we celebrate the wide range of our children's achievement.
- To create a welcoming atmosphere for parents.
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole child, whole school" approach to the management and provision of support for special educational needs
- To provide support and advice for all teaching staff working with special educational needs children
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves, where possible, in planning and in any decision making that affects them.

Arrangements for co-ordinating SEND provision

The SENDCos (Head Teacher, Deputy Head Teacher and Assistant Head Teacher) support teachers to compile a profile of the child based on discussions around progress, additional needs concerns. These are appropriately reviewed and can include parents/carers.

The SENDCos monitor the quality and effectiveness of provision for children with SEN through data analysis, learning walks, children's voice, observations and book scrutiny.

Teachers through effective, adapted and high-quality first teaching primarily deliver SEN support for children. This is planned and delivered to meet the needs of all children.

Children with SEND receive extra support through targeted input within a lesson, fluid interventions, small group work, or one to one target work based on their SEND support plan. Support staff, class teachers, SENCOs and outside agencies liaise and share developments to inform reviews and forward planning.

Identification

Identification of SEND children uses the definition given in the Code of Practice 2015, which describes the four broad categories of need.

The four broad areas are;

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

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. We identify the needs of a child by considering the needs of the whole child which will include not just the special educational needs of the child.

The school aims to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve their full potential.

We are committed to the early identification and intervention of children who may have SEND. The SENDCos and class teacher will work closely with the parents/carers to identify areas of concern and will follow the SEND Pathway. (APPENDIX B) Once this pathway begins SENDCos and teachers will begin the process of gathering information and trying out specific and agreed interventions.

Other ways to identify children may include:

- Results from assessments
- SATs and internal tracking procedures
- Results of screening/diagnostic tests administered within school
- Teaching observations made and recommendations from school staff
- Cognitive attainment tests or diagnostic tests carried out by educational psychologists or other agencies.

Provision

We believe that high-quality first teaching, and carefully adapted planning, learning, resources and feedback for improvement is the first step to responding to SEND children's needs. Teachers are responsible and accountable for the progress and development of all children, including where children access support from teaching assistants or specialist staff. After a period of monitoring, a child will be identified as needing SEN support by the SENDCos in consultation with parents/carers, teachers and where appropriate the child.

Whilst our approach for children with SEND support is personalised and bespoke, we do have robust interventions and inclusion strategies which we implement to ensure the child is supported as they progress through school.

Provision at this level can include the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or direct work with the child.

The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

SEN support – four-part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all children in school. Termly progress meetings support the early identification of children who may have SEN. Where concerns are identified, an initial discussion takes place with a SENDCo and a plan is put in place.

Assess

The teacher, working with the SENDCos, will carry out a clear analysis of a child's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents/carers will be asked to contribute to the assessment, by sharing information too.

Plan

Parents/carers will be formally notified when we feel that a child may have a special educational need.

This could be in the form of a discussion with the SENDCos and we may have a formal meeting if we need input from other services, for example Speech and Language Therapy. Adjustments, interventions, support and review date will be agreed with SENDCos, parents/carers and the child (where appropriate). The child then will be considered for additional interventions and bespoke use of strategies that are used to support the child. Children registered with an additional need will have a SEN support plan (IEP) which is regularly reviewed alongside parents/carers.

Do

The class teacher will remain responsible for working with the child on a daily basis and retain responsibility for their progress and outcomes. The teacher will discuss and assess the impact of support and interventions with the SENDCos, teaching assistants and specialist staff involved. The SENDCos will support all of the above.

Review

The effectiveness of the support and interventions and their impact on the child's rate of progress will be regularly reviewed. Reviews will be held with parents/carers. If a child does not make expected progress over a sustained period of time school will consider involving specialists.

Education, Health and Care Plans (EHCP)

If a child's needs are so significant that they have made little or no progress at SEN Support, a request for an EHCP may be made following a full formal review held with all those involved with the child, including parents/carers and other professionals. If all at the review agree, the form will be completed, signed and submitted with minutes to be discussed by the Local Authority Special Educational Needs Panel, along with reports from the specialists involved.

The Local Authority decide if an application is successful and may provide any additional funding. Once a final Education, Health and Care Plan has been issued, the Head Teacher in conjunction with the SENDCos, staff involved, parents/carers and (where possible) the child, will discuss the type and amount of support to be given. A child who has an Education, Health and Care Plan will continue to have arrangements as for SEN Support children, and additional support that is provided using the funds made available through the EHCP.

