



Mossley Primary School

Special Educational Needs and disabilities (SEND) Policy

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SEND Governor Mrs Dorothy Dentith

‘Every teacher is a teacher of every child including those with 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 ensure that all SEND children are **HAPI** – Happy, Achieving, Part of their community, Independent.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and disabilities.
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 SEND.
4. To provide a Special Educational Needs and Disabilities Coordinator (SENDCo) who will work with the SEND inclusion policy.
5. To provide support and advise for all staff working with SEND pupils.
6. To ensure that the pupil and their family are at the centre of all we do.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision to help improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

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 success in all they do.

At Mossley we identify the needs of pupils by considering the needs of the whole child. 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 adapted 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 learning 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. A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances.

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 SLT through classroom observations.

Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCO. If the support needed can be provided by adapting the school's core offer then a child might not be considered SEND or placed on the SEND register. At this stage, they are identified as having First Concerns and placed on the first concerns register. A plan is drawn up with the parents and child and delivered over a term. This begins a cycle of *assess, plan, do, review* with the child at the centre of the process. If the child fails to make the expected progress and the provision needed exceeds six hours a week then the child will be placed on the Special Needs register and a support plan will be put in place. The school will continue to seek to remove barriers to learning and put

effective special educational provision in place. A school support plan is intended to be a working document which is updated termly as more is understood about the child's SEN, including their response to interventions. The class teacher and the SENDCo 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.

Managing pupils needs on the register.

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. Usually these children need more than twelve hours of support a week. For these pupils a request will be made to the local authority to conduct a needs assessment. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

Supporting pupils with medical conditions.

Please follow link to our schools policy on our school website:
<https://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 SENDCo 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 SENDCo delivering it.

The SENDCO 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 line with the new GDPR legislation. Records of pupils that have left school are signed over to their respective secondary 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.

Reviewing the policy

This policy will be reviewed September 2026

