



Moordown St John's CE Primary School

Special Educational Needs and Disabilities (SEND) Policy

**“A Christian community where commitment to
educational excellence changes lives”**

A copy of this policy in an alternative format, such as large print or different language, may be provided on request from the school office.

Approved by:	Board of Directors	Date: 20.03.2025
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Contents

1. Aims and objectives	3
2. Vision and values.....	3
3. Legislation and guidance	4
4. Inclusion and equal opportunities	4
5. Definitions	4
6. Roles and responsibilities	6
7. SEN information report	8
8. Our approach to SEND support.....	8
9. Safeguarding	10
10. Expertise and training of staff	11
11. Links with external professional agencies	11
12. Complaints about SEND provision	11
13. Monitoring arrangements.....	11
14. Links with other policies and documents	11

1. Aims and objectives

We aim to ensure that high quality teaching is always available to the whole class to support and nurture all children in their learning and development.

Special educational provision is **educational provision which is additional to, or otherwise different from, the educational provision made generally for the children of the child's age.**

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

Our main objective is that all children with special educational needs or disabilities should reach their full potential so that they can access as much of the curriculum as possible. Other objectives include:

- To ensure all pupils experience a broad, balanced, relevant and differentiated curriculum.
- To identify and assess, at the earliest possible opportunity, all children that need special consideration to support their cognition and learning; their communication and interaction; their social, emotional and mental health; and their sensory and/or physical needs.
- That through careful planning and reviewing each child will make measurable progress in English and maths.
- That children will have access to relevant support agencies.
- That the Inclusion Leader and Special Educational Needs (SEN) team will continually update their expertise and knowledge in line with Government initiatives and local guidelines. It should be noted that at MSJ, the Inclusion Leader is the SENCO (Special Educational Needs Co-ordinator – see roles below)
- To involve parents/carers, pupils and others in developing a partnership of support enabling them to have full confidence in the strategies adopted by the school.
- To provide support and advice for all staff working with children with special educational needs or disability.

2. Vision and values

At MSJ we value the whole child and aim to nurture their spiritual, cognitive, emotional and physical sides to be the 'Blossoming Best' they can be.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for academy trusts which sets out trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Miranda O’Gara. They can be contacted through the school office via email msjoffice@st-johns.bournemouth.sch.uk or on 01202 527683.

They will:

- Work with the headteacher and SEN director to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution, make sure that all relevant information about a pupil’s SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school directors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher and deputy head teacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school’s plan for continuous professional development
- Prepare and review information for inclusion in the school’s SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school’s identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Board of Directors

The Board of Directors has an important responsibility with regards to pupils with SEND, these include:

- Ensuring that the provision for SEND pupils is made, regularly reviewed and that this is of a high standard, including those with education health and care plans (EHCPs)
- Ensuring that SEND pupils are fully involved in school activities
- Having a regard to the Code of Practice when carrying out responsibilities for pupils with SEND
- Annually reviewing and ratifying the SEN Information Report and SEND Policy
- Ensuring the school’s SEND policy and SEND information report are published on the school website
- Make sure that the school has arrangements in place to support any pupils with medical conditions

6.3 The SEND link director

The SEND link director is Nina Laing. They can be contacted through the school office via email msjoffice@st-johns.bournemouth.sch.uk or on 01202 527683.

The SEND director will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Champion the strategic development of the SEND provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link director to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Developing positive relationships with parents and carers

6.6 Parents or carers

Parents or carers are positively encouraged to contact the school if they have any concerns about their child's progress or development. We value the key role parents play in the education of their children and actively work to support this role by aiming to develop a working partnership with all parents. We see this relationship as essential if children with special educational needs are to make progress.

In addition to this general school-parental liaison, parents with children who have Special Educational Needs are encouraged to develop strategic two-way communication through both formal and informal discussions

with staff at the school to provide specific insight into their child's needs. The school will take into account the views of the parents or carers in any decisions made about the pupil.

Parents and carers should initially speak with the class teacher to share their concerns and discuss next steps. The Inclusion Leader and the headteacher are available to meet with parents at parents' evenings and at other times by appointment. They can be contacted through the school office.

6.7 The pupil

We recognise the importance of involving the child in all stages of their assess, plan, do, review cycle. Pupils will always be given the opportunity to provide information and express their views about their SEND. How their views are captured will depend on their level of maturity and understanding. They will be invited to participate in discussions and decisions about their support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

Where a pupil is identified as having Special Educational Needs or Disability, we aim to take action to remove barriers to learning and put effective special educational provision in place. At Moordown St. John's we believe that early identification, assessment and provision for children with Special Educational Needs or Disability are essential. The earlier action is taken, the more responsive the child is likely to be and the more effective the intervention is.

We also take great care to ensure that children are not mis-identified as having a special educational need. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will also be considered, such as bullying or bereavement. Staff will take particular care in identifying and assessing SEN for pupils whose first language is not English.