There will be an Annual Review, chaired by a SENDCo. This process will start with assessing the need of the child using the information that has been gathered. Then a plan will be drawn up identifying the targets and interventions that will take place, as well as the expected impact on progress. Teaching staff will implement the EHCP, through quality first teaching, carefully adapted planning and learning activities and where necessary additional interventions and support. At the end of the agreed time the impact should be reviewed and then the process will start again. For those with an EHCP the Local Authority must review the plan annually.

Monitoring and Review of Provision

The monitoring of progress of all children with Special Educational Needs and Disabilities will be carried out with reference to assessment data, by the Senior Leadership Team under the leadership of the Head Teacher who are all the named SENDCos in school.

The monitoring of day-to-day progress of children will be carried out by the class teacher and used to inform future adaptation within whole class planning.

Access to Facilities and Provision

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for children with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to children
- Have accessible toilets and a designated wet room

Allocation of Resources

The Head Teacher alongside the other SENDCos are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high-quality appropriate support for children with SEN. Where a child's needs exceed the nationally prescribed threshold additional funding will be applied for from the Local Authority and will be supported by a costed provision map.

Several factors may influence the allocation of support:

- The number of SEND children within school and their placement throughout the school.
- The individual needs of children and cohorts within school.
- The needs of the school as identified in the school development plan.
- The duty of the school to ensure financial solvency and probity and that the financial resources made available to the school are managed effectively.

Aura room and Sensory room

In school we have dedicated spaces that act as specialised learning areas within our mainstream school that offer smaller group sizes and customised resources.

When in these spaces, children receive bespoke interventions linked to their personal targets and they also access a smaller, quieter learning environment. There are resources which are stimulating visually and there are also calming spaces as well as resources designed to enable children to have different sensory input linked to proprioception and vestibular needs.

The SENCOs plan the provision for the rooms and spend a proportion of their day in there delivering interventions. SEND support assistants have received a high level of training in specific areas of need, such as autism (ASD), speech and language difficulties, physical and sensory impairments and are also able to deliver specific interventions.

Identified children with SEND split their time between the Aura room, sensory environment and mainstream classes depending on what they can manage and their personal development goals.

Responsibilities

The school believes in a shared approach.

Responsibilities of teaching staff;

- Ensure all children are provided with high-quality first teaching, that is carefully adapted and delivered.
- Opportunities are also planned and delivered to enable children to work independently as appropriate.
- Begin an evidence trail when a child's progress or development begins to concern, in line with the school's SEND Pathway.
- To communicate with parents/carers regularly about an individual's progress and seek their views.
- To communicate with children individually about their needs and seek their views.
- Maintain day-to-day recording and assessment for children with SEN.
- Be fully aware of the school's procedures for identifying, assessing and making provision for children with SEND.
- Be involved in the development and implementation of the school's SEND policy.
- Plan and cater for the relevant needs of the children.
- Ensure SEND information (support plans, risk assessments, safety plans etc.) are updated and shared.
- To collaboratively write, review and implement targets for children on a termly basis.

Responsibilities of the SENDCo;

- Assist staff as they work through the SEND Pathway.
- Co-ordinate provision for those children with SEN in line with the school's SEN policy.
- Liaise with parents/carers and other professionals in respect of children with SEN.
- Advise and support all staff within the school setting, including signposting staff to appropriate CPD.
- Ensure that appropriate recording and assessment of provision and its impact is in place.
- Ensure that relevant background information about children with SEND is collected, recorded and updated.
- Monitor the effectiveness of provision for children with SEND.
- Regularly review the SEND register (termly).
- Be a part of pupil progress meetings to discuss issues and actions.
- Attend reviews and complete relevant paperwork.

Responsibilities of those responsible for Governance;

- Determine the school's general policy and approach to provision for children with SEND.
- Establish appropriate staffing and funding arrangements.
- Appoint a governor with special responsibility for SEN to monitor closely the school's work.
- Ensure that the SEN policy is available for inspection by parents/carers on request.

Responsibilities of the Head Teacher;

- Manage all aspects of the school's work, including provision for those children with SEND.
- Keeping the Local Governing Body fully informed.

Responsibilities of non-teaching staff;

- Liaise/plan with teachers and SENDCos for the provision of children with SEND.
- Maintain records of intervention and feedback relevant information to class teachers and SENDCos to take children's learning forward.

Role of parents/carers

We hope that parents/carers will be willing to work in partnership with the school and support their children.

