



Moorlands Primary School



“Anything is Possible!”

SEND Policy 2026



1. Vision:

Our vision is to be an inspiring school which has a significant role in our pupils developing into children who are academically and emotionally ready to maximise their learning and become effective citizens of a culturally enriched community.

Steps to achieving the vision:

- Evolving teaching practices which deliver new ways of learning to deliver the curriculum
- Readiness for the digital age / world
- Building of resilience
- Happy and successful children
- Making mistakes is recognised as a stepping stone to being successful
- Holistic approaches across the school to help develop children’s knowledge, skills and strategies to cope emotionally with the modern day challenges
- A passion for reading which excites and develops children’s imagination
- Through the values ethos across the school, children develop as responsible citizens
- Embracing the cultural diverse community and celebrating differences

2. Introduction

Moorlands Primary School works to embed an inclusive ethos to allow every pupil to achieve their potential. To do this, the school has progressive steps to support individual needs.

Firstly, we believe high quality teaching is vital and Moorlands Primary School has an in-depth system to support staff to deliver this and monitor progress of all pupils; however, for some children, there may be times when further additional support is needed. Moorlands Primary School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum; regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

Children with Special Educational Needs will be identified and supported by the Class Teacher and Special Educational Needs Co-coordinator. The curriculum and provisions will be adapted to meet their needs. The school will strive to support children and the families of those with needs in the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Physical
- Sensory.

This policy aligns with the SEN information Report. It aims to:

- 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

Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil

Make sure the SEND policy is understood and implemented consistently by all staff

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 which sets out governors' 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

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	
<p>Communication and interaction</p>	<p>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.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
<p>Cognition and learning</p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. 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: dyslexia, 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
<p>Social, emotional and mental health</p>	<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>
<p>Sensory and/or physical</p>	<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>

Who is the Special Educational Needs Co-ordinator (SENCo) at Moorlands Primary School?

SENCo: Miss L.Smith

SEND governor: Ms E.Benbow

If parents/carers feel that they would like to discuss their child's learning, please contact the school via the school office.
 School Office Tel: 0121 556 0352

6. Roles and responsibilities

6.1 The SENCO

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor 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 and differentiated teaching methods appropriate for individual pupils
- 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 governors 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, 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 headteacher, 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
- 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 governing body

Inclusion of all pupils is central to the vision of Moorlands Primary School and the Governing Body. A member of the Governing Body is identified as having responsibility for SEN. This person meets with the SENCo on a termly basis to review the SEND policy in action and the progress of the SEN action plan. The Governing Body ensures that SEN priorities are prominent within the whole school development plan. SEN progress is communicated with the governors on a termly basis within the pupil progress report; SEN progress is monitored at a more in-depth level at the termly meeting between the SENCo and the SEN governor. Individual pupil progress and intervention impact will be discussed within this meeting as well as strategic next steps.

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Ensure an annual report for parents/carers on their child's progress

- Ensure information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Ensure information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans are considered.
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

6.3 The SEND link governor

The SEND link governor is Elaine Benbow.

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

6.4 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
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- With the SENCO, have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- 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 through a graduated approach
- 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
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents/Guardians are able to contact the SENCO to discuss their child at any time to arrange a meeting; the SENCo is available to start discussions on the school gates at the start and end of the day. When the school is providing SEN support for the pupil, this will be discussed by the class teacher initially. If the school feels it would be beneficial to involve Sandwell Inclusion Support, then parent consent along with pupil and parent voice will be gained. If further assessments are required, again parent consent and parent voice will be gained. If the child has complex special educational need then they may have apply to request a EHCP. In such instances, a formal meeting will take place to discuss your child's progress in a CAM and a report will be written annually.

They will be:

- Invited to termly meetings to review the provision that is in place for their child (this is within parents evening)
- 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 a report on the pupil's progress and their child's provision maps.

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings where suitable
- 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 How does Moorlands Primary School identify and assess pupils with SEN?

