

Special educational needs and disabilities (SEND) policy



Moulsham Infant School

Reviewed: May 2025

To be Reviewed: May 2026

1. Vision for Moulsham Infant School SEN provision

At Moulsham Infant School we are committed to ensuring all pupils have the opportunities to thrive and reach their full potential. We are committed to creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

2. Aims and objectives

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

- Provide a caring whole-school environment within which all children can learn and develop;
- Ensure that the contributions and achievements of all children are valued and celebrated, so that all children experience the success which is essential for developing self-esteem;
- Ensure the involvement of all staff in maintaining high expectations for all children and responding to the needs of all children;
- Work in a person centred way with parents/carers so that they are able to play their part in supporting their child's education and aspirations;
- Ensure that the child is involved in the planning and reviewing of his/her progress
- Ensure that all children have access to a broad and balanced curriculum, understanding that this will be delivered based on children's needs and abilities

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 governors/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 Moulsham Infant 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. Class teachers continuously monitor the impact of any intervention on children's access to the wider school curriculum.

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. The school uses the Essex Banding Matrix document to ensure these judgements are consistent across the school. The school and the Banding Matrix document recognises that some children may require additional support during their school journey and that this may be at the universal level therefore not mean that a child is identified as having SEN.

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 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	
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.
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: literacy difficulties, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none">• Mental health difficulties such as anxiety, depression or an eating disorder• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder• Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none">• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment• A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Mrs Lindsey Patterson. Mrs Patterson is in school Monday-Thursday and she can be contacted via the school office on 01245 352742.

The Senco will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school, produce the school's SEN information report and any make updates to this policy
- 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 or facilitate professional guidance and training to colleagues (alongside the CPD lead) and work with staff, parents, and other agencies to make sure that pupils (SEN, Teacher Aware, EAL, PP) receive appropriate support and high-quality teaching in line with the Ordinarily Available Inclusive Teaching Framework
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, relevant services, the local authority and its support services
- Liaise with pupil's next providers of education, ensuring a smooth transition and all relevant information is shared
- Work with the headteacher and school governors to make sure the school meets its statutory duties including the 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

6.2 The SEND link governor

The SEND link governor is Ms Liz McCullogh.

The SEND governor 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
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for making sure the school meets its statutory duties, including the responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for the provision and progress of learners with SEND (Including Teacher Aware) and EAL, including monitoring the school's notional SEND budget and any additional funding allocated by the local authority to support individual pupils

6.4 Class teachers

The SEND Code of Practice says that every teacher is a teacher of SEN: *High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. (6.37)*

Each class teacher is responsible for:

- The progress and development of every pupil in their class, providing high-quality teaching that meets all pupil needs
- Working closely with learning support assistants, learning mentors or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Senco to review each pupil's progress and development, deciding on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers in regards to their child's progress and wellbeing, listen to the parents'/carers' concerns and signpost them towards support on the school website

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. The Senco is responsible for this.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

Children may be identified at any time in their school journey as requiring additional support. Their needs may come to light in many different ways. Reasons for concern may include the following:

- A child is not making the expected progress against national benchmarks or their peers;
- Progress in specific areas does not match known levels of cognition and competence;
- Parents express concerns over progress or behaviour/welfare of their child;
- Referrals, medical conditions or physical or mental health is creating a barrier to learning.
- Previous settings have identified a SEND need

At Moulsham Infant School, we use the Essex Banding Matrix document to identify the level of intervention and support needed this may be at the Universal Class Support level, Sen Support level or EHCP level.

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 be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

Below is the process by which any potential SEND needs are identified.

The class teacher logs their concerns or that of the pupil's parent/carer on cpoms stating in what areas the pupil's needs fall outside of Band A Universal (Essex Banding Matrix)



The Senco may then observe the pupil or complete an assessment as appropriate, advice may be given at this time regarding classroom strategies that can be used to support the pupil



Senco and class teacher will discuss if the pupil's need reaches the threshold of SEN support following the observations/assessment, if parents/carers are in agreement the pupil will be placed on the school's SEN register if need is banding B-G (Essex Banding Matrix)

*Through one plan cycles pupil's receiving School Support (Band B) will be reviewed to see if their level of need remains in this category.

