



**Moira Primary School**

*Learning Together*

# **Special Educational Needs & Disability Policy 2025-2026**

*Statutory Policy*

This policy is revised every year and was agreed by the Governing Body of Moira Primary School  
in December 2024 and will be reviewed again in December 2025

Signed: \_\_\_\_\_ Chair of Governors Date: \_\_\_\_\_

## **COMPLIANCE**

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

- Children and Families Act 2014
- Health and Social Care Act 2014
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

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 (2017) 'Supporting pupils at school with medical conditions'
- DfE (2024) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'

This policy has been created by governors in consultation with staff, pupils, parents of Moira Primary School.

It should be read in conjunction with:

- Admissions Policy
- Equal Opportunities Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- One-to-one Tuition Policy

- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- EYFS SEND Policy
- Exclusion Policy
- Behavioural Policy
- Accessibility Plan

***All children have a right to learn.  
For some children this will be more difficult than for others.***

Moira is a mainstream primary school, committed to developing an environment where children are nurtured to develop positive pupil relationships with both teachers and peers in a supportive environment where every child's unique characteristics are regarded as essential to the planning of learning and development curriculum opportunities to ensure they feel happy and safe, have every opportunity to flourish, feel included in every aspect of school life and achieve their highest potential.

We aim to meet each child's requirements, making necessary adjustments to the curriculum and taking into account individual needs and wishes. Consultations are held with children, parents and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adjustments made are tailored to the individual child. Individual progress is the main indicator of success.

We pride ourselves in our inclusive practice: every child is valued. Every child is an individual with a personality, needs and interests. We believe in the right of every child to feel safe and to enjoy their school experience – thus developing the whole child, academically, socially, physically morally, emotionally and spiritually.

*High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.*

*SEN Code of Practice (2014: Para 1.24)*

**Through our SEND policy we aim to:**

- Provide the highest possible standard of education for all pupils
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
- Ensure all pupils have every opportunity to achieve their full potential

**We will achieve this by:**

- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
- Ensuring early identification of those with special educational needs
- Ensuring all class teachers are well trained and equipped to support different additional needs
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

- Listening to pupils and parents, working in partnership with them, respecting their views and concerns
- Building capacity within the school to recognise and support a wide range of need on a day-to-day basis
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which meets needs, is value for money and leads to good outcomes.

At Moira Primary School, the Special Educational Needs Co-ordinator, known as SENDCO, is **Mrs Rebecca Hobbs**.

The SEND Governor is Mrs Becky Cain.

Contact details: 01283 217450 or email [office@moira.leics.sch.uk](mailto:office@moira.leics.sch.uk)

This policy can be accessed through the school website ([www.moira.leics.sch.uk](http://www.moira.leics.sch.uk)) or as paper copy, if requested, from the school office.

## **Aims and Objectives of this Policy**

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of SEND policy and practice in this school are:

- enable all children to have full access to their school curriculum and school life
- To reach high levels of achievement for all
- develop self-esteem and promote positive self-worth in all children
- To be an inclusive school
- recognise an individual's strengths and interests and promote these, by providing a wide range of provisions
- To ensure that students are provided with high quality teaching to enable their learning to progress
- To carefully map provision to ensure that staff and resource deployment lead to positive outcomes for all pupils
- To regularly review and evaluate children's progress, as part of the Graduated Approach, assess, plan, do, review cycle (Graduated Approach outlined in the SEND Code of Practice)
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To provide curriculum access for all pupils
- To share a common vision and understanding with all stakeholders
- To provide an environment where children feel happy and secure, to ensure that they are able to share their opinions and know that their voices will be heard in accordance with the school's well-being policy
- To build on our inclusive practice in partnerships we develop with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

## **Our guidance and legislation**

We work collaborative as a whole school community with all our staff members and governors to ensure that we are meeting the needs of all our pupils including children with SEND. 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, this could be because they have a significantly greater difficulty in learning than the majority of others of the same age or if a child has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools'. (Special Educational Needs and Disability (SENDO) Code of Practice)

## **The Local Offer**

The Local Offer is a website, Facebook page and Directory of support available to children and families of children with SEND. It is organised by the Local Authority and provides an opportunity for children, young people and their families to share their views on the support and guidance need in our local area.

## **Roles and Responsibilities**

All staff have a responsibility for maximising opportunities and achievements for all learners – specifically, all teachers are teachers of pupils with special educational needs. All staff are fully aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is always shown towards all pupils. This policy outlines principles and practice.

