



Special Educational Needs and disabilities **(SEND) Policy**

Date Ratified	Review Date
September 2016	September 2017

Revision History

Date of Revision	Summary of Changes	Approved	Approved



This policy reflects the new SEN Code of Practice, September 2014.

At Mossley School we are fully committed to promoting inclusion of all children, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is important.

AIM

Our aim is to raise the aspirations of and expectations of all pupils with SEND. In striving to do so, the school provides a focus on outcomes for the children, to enable them to become global citizens and make a positive contribution to society.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice 2014.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for SEN.
4. To provide a Special Educational Needs Coordinator (SENCo) who will work with the SEN inclusion policy.
5. To provide support and advise for all staff working with SEN pupils.
6. To ensure that the pupil and their family are at the centre of all we do.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The Code of Practice describes four broad categories of need, as follows

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

The purpose of identification is to plan what action the school needs to take to ensure that all pupils achieve academic success and reach their full potential.

At Mossley we identify the needs of pupils by considering the needs of the whole child, taking a values based approach to education.



There are several factors that are identified as barriers to attainment and progress but are not necessarily SEND. These may include;

- Disability
- Attendance and punctuality
- EAL (English as an additional language)
- Being a looked after child (LAC)
- Being in receipt of Pupil Premium grant
- Being a child of serviceman/woman

In addition, identifying behaviour itself is no longer an acceptable way of describing SEND. We look for the underlying causes of this behaviour and respond to these identified needs.

A GRADUATED APPROACH TO SEN SUPPORT

The class teacher is a teacher of ALL pupils who provides opportunities for all through Quality first teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants.

This high level Quality First teaching differentiated for individual pupils is the first step in responding to pupils who may have SEND. Additional support cannot compensate for a lack of good teaching. Pupils are only identified as having SEND if they do not make adequate progress once they have had targeted good quality personalised teaching adjusted to their areas of weakness.

At Mossley we make regular assessments of progress for all pupils. These assessments help us to identify pupils that are making less than expected progress given their age and individual circumstance. This can be characterised by progress which:

1. Is significantly slower than that of their peers starting from the same baseline
2. Fails to match or better the child's previous rate of progress
3. Fails to close the attainment gap between the child and their peers
4. Widens the attainment gap

All of this requires the class teacher to have a high level of understanding of SEND and what adjustments to make that are additional to and different from the rest of the class. The quality of teaching is regularly checked by SMT through classroom observations. In addition the SENCo delivers in house training for all staff to ensure their knowledge is up to date.



How do we decide?

The class teacher and the SENCo will gather information from within the school about the pupil's progress using formative assessments as well as teacher assessments. For more complex needs we would seek specialised assessments from external agencies.

In this process the child and the parents are involved to help build a picture of the whole child. Once we have the whole picture then the team around the child plans the interventions and support needed to move the child forward. These interventions are timed and have clear success criteria. Once the intervention has been delivered then the team get together to assess progress. If progress has been made then the child may come off the cycle. However if progress hasn't been made then the cycle starts again with different strategies.

Managing pupils needs on the register.

Any child that we feel is not making expected progress has a provision grid. This records the specific adjustments needed to help remove any barriers to learning. For pupils who are still not making expected progress then a provision map is started outlining all the additional support needed. In addition a SEN support plan will be put into place. The class teacher is responsible for evidencing progress according to the outcomes described in the plan.

The plan is reviewed termly with the team around the child. If the child is receiving 12 hours of intervention and is still not making expected progress then it may be necessary to apply to the local authority to request an Education And Health Care Plan (EHCP).

Supporting pupils with medical conditions.

Please follow link to our schools policy:

<http://www.mossleyce.cheshire.sch.uk/>

Training and resources.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils all staff are encouraged to undertake training and development.

The SENCo carries out staff audits to identify the training needs of staff. Half termly staff meetings are planned to deliver this training which may involve outside professionals as well as the SENCo delivering it.



The SENCO regularly attends local cluster meetings to keep up to date with local and national initiatives as well as to enhance their own CPD.

Storing and managing information

All records kept on children with SEND are stored in a locked cupboard. Records of pupils that have left school are passed onto their respective schools

Further policies.

All the following policies which link to this policy can be found on our website:

Accessibility Policy, Anti Bullying Policy, Complaints Procedure Policy. In addition further information to support families can be found on the SEN section of our website including the Local Offer.

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Review Date : September 17



Mossley CE Primary