

TMPF

Special Educational Needs

and Disabilities (SEND)

Policy

2025

Implementation date: Autumn 2025
Review date: Autumn 2026

This policy is applicable for all Trust schools in The Moorlands Primary Federation (TMPF):

Bishop Rawle C.E. Primary School
The Valley Primary School
Hollinsclough C.E. Primary Academy
Great Wood Primary School
Manifold C.E. Academy
St. Werburgh's C.E. Primary School
Dilhorne Endowed C.E. Primary School
Talbot First School
St. Peter's C.E. First School
St. Bartholomew's C.E. Primary School

TMPF Values: Trust; Mindful; Peace; Friendship.

From this point onwards the above schools will be referred to as the Trust or TMPF.

This Special Educational Needs and Disabilities Policy is written to comply with the Children and Families Act 2015 and its SEND Code of Practice, together with the Equality Act 2010.

Philosophy

All children benefit from 'quality first teaching'. This means, teachers deliver a broad and balanced curriculum to all children at their level. Staff will continually assess each child's knowledge and understanding and ensure they receive an appropriate curriculum so that they can make progress in their learning. In addition, staff may deliver focused interventions to support and enable our children to make specific progress in their areas of need.

We aim to have good and informative relationships with all of our parents/ carers and engage in dialogue in regard to their child's needs. If a child is experiencing difficulties, parents/carers will be informed either at Pupil Consultation meetings, in termly reports, or during informal meetings to discuss the child's progress. It *'should never come as a surprise'* to a parent to learn that their child is being identified as having a Special Educational Need or Disability.

Parents/ carers may also ask staff to look more closely at their child's learning when they have questions or concerns. We listen to and look into all parental requests in relation to enquiries. Frequently, the concern can be addressed by quality first teaching, reasonable adjustments and parental/ carer support. Following staff enquiries, review of performance and subsequent focussed interventions, if a child does not make expected progress and is considered to meet the criteria set out in the **SEND Code of Practice**, then the child may be placed on the school's SEND register.

Once the child has been identified as requiring a place on the school's SEND register, staff will work with parents/ carers and children to ensure that they consider the child's own views and aspirations and the parent's/ carer's experience of, and hopes for, their child. Parents/ carers are invited and/ or consulted at every stage of planning and reviewing SEND provision for their child.

Working with parents, carers and external partners

Parents/ carers are consulted in discussions regarding the reviewing of SEND provision for their child and any subsequent IEP targets will be shared. Parents/ carers can ask questions or raise concerns at any time and staff will review the provision. The Trust works with a range of external agencies (see page 6). The Trust signposts families to Staffordshire's Local Offer and offers support, where reasonable, in making EHCNA requests.

Defining SEND

The 2014 Code of Practice says that:

'A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'. (2015 SEN Code of Practice: 0 to 25 Years)

Categories of Need:

Communication and interaction Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autism Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia and dyscalculia.

Social, emotional and mental health difficulties Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have neurodevelopmental conditions such as ASD and/or ADHD.

Sensory and/ or physical needs Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate

over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/ or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Some children may find it hard to deal with sensory experiences, such as noise, light and touch or require additional sensory explorations to support their regulation and ability to focus. Conditions such as dyspraxia (now called Developmental Coordination Disorder) is an example.

Our **objectives** for the Special Educational Needs & Disabilities Policy are in line with The Moorlands Primary Federation's (TMPF) values and revolve around:

- Provide a caring environment where pupils can learn and develop towards their full potential;
- All pupils will have access to a broad, balanced, adapted and differentiated curriculum;
- Each school values the contributions and achievements of all pupils; all children will experience success;
- Staff having high expectations and standards for all children, responding to individual needs where necessary;
- Seeing all pupils as individuals with differing interests, knowledge and skills;
- Recognising that support is an entitlement for all children who may need it, rather than a special addition to their education;
- Working in partnership with parents/ carers;
- Working with the Trust Board to enable them to fulfil their statutory monitoring role with regard to this policy for children with SEND;
- Involving external support agencies, where appropriate, to support the need of individual pupils;
- Ensuring that all staff have access to training and advice to support quality teaching and learning for all pupils;
- Children with a SEND being identified and supported;
- Monitoring the progress of every child at pupil progress and pupil performance meetings;
- All children listed on the school SEND register having a bespoke, effective Intervention Education Plan (IEP).

