Molescroft Primary School

# Special Educational Needs Policy

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, April 2006, January 2010, April 201[illegible], October 2013, September 2016, September 2019 November 2020, September 2021, October 2022, September 2023, September 2024, September 2025, September 2026

## 1. INTRODUCTION

This policy document is written after consultation with the teaching staff and the Governor with responsibility for Special Educational Needs.

It is a working document, which reflects the ethos and practice within the school in relation to children with Special Educational Needs and Disability.
It has been written with due regard to the requirements of the Special Educational Needs and Disability Code of Practice 0-25 years 2015, the Children and Families Act 2014 and the Equality Act 2010 and it will be monitored and evaluated according to changes within these Codes of Practice as and when they arise.

The SEND coordinator: Sarah Mallison
Designated Senior Lead for Mental Health: Sarah Mallison
Governor with responsibility for SEND: Kris Hilton

## 2. FUNDAMENTAL PRINCIPLES

The whole ethos of Molescroft Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability, race or gender.

Through appropriate curricular provision, we believe that:

- Children have different educational and behavioral needs and aspirations;
- Children require different strategies for learning;
- Children acquire, assimilate and communicate information at different rates;
- Children require a range of different teaching approaches and experiences;

In making provision for children with SEND, we believe that:

- Identification of the SEND of a child should be identified, assessed and provided for from the earliest possible age;
- A child with SEND should have high expectations of progress in learning, regardless of their individual needs;
- A child with SEND should (where it is in the child's interests) have the opportunity to learn and play with typically developing peers of the same age;
- A child with SEND should have the chance to participate fully in the extra-curricular life of the school;
- The needs of children with SEND should be met through the learning environment in a mainstream school (where it is in the child's best interests);
- The children should have a voice in deciding how their individual needs might be met;
- Parents have a vital role to play in supporting their child's education;

- Children with SEND should be offered full access to a broad, balanced and relevant education, to maximize their learning and achievement within the foundation stage and national curriculum;

## 3. ROLES AND RESPONSIBILITIES

**The SEND Code of Practice 2015 states that it is the responsibility of the Governing Body to:**

- Use their best endeavors to ensure that the needs of children are met;
- Ensure children and young people with SEN engage in school activities alongside others who do not have SEN;
- Appoint a SENCO who is a qualified teacher; new to role SENCO's must achieve the NPQ SENCo qualification within three years of appointment;
- Inform parents when they are making special educational provision for a child.
- Publish an SEN information report and update it annually;
- Make arrangements for children with medical conditions and have regard to the relevant statutory guidance;

The governor with oversight of the school's arrangements for SEND should ensure that all relevant duties are enacted by the school.

**The SEND Code of Practice 2015 states that it is the responsibility of the Head teacher to:**

- Advise the governing body on policies to meet the SEND responsibilities;
- Regularly review how SEN expertise and resources contribute to the quality of whole-school provision and school improvement,
- Should review progress made by pupils with SEN as a core part of performance management and professional development for all staff;
- Ensure the SENCO has sufficient time and resources to carry out their duties.

**The SEND Code of Practice 2015 states that it is the responsibility of the Teaching Staff to:**

- Ensure progress and development of all pupils in their class;
- Deliver high quality teaching differentiated for individual pupils;
- Meet with parents of pupils with SEND at least three times a year, supported by the SENCO where appropriate.

**The SEND Code of Practice 2015 states that it is the responsibility of the SENCO to:**

- Support the strategic development of SEN policy and provision in the school;
- Have day-to-day responsibility for the operation of the school's SEND policy;
- Provide professional guidance to colleagues and work closely with staff, parents and other agencies;

- Co-ordinate provision throughout the school;
- Advise on the graduated approach;
- Ensure that all records of pupils with SEN are up to date.

## 4. LINKS TO OTHER POLICIES

This policy should be read in conjunction with other relevant policies and published information which detail Molescroft Primary School's commitment to Inclusion and supporting children with SEND.