At Moorlands Primary School, children are identified as having SEND (Special Educational Needs or Disabilities) through a variety of ways (usually a combination) which may include some of the following:

Liaison with previous school or pre-school setting
Child attainment outcomes being significantly below age expectations
Child progression being less than expected over a period of time
Concerns raised by a parent
Concerns raised by a teacher
Significant social and emotional needs requiring additional support
Liaison with external agencies e.g. for a physical/ sensory issues, speech and language
Internal observation by a member of the SEN team/senior leadership

Children entering our Reception are screened using the WELLCOMM language assessment and are baselined against Development Matters. All pupils complete the Reception Baseline Assessment, within the first six weeks of them entering school.

In Year One, all children are assessed multiple times throughout the year on Phonics and on a termly basis for Writing and Maths and data is analysed to look at progress made. In Year Two, all children are assessed throughout the year in Phonics and on a termly basis for Reading, Writing and Maths and in Years Three to Six, pupils are assessed on a termly basis in Reading, Writing and Maths. Nfer assessments adjusted to a child's academic standard on a termly basis from Year 1. Phonic assessments continue until the pupil becomes secure in their phonic ability and this assessment then progresses to the PM Benchmark system to appropriately correlate.

Once these termly assessments have been completed, pupil progress meetings are held whereby children's assessment outcomes are discussed and their attainment and progress to date is tracked.

Any children who are not making the expected progress are identified and programmes or interventions that will support these pupils, are planned.

Pupil progress meetings are complemented by class teachers employing ongoing, personalised planning and regular, daily assessment to ensure every child makes good progress. Continuous assessment and monitoring throughout a child's time at school, enables us to provide timely support for any emerging area of need.

Each pupil's education may be adapted or differentiated to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills, then the pupil may be placed in a small focus group or intervention. This will be run by the teacher or a teaching assistant. The length of time of the intervention will vary according to the structure of the programme and according to the level of need. Interventions are recorded on an Individual Provision Map. Where possible, data is recorded on Insight to allow tracking. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENCo.

Occasionally, a pupil may need more expert support from an outside agency such as the Complex Communication Team, the Educational Psychology Team, the Learning Team, the Social, Emotional and Mental Health Team or the Speech and Language Service. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of recommendations and support is usually provided. This will then be shared with parents/carers.

8.2 What is our approach to teaching pupils with SEN?

Each pupil's education programme will be planned by the class teacher; it will incorporate reasonable adjustments to suit the pupil's individual needs which may include additional support by the teacher or adult in class and access to appropriate resources e.g. concrete equipment or word mats, pre-teaching or same day intervention. It may require support at unstructured times to socially make suitable choices or emotional support.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills, then the pupil may be placed in a small focus group. This will be run by the teacher, LSP or LSA. The length of time of these interventions will vary according to need, but will generally be for a term. The interventions will be reviewed to judge the effectiveness of the provision and to inform future planning at pupil progress meetings. These interventions will be captured on the Individual Provision Map (this is a record of the interventions, timings and impact of the intervention).

Monitoring of internal interventions, discussions with Parents/Guardians and Class Teachers will determine if correspondence with external support agencies will be set up.

Assessment:

Stage 1: Initial Concern (by the class teacher and/or parent)

Children will be discussed by school and parents and adaptations to provision shared (adapted lessons, resources, interventions) aimed to address concerns raised. Impact will be reviewed through a graduated approach.

Stage 2: External Consultation and Support Children whose progress is still of concern (through assessment, monitoring and review meetings in Stage 1), Sandwell's Inclusion Support Team can be requested to assess and inform our practice through a consultation request. Inclusion Support can aid with moderate learning difficulties; emotional, social and mental health difficulties; specific learning difficulties and complex communication needs. Children experiencing hearing or visual difficulties are referred to the Sensory Team. Targets and actions are agreed and reviewed. If progress is still of concern, a request for further assessments.