Identification and needs determined

Through assessing and planning, the teacher will define what the pupil is expected to learn. Once the learning objectives are defined, a class teacher can seek advice from the school-based Welfare Co-ordinator (or other colleagues) on strategies which might be used to help the child achieve the learning objectives.

All those who teach a pupil with SEND will be informed of that child's particular needs by the previous class teacher/ Learning Support Assistant and Welfare Coordinator. Where there is essential information or a pupil requires significant adaptations or management different to that normally given to other pupils, the welfare coordinator and the class teacher responsible for that child, will ensure that all who are likely to come into contact with the pupil are appropriately informed.

Regular Pupil Progress meetings (usually termly) take place in which staff discuss all children, their well-being and learning during the previous term. Any information regarding children with SEND is passed to the school's Welfare Coordinator/ SENDCo.

Stages of assessment:

Monitoring Stage

Officially there is no statutory stage for monitoring under the Code of Practice, but TMPF schools maintain a 'monitoring stage' so that early identification of special needs may be monitored and addressed.

The class teacher will:

- Identify that a pupil whose development, learning and progress are causing concern.
- Consult with the Welfare Coordinator/ school leadership and possibly meet with the pupil/ parents.
- After a period of time monitoring the child's development, learning and progress, parents/ carers should be updated.
- Collect relevant information about the pupil, which may include observations, assessment information, samples of work, data etc.
- Ensure the child receives an adapted and differentiated curriculum that meets their needs.
- Continue to regularly monitor and review the learning and progress of the child.
- In agreement with the Welfare Coordinator and school leadership, plan for the continuation, or removal from the monitoring stage or progress to the child being listed on the school's SEND register and production of an Individual Educational Plan (IEP).

SEND register

The class teacher/ teaching and learning team (supported by the Welfare Coordinator, if necessary) will:

- Write an IEP in consultation with parents/ carers and pupil (if appropriate) and ensure the Welfare Coordinator has a copy and school leadership and parents/ carers have sight of the plan when requested.
- The class teacher will ensure that any relevant SEND information they may receive is passed on to the Welfare Coordinator, school leadership and parents/ carers (where appropriate).
- Ensure classroom support is utilised where possible/ available so that the IEP targets can be met.
- Discuss strategies and teaching techniques and the efficient use of resources for assisting with the implementation of the IEP with colleagues, seeking support when appropriate.
- Monitor and review the development, learning and progress of the child using the 'Assess, Plan, Do, Review' (ADPR) process as stated in the SEND Code of Practice.
- Keep parents/ carers regularly informed about their child's development, learning and progress, for example through termly updates or at other appropriate points in the plan.
- At the end of the IEP, conduct a review in consultation with the Welfare Coordinator, school leadership and parents/ carers to decide on the next course of action.

The class teacher, teaching and learning team and Welfare Coordinator (where necessary) will also:

- Review the use of resources and teaching strategies.
- Both during the IEP or at its end, consider and amend the plan in consultation with parents/ carers, pupils (if appropriate).
- Adapt support within the class.
- Request additional resources from the school leadership or senior leaders.
- Seek advice from the Trust SEND Leader.
- Request external support – see next.

The advice of outside specialists may be sought at all stages. Depending on the child's needs, the school-based Welfare Coordinator may liaise with a range of the following external agencies, which may include:

- CAMHS (Child and Adolescent Mental Health Services)
- Parent Partnership
- Autism Inclusion Team
- Hearing impairment support
- Visual impairment support
- District SEND/ Inclusion hub
- Educational Psychologist service
- Entrust SENIS Learning and Behaviour Support
- School Nurse service
- Educational Welfare Officer
- Outreach Support service
- Agencies for visual/hearing impairment
- SALT (Speech and Language Therapy)
- Occupational Therapy
- MIND
- Visyon
- Just Family
- Sensory Processing Assessments (Synergy Psychology)
- Other agencies as appropriate

Each Trust school has access to the Local Authority's Educational Psychology service and Entrust Special Educational Needs and Inclusion Support Service.

SEND and District Inclusion Panel

Trust schools may choose to refer children to the local SEND and Inclusion Hubs which bring local schools and partners together at regular district meetings with a focus upon the facilitation and signposting of support. We are part of the SEND and Inclusion Hubs for the Moorlands and also East Staffordshire. The school should have a clear rationale for seeking support from the local SEND and Inclusion Hub. This support should be beyond that of what can be met directly from 'quality first teaching'. Where support is offered by the SEND and Inclusion Hub, where possible schools should follow recommendations and implement strategies. For children listed on the school's SEND register and in receipt of an IEP, the plan should list these recommendations and strategies as appropriate.