- Disability Equality Scheme
- Equal Opportunities Policy
- Equality Policy
- Good Behaviour Policy
- Inclusion Policy
- Mental Health and Wellbeing Policy
- Supporting Children with Medical Needs
- SEN Letter of Information
- Molescroft Primary School Local Offer

## 5. DEFINITION OF SPECIAL NEEDS

**Definition of SEN taken from Section 20: Children and Families Act 2014:**

(1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of 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.
(3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
(4) A child or young person does not have a learning difficulty or disability solely because of the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Provision at Molescroft Primary for children with SEND adheres to the Special Educational Needs Code of Practice 2015. The provision for children with SEND can be considered as falling into four broad areas:

**Communication and Interaction**

Children who may have difficulty understanding language; communicating with others; or are unable to use the social rules of communication would be provided for within this area.

**Cognition and Learning**

Children, who learn at a slower pace than their peers, even when appropriate differentiation is in place, would be provided for within this area. This may include moderate, severe or complex learning difficulties: as well as physical disability or sensory impairment.

**Social, Emotional and Mental Health difficulties**

Children within this area may present as withdrawn or isolated. Alternatively, they may be challenging, disruptive or display disturbing behaviours.

**Sensory/Physical needs**

Children who may require special educational provision because their need prevents or hinders them making use of the educational facilities generally provided. These may include visual, hearing or multi-sensory impairments; or physical disabilities.

## 6. ASSESSMENT OF NEED AND THE GRADUATED RESPONSE

The Children and Families Act 2014, describes a 'graduated approach' to supporting children with SEN or disabilities – SEN Support – where regular assessments of progress for all pupils is used to identify pupils making less than expected progress given their age and individual circumstances.

All children joining our school are assessed so that we can build upon their prior learning and any special provision already made for them. The early identification of any special educational needs, and the diagnosis of their problems, is vital. This is facilitated by close observation by teachers and by reports from parents, nursery school or private and voluntary pre-school settings and from medical reports and by the monitoring of children's progression through the EYFS and National Curriculum programmes of study and Standard Assessment Tasks.

The SENCO and Headteacher will also consider evidence, prior to a pupil starting Molescroft Primary School, that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class teachers in liaison with the SENCO are responsible for monitoring the progress and attainment of all pupils. A pupil should be identified and raised as a concern if they are making less than expected progress given their age. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

When a child has been identified, as a concern, the initial response will be high quality first teaching targeting the areas of weakness. If progress continues to be less than expected then the class teacher working with the SENCO will assess whether the pupil has SEN.

This more formal monitoring of progress will include:

- Gathering of evidence using observation and/or assessment
- Discussion with and the gathering of parents/carers views
- Discussion with and the gathering of the pupils' views
- Additional teaching or intervention
- Involvement of other agencies or professionals (if appropriate)

Following the period of monitoring and assessment of the pupil's area of need a decision will be made as to whether special educational provision is required for the pupil.

If it is agreed that special SEN provision/support is required for the pupil, then they will be placed on the SEN register at SEN Support.

An SEN Support Plan meeting will then be held with parents/carers, the child (if appropriate, or their views may be sought in an alternative way), class teacher, SENCO and any other appropriate professional. At the meeting outcomes will be set for the child and the support to be put in place to achieve them, with a date set for review. This will be revisited, revised and reviewed in a cycle of Plan-Do-Review. At Molescroft Primary School SEN Support Plan Meetings are held termly.

For children who have an Education Health and Care Plan or Statement of Special Educational Need; an SEN Support Plan meeting will be held termly as described above. In addition, the School and LA must cooperate to renew the plan annually. Therefore, for these pupils an Annual Review will be held in the term that the plan was originally made.

## 7. SEN PROVISION MAP

The type of provision made for a pupil will depend on his or her needs but may include:

- Working in class in a small group with an adult.
- Working in a bespoke learning group with a teacher or teaching assistant.
- Working in an early morning booster group with the relevant year group teaching assistant.
- Following a specific intervention programme in class or outside the class in a small group or individually.
- The intervention will be led by an adult but could also involve periods of independent work for example through following a computer based programme.
- A child with significant and complex needs with an EHC Plan may make use of a mixture of adult led group sessions, in class support, individual support and some time working on his or her own with peers to develop particular skills.