CAMHS can also be contacted if school or parents have increasing concern over a child's social or emotional skills. If it is agreed that a child needs extra support and/or resources to be made available above the notional budget given to schools for children with special education needs, statutory assessment is considered. This assessment will be child-centred and involve family and professionals working with the child, including the child themselves.

EHCP (Education Health Care Plan)

The child's special educational needs are assessed by a key worker from Inclusion Support and following this a CAM or school meeting will be arranged with parents. At this meeting, a decision to request for an Education Health Care Plan will be decided. The LEA (Panel) considers these submissions and if satisfied that the child fulfils the published criteria, instructs the agencies involved to carry out a formal assessment. If a request is rejected, an additional meeting will be held similar to a CAM to create a new action plan to support the child's needs. The child will still be entitled to support by external agencies, including Sandwell's Inclusion Support Team.

Multi-Agency Assessments: For complex communication difficulties, a multi-agency assessment (MAA) may be requested to consider a formal diagnosis (for example, Autism). However, a diagnosis from an MAA does not automatically lead to a CAM or an EHC plan. The stage above would still need to be carried out. MAAs may be initiated through the school's speech and language support or Inclusion Support Team, if deemed appropriate. If a child is known to CAMHS, an MAA may be initiated by this service instead.

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

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. This forms part of the Individual Provision Map which is shared with parents.

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 an Individual Provision Map.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home. This communication will take place termly.

3. Do

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

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still 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

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

Most pupils included on our school's Special Educational Needs and Disabilities (SEND) Register are supported using key documents: a Pupil Passport, a Learning Plan and an Individual Provision Map.

The Pupil Passport

The Pupil Passport provides staff members with a succinct snapshot of the individual pupil. This includes:

- Their likes and dislikes.
- Effective support strategies within the school environment.
- Their dreams and aspirations for the future.

This document offers essential personal context for all staff working with the pupil.

The Learning Plan

The Learning Plan details the specific targets the pupil is currently working towards. This along with the Individual Provision Map outlines the strategies and adaptations the school has implemented to support the pupil. Class teachers are responsible for evaluating the pupil's progress towards their targets every term. Opportunities for parents/carers to be an integral part of this process are considered invaluable.

Throughout the course of the academic year, Class Teachers are required to share a child's current targets with their parents/carers, typically during Parents' Evening.

8.4 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 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.

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 potentially 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.

Requesting an Education, Health and Care Plan

If it is agreed that a child needs extra support and/or resources to be made available above the notational budget given to schools for children with special education needs, Statutory Assessment is considered; this can be requested by the school, a parent or other professionals.

The LA (Panel) considers these submissions and if satisfied that the child fulfils the published criteria, they will instruct the agencies involved to carry out a formal assessment. The application for an Education, Health Care Plan will combine information from a variety of sources including:

- Child (where appropriate)
- Parents
- Teachers
- Inclusion Manager/SEND Leader

- Social Care
- Health professionals
- Lead key worker from Inclusion Support
- Educational Psychologists

If a request is rejected, a meeting will be convened within school, to create a new action plan to support the child's needs. The child will still be entitled to support by external agencies, including Sandwell's Inclusion Support Team and Children's Therapies. However, parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education Health Care Plans [EHC Plan]

- Following Statutory Assessment, if it is decided that the child's needs are not being met by the support that is ordinarily available, Sandwell LA will provide an EHC Plan. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Multi-Agency Assessments

This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

In Sandwell a diagnosis of Autism is achieved through the Multi-Agency Assessment (MAA) Process. This process involves discussions between different professional agencies and parents as to whether a child has significant difficulties in the areas of:

- social communication (difficulty understanding what people mean)
- social interaction (difficulty understanding and interpreting the social behaviour of others)
- flexibility of thought (rigid or narrow routines, struggles with changes)

There may also be discussions around sensory processing differences but these do not currently form part of the diagnostic decision making process in Sandwell. For a diagnosis to be achieved it would need to be demonstrated that these difficulties cannot be explained in any other way. If a child receives a diagnosis of Autism, after an MAA has taken place, it should be noted that this does not automatically lead to an EHCP request.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil voice
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

8.6 How does Moorlands Primary School adapt the curriculum and learning environment?

All learning activities within class are planned and differentiated at an appropriate level so that all children are able to access learning according to their specific needs. The class teacher, alongside the SENCO or external Inclusion Support, will discuss a child's needs and what support will be appropriate.