Enhanced Assess, Plan, Do, Review (EAPDR)

Staffordshire has a clear framework in place for meeting SEND needs (before an Education Health and Care Plan). This is called the 'Graduated Approach'. Schools and educational settings understand this approach as the 'Assess, Plan, Do, Review' (APDR) cycle, see page 5. Nationally, it is recognised that for most children with SEND, their needs can be met in school within the schools' existing resources using cycles of the 'Assess, Plan, Do Review (ADPR)' pathway. This approach enables schools to assess what additional support the child or young person needs and refine this support through regular reviews.

However, despite this additional support, a smaller number of children and young people may require further support that is not normally available in a school or educational setting. The EAPDR pathway will build on the current model of the 'Graduated Approach'.

The EAPDR Pathway sets out a clear methodology to ensure schools and educational settings are supported to access further additional advice, support and resources in order to meet the needs of children and young people in their setting.

The enhancement is a focused APDR process that places outcomes at the centre of the work undertaken to support the child or young person and makes resources available to schools and settings so that they can meet needs quickly and effectively.

The primary purposes of the pathway are to:

- Support settings to meet the needs of children and young people in their local mainstream school.
- Ensure children and young people have their needs met earlier.
- Improve co-production in how we work with children, young people, and families.
- Improve multi-disciplinary working and partnerships.
- Improve the 'tell it once' approach by reducing duplication of information.
- To record pre-statutory interventions in a centralised document, capturing assessment and learning about the child over time, accessible by all professionals involved, along with parents / carers.
- Place holistic outcomes at the very start of the graduated approach to meeting children and young people's need.
- Ensure equity of practice across the county and place the child, young person, and family at the centre of discussions, planning and decision-making within the context of their learning environment.

Graduated Response Toolkit

Where appropriate, Trust schools may use the Graduated Response Toolkit which has been produced in line with the SEN Code of Practice 2014. The [SEND Code of Practice \(2014\)](#) provides statutory guidance on duties, policies and procedures relating to part 3 of the [Children and Families Act 2014](#) and associate regulations.

There are two main purposes for this Graduated Response Toolkit:

1. To provide guidance to schools regarding meeting the needs of children/ young people with SEND at the Graduated Response level of The SEND Code of Practice.
2. To provide guidance to the Local Authority to aid decision-making for Education Health and Care Needs Assessment (EHCNA) requests.

Early Health Care Assessment/ Education, Health and Care Needs Assessment (EHCNA)

For a very small percentage of pupils: whose needs are significant and complex; the required SEND provision required to meet their needs cannot reasonably be provided from within the school's own resources; and the child has received at least two APDR cycles/ IEPs, a request will be made to the local authority to conduct an assessment of Education, Health and Care Needs. This may result in an Education, Health and Care Plan (EHCP) being issued to secure a specific tailored programme of provision across all services. This approach is considered after several cycles of support when it is clear that a child requires further support other than that provided from school resources.

Applications for EHCP are placed when the child has accessed high-quality learning opportunities/ intervention in school over time through regular attendance.

The Local Authority (LA) considers the need for an EHCP based on evidence from the school, the family and any outside agencies involved. Parents/ carers are also able to apply for a EHCP if they so wish. The Trust will offer 'reasonable' help to support parents/ carers in this application.

Children, who can access an appropriately adapted and differentiated curriculum in a mainstream school, with targeted support (through interventions), are less often assessed for EHCP. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP.

If the application for an EHCP is successful, a meeting/ telephone call with parents/ carers, the child (if appropriate) and the school, together with any health or social care professionals who are involved with the family, will be arranged. This will record the child's strengths, their aspirations, as well as the barriers they face. After all of the information is gathered, the LA will produce the EHCP, which will record the advice and decisions. Information is usually gathered from all agencies as part of the hub process rather than through calls/ meetings. Usually the information for the EHCP comes from the initial application and most recently submitted reports.

Children who have EHCPs have an annual review* (where specialists involved may be invited to attend) in line with the SEND Code of Practice. Schools will also usually review progress and provision during the year, for example, as part of termly 'Assess, Plan, Do, Review' cycles. When allocating resources, such as additional Learning Support Assistants to children, our focus is on outcomes. We aim to put in sufficient support to enable the child to reach their targets, but without developing a learned dependence upon any resource or adult. The school has a range of interventions available which are listed on a provision map.