## **SENDCO**

The SENDCO has responsibility for;

- The day-to-day operation of the school's Special Educational Needs and Disability Policy
- Advising class teachers

- Liaising with external agencies including, educational, medical, social and voluntary services
- Drawing up and revising the school's Provision Maps on a termly basis
- Alongside the Inclusion Leader, deployment of Learning Support Assistants, Teaching Assistants and HLTA's to meet the requirements of the provision maps
- Monitoring effectiveness of support programmes and services
- Ensuring parents are fully involved in positive outcomes for their children's learning
- Implementing a programme of annual review
- Overseeing records of all children with SEN
- Liaising with relevant schools to ensure smooth transition between phases and places of education
- Liaising with SEND governor and keeping abreast of national/local developments through network meetings and relevant training

### **Class Teachers**

Teachers are responsible and accountable for the progress and development of pupils in their class at all stages of SEND support. At all stages, teachers work to develop independent, confident learners. They are responsible for managing support staff and resources in their class and liaising with parents.

### **Governors**

Our Governing body is responsible for and dedicated to promoting and supporting children with SEND and ensuring that this SEND policy is implemented effectively. Further to this our SEND Governor, Becky Cain, ensure that our SEND provision and policy is evaluated, reviewed and that all of our pupils with SEND are fully involved in school activities. The Governing Body endeavours to ensure the best possible provision for Special Educational Needs at Moira Primary School. All governors understand their duty of care.

The SEND Governor has responsibility to:

- assist and advise the governing body on fulfilling its Special Educational Needs and Disability responsibilities
- ensure children with Special Educational Needs and Disabilities are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
- ensure budget allocation takes account of staffing, training, resourcing requirements for individual children
- be aware of the implementation and effectiveness of the school's policy by monitoring for example:
  1. The existence of accurate and up to date record keeping, including achievements
  2. The number of review meetings held at least termly for SEND pupils
  3. Feedback from pupils, parents and staff
  4. The standards and progress of pupils with SEND
  5. Awareness of the nature of needs and the demands these make

### **Training and Resources**

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENDCO as well as external agencies, where appropriate.

Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

Mental health will be a key consideration for all training that the SENDCO participates in, along with any training that staff are given.

All staff will receive ongoing, relevant training. Training will cover (but not be exclusive to) the following:

- Identifying SEND in pupils
- Liaising with the school's SENDCO
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Restraining techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development

### **Promoting mental health and wellbeing**

Social, Emotional and Mental Health (SEMH) is monitored closely at Moira and the school staff are all aware of the legacy that COVID19 has had on wellbeing and are trained in how to support. Children are given support in the form of regular individual sessions with a trained adult staff (ELSA), small group wellbeing sessions and, regular whole class discussions. The curriculum for PSHE will focus on promoting pupils' resilience, confidence and ability to learn. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. A child psychologist will be available where a pupil requires such services.

Where appropriate, the school will support parents in the management and development of their child. Peer mentoring will be used to encourage and support pupils suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee.

When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can. For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- An IHP. All schools must comply with the statutory duty of caring for pupils with medical needs.
- Providing professional mental health recommendations, e.g., regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

The school will also consider whether disruptive behaviour is a manifestation of SEMH needs. The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

### **Monitoring and Evaluation**

Pupils' progress is monitored using standardised tests as well as teacher assessment and small steps trackers. Upon entry to the school, all pupils' attainment is measured against a variety of induction materials designed to give the class teacher the best possible indication of pupils' needs. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interviews. Interventions are evaluated for their effectiveness and value for money. Parent and pupil surveys,

administered annually, feedback on reports and at parent's evenings, and SEND review meetings, inform our work. Pupil voice is gathered through interviews, surveys, school council and pupil committee meetings.

### **Complaints**

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues this should be referred to the Head teacher, who will try to resolve the matter and can advise on formal procedures for complaint. The school's complaints policy can be found on our website or a copy can be obtained from the school office. At all stages parents are able to seek advice from Parent Partnership Service.

### **Inclusion**

Our school is a nurturing and inclusive school. We aim to make all pupils feel included in all our activities and make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

### **Anti-Bullying**

At Moira we promote mutual respect among all our pupils and staff. Pupils are given opportunities to voice any concerns to adults and any form of bullying is taken very seriously and will be dealt with as per the behaviour policy.

### **LAC (Looked After Children)**

The needs of LAC or previously LAC are considered carefully and on an individual basis at our school and pupils will receive support and guidance as outlined in the LAC policy.

### **Equality Statement**

At Moira Primary School, we seek actively to encourage equity and equality through our work. No gender, race, creed or ethnicity will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes under any of the above headings will always be challenged.

## **Supporting Children with SEND – A Graduated Approach to Support**

All staff have a responsibility for maximising opportunities and achievements for all learners – specifically, all teachers are teachers of pupils with special educational needs. **Quality First Teaching is an entitlement for every child.** All staff are fully aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines our principles and practice.