8.2 Consulting and involving pupils and parents/carers

At Moulsham Infant School we place the pupils and their parents/carers at the heart of all decisions made about special educational provision. When identifying whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record on CPOMs and/or one planning document. Parent/carer permission will be sought to place the pupil on the school's SEND register and the SEN privacy notice will be shared with them via the school website.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on their child's progress

Given the age of the children at our school, their views will be sought through their individual one page profile and these views will be gained by a school adult they know well. The pupil's views will be taken into account in making decisions that affect them, whenever possible.

8.3 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 a clear 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 clear 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 information will be recorded on the child's one planning document. Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

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, they still retain responsibility for the pupil. They will work closely with any learning support assistants/learning mentor/hlta, 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

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the Senco will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

Teacher Alert (Monitoring)

If a pupil is identified as 'Teacher Alert', they may be children who are under performing when compared to their peers. As such, their needs will be assessed, and adapted in-class support and targeted interventions will be devised to meet their needs. The interventions will be delivered in blocks and initial and final assessments will be undertaken to monitor progress. Progress will be reviewed at the end of each cycle and further support will be given in cases where progress continues to be slow. The class teacher will report progress to parents at parents evening meetings in the Autumn and Spring terms. The class teacher will also liaise with the Senco if they and/or parents feel that the child would benefit from further support. The Senco will then take the lead in further assessments of the child's needs, including referrals to multidisciplinary teams. These pupil's needs would be identified as Universal support (Band A) on the Essex Banding Matrix document.

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 as soon as possible. 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. These pupil's needs would be identified as SEN K support (Band B) on the Essex Banding Matrix document.

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 they will receive Top Up funding from the local authority. On the census these pupils will be marked with the code E. These pupil's needs would be identified as High Needs Top Up Funding support (Band C-G) on the Essex Banding Matrix document.

In addition to the above, some children may receive Individual Pupil Resourcing Allocation funding for their transition to the school or to support identified medical needs. This funding needs to be applied for by the school and agreed to by the local authority.

8.5 Evaluating the effectiveness of SEN provision

Class teachers and the Senco monitor the progress of all children with SEND through analysis of attainment data, observations, progress at interventions and discussion at one plan meeting. The data is shared termly with the wider Senior Leadership Team at Pupil Progress Meetings and all members of the Senior Leadership Team have access to the updated one plan and annual review documents on the school server.

In addition, the Senco meets regularly with the SEND link governor to discuss the school's provision, parent's views are sought through the one planning process, pupil's views are sought through one page profiles and pupil surveys. The Senco will also monitor the provision within the school for individual pupils.

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support. Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. 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 of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our child protection policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher, CPD lead 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.

12. 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 teachers or support services
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or pediatricians
- School nurse and the School Nursing team
- Child and adolescent mental health services (CAMHS) including the Mental Health Support Team
- Education welfare officers
- Social services

13. Admission and accessibility arrangements

Children with additional educational needs are considered for admission on the same basis as children without those needs. When the school receives consults from the local authority to be named on a child's EHCP the school are asked to respond to their ability to met the child's needs through a formal consultation notice under the Children and Families Act 2014 (sections 39 and 40).

The school's accessibility plan can be found on the website and it ensures all pupils can thrive at our school. The plan ensures that SEN and disabled pupils are prevented from being treated less favourably than other pupils and includes a variety of steps that the school has taken.

- Physical adaptations to the environment including ramps, handles in the toilets
- The provision of auxiliary aids and services including radio aids
- Reasonable adaptations to the school day including movement breaks and chunked learning
- Sensory adaptations to the school day and uniform

14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. If matters are still causing concerns parents should contact the Senco and if appropriate a meeting between the Senco, parent and class teacher will be arranged. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns or if the concern is significant in the first instance, parents are welcome to follow the school's complaints policy on the school website.

15. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The Essex local offer
- Accessibility plan
- Relationships & Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Compliments, concerns & complaints policy & procedures