When needs are identified, we look first to the provision within the classroom and work with the class teacher to ensure that the provision offered matches the needs of the child.

We operate a three-tier model:

TIER One: universal provision is high quality class teaching, including things like the use of visual resources to support learning, the use of differentiated curriculum, the use of grouping, with varying levels of support from additional adults that allow them to experience regular success, an understanding of different learning needs and strengths, the use of talk partners and work buddies.

TIER Two: targeted provision is time-limited intervention at a group level. This may be in the form of a guided group within the classroom or a small group withdrawn from the classroom, planned by a teacher and delivered by a teacher or teaching assistant.

TIER Three: specialist provision is individual intervention for children who are still not making progress through tiers one and two and need specific support. **This is for children who have special educational needs.** When a child has been identified as having special educational needs, they will be added to the school's SEND register and parents will usually be informed.

Children with special needs or disability are **identified** in a variety of ways:

- Some will arrive at the school in Reception having had access to special needs support at their preschool, and in cases like this very careful transition is always carried out.
- Class teachers are continually monitoring the progress of all children in their classes and, where there is concern about a particular child, they will discuss this at the earliest opportunity with the Inclusion Leader. This may include progress in areas other than attainment; for example, wider development or social needs.
- TAs, who recognise children with a difficulty, should in the first instance go to their class teacher
- Curriculum subject leaders and other members of the Senior Leadership Team look at data and identify children not making expected progress and again these are discussed with the Inclusion Leader or at progress checking meetings.
- Progress checking meetings look at individual children's data and any concerns are highlighted and discussed at these meetings.
- Parental concerns are always listened to and acted upon.

8.2 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out an analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This support, and strategies that work for the particular child, will be recorded on the school's information systems.

3. Do

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class, the class teacher will retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

It is important to remember that reviewing is a dynamic process, not a one-off event. The effectiveness of the support and interventions and their impact on the pupil's progress will be officially reviewed in line with the

agreed date, but there may be changes made to children's plans more frequently depending on the child's needs.

This review will feed back into the analysis of the pupil's needs and the plan, so, review cycle begins again.

Then the class teacher, working with the Inclusion Leader, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil where possible.

Where a pupil has an Education, Health and Care Plan, the local authority **must** review that plan as a minimum every twelve months. Schools work with the local authority in the review process and hold annual review meetings on its behalf.

8.3 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.4 Evaluating the effectiveness of SEN provision

The work of the Teaching Assistants and the educational provision for pupils with Special Educational Needs or Disability is monitored by the Inclusion Leader through the monitoring of class plans, classroom inclusion practice, IEP monitoring and evaluation, and pupil progress monitoring.

In addition, we evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including progress towards individual outcomes on IEPs
- Regular discussion between the Inclusion leader, class teachers and teaching assistants
- Reviewing the impact of interventions
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Holding annual reviews for pupils with EHC plans
- Discussion with pupils and parents/carers

9. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group. For more details, see our Child Protection and Safeguarding Policy.

10. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The senior leadership team and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Some training is delivered to all staff to ensure they have knowledge of key areas of SEND, for example, dyslexia friendly classrooms; Autism awareness; speech, language and communication; and trauma informed and attachment needs.

Many of our teaching assistants have expertise in specific areas of SEND and have received training to develop their knowledge and skills to best support the children they work with, for example emotional literacy; writing social stories; Sound Gym speech and language programme.

Our Inclusion leader is a qualified teacher, SENCo and specialist teacher for dyslexia.

11. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist outreach teachers or support services
- Educational psychologists
- Occupational therapists, physiotherapists
- Child Development Centre – community paediatricians
- School nurses
- Bereavement counselling
- Child and adolescent mental health services (CAMHS)
- Social services including Early Help Team
- Hearing and vision support services
- BCP SEN team
- Bringing Schools Together (BST) Trust schools

12. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise these informally with the class teacher or year leader. We will try to resolve any concerns at this stage, in the first instance. If it is not resolved at this stage, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made according to our Complaints policy.

13. Monitoring arrangements

This policy will be reviewed by the Inclusion leader **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full board of directors every 3 years.

14. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Positive behaviour policy
- Equality policy
- Supporting pupils at school with medical conditions policy
- Attendance policy
- Child protection and Safeguarding policy
- Complaints policy

15. POLICY RATIFICATION AND REVIEW

This policy has been carefully considered and ratified by the Board of Directors at its meeting on 20 March 2025. This policy will be reviewed on an annual basis, with the next review taking place during February 2026. Unless there are substantive changes, it will next be approved by the Directors in February 2028.

However this will be brought forward should changes in protocol be recommended by the Department for Education, the Local Authority or the Diocese.

Signed:



Date: 20.03.2025

Mr Andy Swain, Chair of Board of Directors