### **Through our SEND policy we aim to:**

- Provide the highest possible standard of education for all pupils
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
- Ensure all pupils have every opportunity to achieve their full potential

### **We will achieve this by:**

- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
- Ensuring early identification of those with special educational needs

- Ensuring all class teachers are well trained and equipped to support different additional needs
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns
- Building capacity within the school to recognise and support a wide range of need on a day-to-day basis
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which meets needs, is value for money and leads to good outcomes.

### **Involve ment of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and work with others to set new targets
- create One-page profiles

In addition, pupils who are identified as having SEND are invited to participate in:

- Support Plan / Individual Education Plan reviews and setting of Individual Education Plan targets
- Regular meetings with named adults
- Working with learning and behaviour mentors
- Nurturing groups
- Annual reviews

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Making parents and carers aware of the Parent Partnership services. This information will be included in the school's prospectus and at meetings with parents at an individual level; providing all information in an accessible way

### **Monitoring Support**

Children, who are falling behind their peers and therefore causing concern, will be **monitored** by teachers and adjustments to the curriculum will be made. Discussions will take place with the SENDCO and at this

stage, children will not be formally placed on the school's SEND register, but will be listed as 'M' on the register for monitoring. Assessment for learning, attention to learning styles, preparatory and over-teaching will resolve many issues for learners. High quality teaching differentiated for individuals is the first step in responding to pupils who may have SEN. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

## **Identifying Special Educational Need**

At Moira, we are committed to each pupil and their families and whilst we may be able to identify areas of special educational needs and make provisions to support children with these, we cannot provide or offer diagnosis. We will however support families with this process, should it be required and work alongside other educational and/or healthcare professional.

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term.

If a parent/carer has a concern regarding their child's development this should be discussed initially with the class teacher who will then discuss this with our SENDCO. Should a child's needs be persistent and require further support the class teacher will complete a 'SEND Initial Concerns Form' which would be discussed with the parents and a decision made to potentially to add the child to our SEND register.

At Moira Primary School, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

Any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house testing and assessment
- Pupil tracking

## **Definition of Special Educational Needs**

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age and require additional and extra support
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

### **Communication and interaction**

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENDCO will work with pupils, parents and language and communication experts (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

### **Cognition and learning**

Pupils with learning difficulties may require support – the school will offer learning support in line with its One-to-one Tuition Policy.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The SENDCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.

The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will closely monitor pupils of concern and put in place mentorship and ELSA support. School will keep close contact with families and relevant professionals where necessary to support pupils with these difficulties.

## **Sensory or physical needs**

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism
- Tattoos and piercings

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEND issues.

## **School SEND Support (Stage 1)**

Where a child is not making sufficient progress, the class teacher will make adjustments / adaptations to the curriculum offer to enable the pupil to learn more effectively. Whatever the level of difficulty, the key test of how far the learning needs are being met is whether the child is making expected progress.

Expected progress can be defined in a number of ways:

- Closes the gap between the child and peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting from the same baseline but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's attitude and behaviour for learning

Teachers will identify the specific support needed to address the pupils' weaknesses and an **Individual Education Plan** will be designed with input from the SENDCO, class teacher, parents, pupil and any other staff or external professionals involved. This plan will consist of 3-5 small, step, measurable, achievable targets with details of the type of support to be implemented. **Pupil progress against these targets will be monitored by the class teacher and reviewed at termly meetings, to be arranged by the child's class teacher** at least once per term.

### **The Individual Education Plan (IEP): enables us to:**

Plan strategically to meet pupils' identified needs and track provision;

Audit and evaluate how well our provision matches the needs of pupils;  
Demonstrates how our staff are utilised:  
Inform parents and external agencies on provision and resource implementation

The SENDCO and outside agencies will also be involved when appropriate. At this stage support is devised and delivered by school staff using formative assessments and early assessment materials and is known as *School Support*.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence about a child who despite receiving adjustments and adaptations to the learning opportunities:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

## **School Support**

Should a child fail to make progress, despite quality teaching and targeted interventions over a period of time, it may be necessary to apply for additional funding to secure further support. We will use appropriately qualified personnel from 'outside agencies' to make assessments and inform further action. Examples of outside agencies could include (but are not limited to) Speech and Language Therapists, Autism Outreach specialists, Educational Psychologists or Dyslexia consultants. Where the school recognises that there may be a significant cost to the school to secure support for the child, due to significant and sustained learning issues, the child's Individual Education Plan will be reviewed in consultation with parents and all those involved in the child's education and welfare. An application may be made to the Local Authority for additional funding.

## **Types of additional SEND Funding**

Where it has been decided that an application for additional funding is necessary, there are two separate types of funding that could be applied for:

***SEND Intervention Funding (formerly known as top up funding)*** This is funding that is agreed for a short term, usually one or two years. This type of funding is to enable school to provide additional support for children who require support in the immediate time frame but who may not require an EHCP.