SEND pupils may have access to the appropriate resources needed in order to help them to make progress e.g. increased visuals, phonic mats, Aided Language Displays, phonics prompts, task boards, visual enhanced environments, concrete resources, word mats etc. A lower-stimulus environment is considered in certain situations. Moorlands uses Widgit to support vocabulary development.

The governors agree the SEN budget and the SENCO will prioritise spending to meet the needs of the pupils.

8.7 How does Moorlands Primary School enable pupils with SEN to engage in activities?

SEND children are included in all parts of the school curriculum and we aim for all children to be included on school activities including trips and residential opportunities. We provide the necessary support to ensure that this is successful, and discuss this in advance with parents. It might be appropriate for a Parent/Carer or external support team to accompany a child on a school trip depending upon the child's individual needs.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety is considered. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided.

8.8 How do we support pupils with SEN to improve their emotional and social development?

The school offers varying interventions to support pupils with emotional and social needs – the intervention selected depends greatly on the needs of that pupil. Social and emotional support is central to the Moorlands curriculum; however, in addition, children are supported and individual needs are addressed in a small group or one-to-one situation. The buddy squad (comprised of year 5 and 6 pupils) support social and emotional needs of Reception and KS1 pupils at lunchtimes along with adults.

Alternatively, small intervention groups may be set up to develop communication skills with other pupils; this is a particular focus within EYFS. With the older pupils, this may be done through interventions such as Lego Therapy or a bespoke curriculum design.

Each class has a worry box where pupils are able to inform teachers of their concerns. In addition, a weekly Jigsaw PSHE session supports mental well-being.

Interventions offered by Moorlands Primary School (these continuously adapt to meet the need of the pupils and is a range of interventions but not an exhaustive list):

Social and Emotional Health Interventions:

- Emotional Coaching strategies
- Peace Makers
- Building Blox
- Garden nurture group
- Worry Box support
- Buddy Squad
- Lunch playtime support
- Lego Therapy
- Sensory interventions in sensory tent or nurture room.
- Teacher mentoring
- Growth Mindset support
- Emotional Toolkits and Permission To Feel strategies
- Social stories
- Forge Mill outreach sessions
- Referral to Murray Hall programmes (led by external therapists)

Literacy Interventions:

- Read, Write Inc phonics
- Same-day phonics intervention
- Precision Teaching
- One to one reading for target readers
- Reading skills intervention group (Year 5 and 6) – Reciprocal Reading
- Fresh Start phonics
- Pobble Group Interventions/ class focus to target inference
- Dough Disco (Fine Motor Skills) and handwriting (Write Away).

- Reading Recovery
- Small group teaching
- Year 6 Booster Sessions
- Class Teacher identified support
- Phonics after school group

Numeracy Interventions:

- 5 minute Number Box
- Basic Skills target group
- Multiplication target group following Moorlands Multiplication Progression
- Small group maths teaching (Year 4)
- Sandwell Numeracy Intervention
- Catch-up Numeracy
- Year 5 and 6 Booster Sessions
- Class Teacher identified support

Other Interventions offered:

- Bespoke emotional support
- WellComm
- SLCN – speech and language support
- Speech and Language Therapy (S.A.L.T)
- Visual Impairment Support
- Medical Support
- NELI early language development
- Bespoke support from CCAT Team
- Individual behaviour programme
- Moorlands Primary School purchases an enhanced SLCN provision to support class teachers and 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 safeguarding/child protection policy.