The Provision Map is developed by the SENDCO in liaison with class teachers and other professionals (if appropriate). It gives details of the Interventions the children will receive, the member of staff who will deliver the intervention and when the intervention will take place.
The Provision Map is seen as a working document, it is reviewed and evaluated termly.
The impact of the Provision Map on the pupil's progress and attainment is evaluated by the SENDCO annually and this forms part of the Molescroft School Annual Standards Report.

## 8. FUNDING and RESOURCES

All schools receive funding for pupils with SEN in these main ways:

- The basic budget covers teaching and curriculum expenses for all pupils.
- A Notional SEN budget; allocated finance for pupils without an EHCP.

*These funds are devoted to the purchase of: Teaching hours, Teaching Assistant hours and specialist equipment and resources where necessary.*

- Specific funds allocated to some pupils with an EHC Plan. (High Needs SEN Pupil Top-Up)

*The funds attached to an EHCP purchase additional Teaching Assistant hours, (class time and/or lunchtime) and additional specialist resources and/or equipment.*

The Governing Body, Head Teacher and SENDCO ensure that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

## 9. TRANSITION

**Transition with Pre-School**

The Foundation Stage teacher visits all settings in the summer term prior to the children starting school. At the visits there is opportunity for the staff to meet the children and also for the pre-school setting staff to talk to the teachers about the children.
For children with an EHC Plan the SENDCO will attend early support meetings and/or transition reviews. If required, additional visits to school can be arranged for Children with Special Educational Needs.
Starting School Passport Books can be created for the children if required.
All SEND records are passed from the Pre-School setting to School.

**Transition between classes;**

The current teacher works with all vulnerable children in the class to create a transition passport capturing the child's voice and the knowledge of the teacher. In addition, towards the end of the summer term, the previous and receiving teacher will also meet to discuss all the pupils. These meetings are held to share data, academic and pastoral information. The children in the class experience a transition morning when they have the opportunity to visit their new classroom and spend time getting to know their new teacher. Additional visits are also arranged for children on the SEND register. A class passport book can be created, if required.

**Transition to Secondary School:**

Meetings take place between the Year 6 teachers and the feeder secondary school.
In the summer term for children identified on the SEN register a meeting will be held between the SENDCO and the feeder secondary school SENDCO, parents are invited to attend this meeting.
Additional visits to secondary School can be arranged, and a secondary school passport book can be created.
For children with an EHCP, the Secondary School SENDCO will be invited to attend the Y5 and/or Y6 Annual Review.

Molescroft Primary School

# Special Educational Needs Policy

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, April 2006, January 2010, April 201[illegible], October 2013, September 2016, September 2019 November 2020, September 2021, October 2022, September 2023, September 2024, September 2025, September 2026

## 10. LIST OF APPENDICES

I. SENCO Job Description
II. Contact list
III. Publications/Websites

Molescroft Primary School

# Special Educational Needs Policy

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, April 2006, January 2010, April 201[illegible], October 2013, September 2016, September 2019 November 2020, September 2021, October 2022, September 2023, September 2024, September 2025, September 2026

## I. SENCO JOB DESCRIPTION

**Molescroft Primary School**

**Name:** **Sarah Mallison**

**Post Held:** **Special Educational Needs Co-ordinator**

**Date:** **September 2026**

**Special Education Needs and Disabilities Co-ordinator (SENDCO)**

SENDCOs with the support of the headteacher and governing body, take responsibility for the day-to-day operation of provision made by the schools for pupils with SEN and provide professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