Staffordshire and Stoke-on-Trent Local Authorities are currently reviewing their systems. This means some EHCPs have 'hours' of support listed on the plan and some have 'bands' of support which equates to a monetary value. TMPF schools will continue to work with either.

If during an EHCP review, schools state they can no longer meet the child's needs, parents/ carers may choose to apply to the LA for specialist setting provision.

**Annual reviews may be convened early*

Teaching and Learning

Children with identified SEND will receive a curriculum devised by the class teacher tailored to their needs. Teachers aim to spend time working with all children (including those on the school's SEND register) either individually or as part of a group.

Adaptations

TMPF schools are disability friendly. Adaptations to the physical environment will be made, as appropriate (and where possible), to accommodate children with physical and sensory disabilities.

All of our class rooms are inclusive and we aim to teach in a way that will support children with tendencies towards dyslexia, developmental coordination disorder (DCD), Autism Spectrum Disorder (ASD) etc. All of our children access the National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class adaptation, differentiation, curriculum content and ideas can be made more accessible through a range of visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to lunchtime and after-school activities. Where possible, we make accommodation and adaptation to meet the physical and learning needs of our children. Educational visits are part of our curriculum and we aim for all children to benefit from them. EVOLVE is used to plan educational visits and risk assessments are carried out to ensure the safety of all pupils. Schools will seek assessment of the environment for suitability and may consider requesting if the venue can make adjustments e.g. quiet spaces, early entry, reduced lighting. Sometimes adjustments may not always be possible due to the venue or type of activity.

Staff expertise

All of our teachers are trained to work with children with SEND and all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house, Local Authority (LA), or other externally provided courses, provision of books, or guidance towards useful websites.

Our Learning Support Assistants (LSAs) deliver many interventions to support the needs of *all* children. The school may seek additional expertise from the Local Authority and private companies. This includes access to the Educational Psychologist and Special Educational Needs (Learning and Behaviour) services.

Although Trust schools may identify SEND and traits relating to medical conditions, and make provision to meet those needs, we **do not** offer diagnoses. Parents/ carers are advised to contact their GP if they think their child may have a specific learning difficulty.

Children with Social, Emotional and Mental Health needs (SEMH)

If parents/ carers and school are concerned that the child may have significant mental health needs, we encourage them to ask their GP for a referral to relevant specialist support agencies. A member of staff from each school has received training in Mental Health. Within the Trust, there are a number of staff who are trained as Emotional Literacy Support Assistant (ELSA). As with other SEND, we **do not** offer diagnoses.

If the child is felt to have long-term social, emotional or mental health needs, for example, with inadequate anger management, Trust schools may offer a range of social skills/ stories or therapeutic interventions. These are generally delivered by staff who develop good, trusting relationships with the children.

Transition Arrangements

It can be unsettling for some children as they move into a new class or a new school. According to the individual needs of the child, staff will aim to make transitions between classes - including from pre-school settings as smooth as possible.

This may include, for example:

- Additional meetings for the parents/ carers and child with the new teacher.
- Additional familiarisation visits to the classroom environment.

Transition to Middle/Secondary School

Transition reviews for Year 4 and 6 pupils are normally held, where possible, in the Summer Term of Year 3 (first school) or Year 5 (primary), or the Autumn term of Year 4 (first school) or 6 (primary). The middle/secondary school SENDCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Links with other policies and documents This policy links to our policies on:

- TMPF Behaviour Policy
- Supporting pupils with medical conditions
- TMPF Safeguarding policy
- TMPF Code of Conduct
- TMPF Restrictive Physical Intervention Policy
- TMPF Attendance Policy
- Various curriculum policies

The teaching & leadership team at The Moorlands Primary Federation

Enquiries about an individual child should be addressed at first to the class teacher since she/ he/ they is/ are the person in school who knows the child best. Enquiries relating to SEND can also be made to each school's Welfare Coordinator (see list below):