11. Expertise and training of staff

- Training is addressed by following and responding to the needs of the children or responding to new initiatives. Whole school training may take place, or teachers and LSPs delivering interventions are trained. When the intervention is put into place, impact is monitored. When possible, all training and information is disseminated through the team to upskill as many people as possible.
- Teachers and LSPs work closely with the local authority Inclusion Support team drawing on their expertise when setting targets and next steps for pupils.
- The school is taking part in the PINS initiative – Promoting Inclusion of Neurodiversity in Schools (2025-2026) and as part of this has accessed training on:

Colourful Semantics
 Regulation Walk
 Sensory Stories
 ALDs
 Intensive Interaction
 Social Stories

12. What specialist services and expertise are available at or accessed by the school?

We are supported by an outside team of experts from Inclusion Support – Sandwell’s SEND Support Service.

They include:

- Miss Zara Shah – Educational Physiologist (EP)
- Mrs Sarah Arrowsmith – Special Educational Needs Advisory Teacher Learning (SENAT-L)
- Mrs Kerry Fazey- Special Educational Mental Health (SAT_SEMH)
- Mrs Diane Lloyd – Specific Learning Disabilities
- Ms Clare Farrel – Complex Communication and Autism Team (C-CAT)
- Various – Speech and Language Therapist

We are also supported by an Enhanced Speech and Language Therapist from Sandwell Children’s Therapies, who works in our school for one day a month. They are:

Elisabeth Horne – Children’s Speech and Language Therapist (SLT) – 0121 612 2010

Lucy Bates (one day half term) – Occupational Therapist

At times, it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Child Protection Advisors
- Complex Communications team
- CAMHS (Child & Adolescent Mental Health Service)
- Hearing impairment Team
- Inclusion Support Team
- Social Services
- Children’s Therapy Team (Speech & Language/Occupational Therapy)
- School Nurse
- Autism West Midlands
- ADHD foundation
- Helping Hands

13. How do we evaluate the effectiveness of our SEN provision?

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area. The SENCo and Senior Leadership Team oversee the progress of any child identified as having SEND. There may be an LSA (Learning Support Assistant) or HLTA (Higher Level Teaching Assistant) working with the pupil either individually or as part of a group. The content of this support will be explained to parents when support begins as part of a child’s bespoke programme of learning, and is reviewed and shared during termly parents’ evenings. Parents, or staff, may arrange additional meetings if required.

Every child is closely monitored by their Class Teacher. Assessment of pupil progress may consider whether the child is making progress academically and whether the gap is narrowing between them and their peers.

How do we assess and review pupils’ progress towards their outcomes?

At Moorlands Primary School, we formally track and analyse the children’s progress in learning against national expectations on a termly basis where Pupil Progress Meetings are held between each class teacher, Senior Leadership Team and SENCo. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed. Progress of SEN children will also be discussed at this time.

The class teacher continually assesses each child and notes areas where all pupils are improving and where further support is needed. As a school, Moorlands Primary School tracks children’s progress from entry at Year R through to Year 6, using a variety of different methods. This includes assessment against the EYFS expectations, WellComm assessments and phonics assessments within reception progressing to teacher assessment supported by the outcome of Nfer assessments adjusted to a child’s academic standard on a termly basis from Year 1. Phonic assessments continue until the pupil becomes secure in their phonic ability and this assessment then progresses to the PM Benchmark system to appropriately correlate

14. How do we handle complaints from parents of children with SEN about provision made at the school?

The school has a complaints policy, which is available on the policy page of the school website.

15. Monitoring the policy

This policy will be reviewed by the SENCo **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 governing board.

16. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

Sandwell's Local Offer is published on their website. It can also be found via the link below:

- <https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

SEND TEAM:

Head Teacher:	Mrs K.Roberts
SEND Governor:	Ms E.Benbow
SENCo:	Miss L.Smith