***EHCP Education Health and Care Plan*** In some cases, children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an 'Education, Health and Care Plan', which will be drawn up in consultation with parents, child and services. This plan outlines outcomes for the child, the support that they will receive and the funding that will be associated with the plan, which the school is responsible for managing. This will be reviewed annually and will last for the duration of a key stage. At the end of each key stage, need will be reviewed and considerations of age and the next stage of development taken into account when planning provision.

## **Specialist SEND Support (*School Support Stage2*)**

Where a child continues to have difficulties, despite quality support, advice will be sought from external services. This stage is known as **Specialist Support** and involves outside agencies in advising and/or working to assess the nature of the need and helping plan more specific support. It will be important to record all external advice and support received – this will be kept in the child’s file and copied to the SENDCO. This stage continues to be known as ‘school support’.

*Refer to Appendix A for a summary of graduated support.*

### **Supporting Children and Families**

We listen to and act upon the concerns of parents. All staff are alert to the pressures that parents and families may be under because of a child’s needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the Parent Partnership Services available as part of the LA Local Offer and keep our school website up to date with relevant information.

The views of the child with SEN will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are.

Further information can be found on the LA website ([www.leics.gov.uk](http://www.leics.gov.uk)) about the Leicestershire Local Offer, which outlines service provision in the county and support available to parents and children with SEND.

### **National Tests**

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENDCO, and class teacher will make the necessary arrangements in line with statutory guidance.

### **Transition**

Open parent sessions enable parents to keep abreast of the work their children are doing and give a chance to familiarise themselves with methods and standards. Parent’s evenings and regular informal contact through an ‘open door’ policy provide good opportunities for parents and teachers to talk informally. End of Year reports also provide useful information for the child’s next class teacher.

Children transferring to High School have a planned transition programme. Less confident children are accompanied to the High School by a member of the support staff for a planned programme of additional induction. SENDCOs liaise and records are passed on.

Children entering school at 4+, visit the school on a number of occasions prior to the beginning of the new school year. Parents meet the teaching team and pass on information relevant to the development of their child. Pre –school providers involve the SENDCO and class teacher in pre-school meetings for children causing concern.

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.

### **Managing Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under

the Equality Act 2010. Some children may also have special educational needs and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

At Moira Primary School, we support children, where possible, with medical conditions. Staff will be trained as need arises.

Refer to policies for Health & Safety, Inclusion & Accessibility, Accidents, First Aid & Administration of Medicines, in School

### **Admission Arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The LA is the admitting authority for Moira Primary School. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions

### **Facilities for Pupils with SEND**

The school complies with relevant accessibility requirements, with plenty of space for small groups and individual withdrawal sessions. The buildings can be accessed by wheelchair users and the main building includes a toilet for disabled, changing and shower facilities. Staff are highly trained and have experience of working with a wide range of agencies. The accessibility plan is updated annually and is available from the website.

**SEND Graduated Support Provision**

<b>Stage of Support</b>	<b>Monitoring</b>	<b>School SEND Support / Specialist Support</b>	<b>Additional Funding (SEND Intervention Funding)</b>	<b>Education, Health and Care Plan</b>
<b>Nature of Support</b>	Quality First Teaching / additional support using school's resources	This may be advisory or direct input with the pupil It may or may not require some level of funding from the school	Additional funding can be applied for against set criteria outlined by the local authority. This funding enables further support to access the curriculum due to a pupil's significant and sustained educational needs.	This plan considers a number of needs which include a combination of education, health and welfare/social issues. Additional funding will be available to meet the child's needs.
<b>Criteria for placement</b>	Working below age expectation Making below expected progress	Some children will go straight to this stage if they have a specific need requiring specialist advice e.g., children requiring input from Speech and Language Team or Autism Outreach. Other children will progress to this stage if they are making insufficient progress at the previous stage	Insufficient progress is being made and standards are significantly below expectation. Interventions and adaptations over time have not proven effective to promote pupil progress. Child meets the criteria specified by the LA	Where a child has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan
<b>Moving on</b>	Child will remain at this stage if making progress but still below standard	Child will remain at this stage with continued support from external agencies where appropriate.	Child will remain at this stage whilst significant modifications/support are put in place to access the curriculum. Annual review. At the end of SEN intervention funding timeline, a decision will be made to continue to an EHCP application or to move to school SEND support.	Child will remain at this stage whilst need remains subject to annual review.
<b>Criteria for exiting</b>	Child is making expected progress and attaining at the expected, or just below the expected standard for their age	When the child no longer needs specialist support or additional/extra support at school, they may be removed from School SEND Support altogether or move back to 'monitoring' if progress is as good as or better than expected	If progress is such that significant modifications and support are no longer required to enable access to the curriculum.	At the end of each key stage, the child will be reviewed and a decision made whether a plan for the next phase of education is required.