This may be through;

- Liaising with key staff including the SENDCos and class teacher as appropriate.
- To attend relevant reviews and contribute to the evaluating and setting targets for their children.
- Contribute to meetings by completing relevant paperwork.

Role of the child

The school will actively seek the voice of children with SEND. We will support them in evaluating their provision and contributing to setting targets for improvement.

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

Support and Aspirations highlights the importance of staff being well equipped to support children with SEN: ***"Depends on every teacher having excellent knowledge and skills"*** DfE (2011: 59)

Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. All staff have access to professional development opportunities and can shadow external professionals delivering interventions where appropriate.

Other professionals;

The SENDCos liaise frequently with other outside agencies for additional support for children, we can obtain support from:

- Social Services
- School Health
- Health Visitors (Early Years)
- Paediatricians
- GP (doctors)
- Speech and Language Therapy
- Child and Adolescent Mental Health Service (CAMHS)/(CYPS)
- Autism Outreach Team
- SEMH Team
- Physiotherapists
- Occupational Therapists
- Educational Psychologists

Partnerships with parents/carers

Moorside recognises the importance of strong relationships with parents/carers and this is something we strive to achieve. Staff and parents/carers work together to support children identified as having additional needs. The school's strong links with parents/carers begin in the early stages of a child's school life. Parents/carers are involved at all stages of the education planning process. An appointment will be made by the SENDCos and class teacher to meet all parents/ carers whose children are being recorded as having additional needs.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and try to ensure that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

SEND support targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process.

All support plans and reviews will be copied and sent to parents/carers after meetings. Parent's/carer's evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Pastoral support

Regular meetings will occur between school and home to ensure communication is strengthened and information is shared. The Parent Advisor works in collaboration with the school and family to ensure the child's emotional and social development is ongoing and ensure well-being needs are met. Any concerns linked to bullying or discrimination of children with SEND will be investigated promptly (in line with school's Anti Bullying Policy) by the SLT and the outcomes will be reported back to the child and their parent/carers.

Looked after children

The Head Teacher, who is also a named SENDCo, is the Designated Safeguarding Lead and the designated lead for Children in Care (CIC). Meetings are regularly held to ensure that arrangements are in place for supporting children that are looked after and also have SEN. SEN reviews and PEP meetings are coordinated and where possible held together.

Safeguarding information relating to children with SEN is shared on the CPOMS system in school with the relevant parties.

School Information Report

Further details on provision for children with SEND can be found in the SEND Information Report, which is available on the school website or on request. It outlines the provision the school makes within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties and sensory and/or physical.

Links with other school's/transfer arrangements

Robust in year admission procedures are in place, with clear procedures in place to ensure we receive full transfer information prior to a child starting at the school. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting. Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue a SENDCo will communicate to further discuss the child's needs.

Where children attend alternative provisions, the SENDCos and class teachers ensure regular communication to provide a consistent approach to education.

Medical Conditions

Moorside Primary will follow the recommendations of the Children and Families Act 2014 and Benedicts Law (2026) with regard to arrangements to support children with medical conditions. Where a child also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Admission arrangements

Children with additional educational needs are considered for admission to Moorside Primary School on the same basis as for children without additional educational needs. Prior to starting our school, parents/carers of children with an EHCP or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

The PSHE curriculum includes issues of disability, difference and valuing diversity. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under the school's Anti-Bullying Policy. The school also tries to make sure they have positive images of disabled children and adults in displays, resources etc.

Evaluation of Success

Evaluation of the success of this policy requires evidence of;

- Increased parental and child involvement.
 - Careful monitoring of targets achieved against those set in their support plan.
 - Early identification of SEND.
 - Improvement in standards of achievement by individual children as determined by formal and informal assessment.
 - Staff training being utilised.
 - Further developing links with other schools and agencies and within the community.
- Increased progress steps from Early Years Foundation Stage to Key Stage One to Key Stage Two.

Data Protection Under the Data Protection Act

We must;

- Only collect information that we need for a specific purpose.
- Keep it secure.
- Ensure it is relevant and up to date.
- Only hold as much as we need, and only for as long as we need it.
- Allow the subject of the information to see it on request.

Complaints Procedure

All parents/carers are entitled to see the Special Educational Needs and Disabilities Policy on request. Should any parent/carer be dissatisfied with the school's effort on behalf of their child, they will be invited to discuss any issues with the Head Teacher and the other SENDCOs.