Bishop Rawle C.E. Primary School – Mrs R. Love

Dilhorne Endowed C.E. Primary School – Mrs K. Gagliano/Mr C. Broome

Great Wood Primary School – Mr B. Adamson

St. Werburgh's C.E. Primary School – Miss N. Ainsworth

The Valley Primary School – Mrs C. Bould

Hollinlough C.E. Primary Academy – Mrs H. Mottram

Manifold C.E. Primary Academy – Mrs L. Proctor

Talbot First School & St. Peter's C E First School – Miss A. Kirk

St Bartholomew's C.E. Primary School - Mrs O. Pantev

Trust Special Educational Needs and Disabilities Leader - Mr B. Adamson

School leadership:

Bishop Rawle C. E. Primary School – Mrs L. Brayford (Headteacher)

Dilhorne Endowed C. E. Primary School & Manifold C E Primary Academy – Mr C. Broome (Executive School Leader)

Great Wood Primary School – Mr B. Adamson (School Leader)

Hollinsclough C E Primary Academy & St. Bartholomew's C E Primary School – Mrs K. Stanesby (Executive Principal)

St. Werburgh's C. E. Primary School – Miss N. Ainsworth (School Leader)

Talbot First School & St. Peter's C E First School – Miss A. Kirk (Executive Principal)

The Valley Primary School – Mrs C. Bould (School Leader)

Please make an appointment with your child's school office if you wish to meet with the above listed leaders - this could be face-to-face, or via telephone, or via video call.

Trustees

Trustees must have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). Trustees hold leaders to account for the SEND provision across the Trust and within each Trust school. **The Trustee with particular responsibility for SEND is Mr B. Fabi.** He liaises with the Trust SEND Leader, Executive Principals, Vice CEO and CEO as appropriate to receive updates and discuss actions taken.

Equal Opportunities

The Trust is committed to providing equal opportunities for all, regardless of age, disability, marriage and civil partnership, pregnancy and maternity, race, faith, gender identity and sexual orientation. We promote self and mutual respect and a caring and non-judgmental attitude throughout the our schools.

Complaints (see TMPF Complaints Policy)

The school works, wherever possible, in partnership with parents/ carers to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the Trust's complaints policy and procedure.

Vexatious or persistent complaints (TMPF Dealing with vexatious and/ or persistent complainants policy)

All parties should uphold high-standards of courtesy and reasonableness to avoid negative impact on children, staff, Trustees, parents and carers.

Staffordshire's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Staffordshire's Local Offer is available from the website <http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/Local-offer/Local-Offer.aspx>

Appendix 1

The Trust SEND Leader is responsible for:

- Updating the Trust and school SEND information on the Local Offer;
- Inform each school team of the hours they have been allocated from SENIS and Educational Psychologist service;
- Offering support with reviews of IEPs;
- Offering support with the application of EHCNA and reviews;
- Overseeing all records on pupils with SEND;
- Leadership of Trust SEND Network;
- Being responsible and accountable for SEND resources and sharing information with the Trust Board/ Trust Committee/ CEO / Vice CEO/ Executive Principal;
- Liaising with the relevant Designated Teacher where a looked after pupil (LAC) has identified SEND;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Working with the Trust Board and Trust Leadership Team to ensure that each school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Coordinate regular Welfare Coordinator meetings (usually termly);
- Coordinate and lead the annual update and review of TMPF SEND Policy;
- Identifying CPD for self, Welfare Coordinators and teaching and learning staff;
- Support schools during inspections;
- Offer specialist support for Welfare Coordinators and other Trust colleagues;
- Keep up-to-date with educational research and DfE guidance on SEND and disseminating as appropriate.

The school Welfare Coordinator (supported by the school leadership) is responsible for:

- The day-to-day running of the school's SEND policy;
- Liaising and advising class/ subject teachers;
- Coordinating provision for pupils with SEND;
- Supporting teachers in the writing of IEPs;
- Day-to-day management of SEND resources;
- Maintaining the school's SEND register;
- Liaising with parents/ carers of children with SEND;
- Liaising with external agencies;
- Arranging for external professionals to assess and identify pupils with SEND;
- Contributing to staff training;
- Managing and developing the roles of Learning Support Assistants, through training and performance management/ appraisals;
- Liaising with other schools and specialist settings;
- Liaising with other SENDCos and Welfare Coordinators, within the Trust and locally;
- Liaising with potential future providers of education and previous providers of education (e.g. pre-schools, previous schools if a school transfer etc);
- Regularly identify and undertake CPD;
- Read educational research into and updates regarding SEND in school;
- Actively contributing to Trust termly SEND network meetings;
- Lead and attend all school Annual Review meetings.