1. **Have knowledge and understanding of:**

- The characteristics of effective teaching and learning styles, including the main strategies for improving and sustaining high standards of pupil achievement and promoting their spiritual, moral, social and cultural development and their good behaviour, and how those strategies can be used to support pupils with SEN;
- How information and communication technology can be used to help pupils gain access to the curriculum, as an aid to teaching and learning and as a means of communication between those teaching pupils with SEN;
- Relevant research, national inspection evidence and legislation, including the SEN Code of Practice and equal opportunities legislation and how these apply to pupils with statements as well as those without;
- The requirements to communicate information effectively to LAs, external agencies, parents and other schools or colleges on transfer;
- How to contribute to the professional development of other staff in relation to pupils with SEN; including how to recognize and deal with stereotyping in relation to disability or race;
- The purpose of individual support plans, including leading their formulation and planning their implementation and review.

2. **Planning and Setting Expectations**

- Analyse and interpret relevant national, local and schools date plus research and inspection evidence to inform the SEN policy, practices, expectations, targets and teaching methods.

- Work with pupils, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for pupils with SEN.

## 3. Teaching and Managing Pupil Learning

- Identify and disseminate the most effective teaching approaches for pupils with SEN.
- Monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of pupils with SEN.
- Support the development of improvements in literacy, numeracy and information and communication technology skills to support pupils in their ability to work independently and learn more effectively.
- Identify and develop study skills to support pupils in their ability to work independently and learn more effectively
- Lead and develop effective liaison between schools to ensure there is good continuity in terms of support and progression in learning when pupils with SEN transfer.

## 4. Assessment and Evaluation

- Collect and interpret specialist assessment data gathered on pupils and use it to inform practice.
- Devise, implement and evaluate systems for identifying, assessing and reviewing pupils' SEN in relation to the school's SEN policy.
- Provide regular information to the Headteacher and Governing Body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision making and policy review.

## 5. Pupil Achievement

- Support staff in understanding the learning needs of pupils with SEN and the importance of raising their achievement.
- Monitor the progress made in setting objectives and targets for pupils with SEN, assist in the evaluation of and the effectiveness of teaching and learning and use the analysis to guide further improvement.
- Ensure the establishment of opportunities for themselves, learning support assistants and other teachers to review the needs, progress and targets of pupils with SEN.

## 6. Relations with Parents and the wider community

- Develop and maintain effective partnerships between parents and the school's staff so as to promote pupils' learning; communicate effectively; providing information to parents about targets, achievements and progress.

- Develop effective liaison with external agencies in order to provide maximum support for pupils with SEN.

7. **Managing own Performance and Development**

- Chair reviews, case conferences and meetings effectively.
- Judge when to make decisions, and when to consult with others including external agencies.
- Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues.
- Take responsibility for their own professional development.

8. **Managing and Developing Staff and other adults**

- Encourage all members of staff to recognize and fulfil their statutory responsibilities to pupils with SEN.
- Advise, contribute to and, where appropriate, co-ordinate the professional development of staff to increase their effectiveness in responding to pupils with SEN and provide support and training to trainee and newly qualified teachers in relation to pupils with SEN, understanding their needs and importance of raising their achievement.
- Support staff by ensuring that all those involved have the information necessary to secure improvements in teaching and learning, disseminating good practice in SEN across the school in relation to standards for the award of Qualified Teacher Status, Career Entry Profile and standards for induction.
- Support staff in developing pupils' understanding of the duties, opportunities, responsibilities and rights of citizens.
- Support staff in developing constructive working relationships.

9. **Managing Resources**

- Establish staff and resource requirements to meet the needs of pupils with SEN, advise the headteacher, senior management team and governing body of likely priorities for expenditure and allocate resources made available with maximum efficiency to meet the objectives of the school and SEN policies to maximize pupils' achievements and to ensure value for money.
- Deploy, or advise the headteacher on the deployment of staff involved in working with pupils with SEN to ensure the most efficient use of teaching and other expertise.
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.

## 10. **Strategic Leadership**

- Contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils' spiritual, moral, cultural, mental and physical development and in preparing pupils for the opportunities, responsibilities and experiences of adult life.
- Ensure the objectives of the SEN policy are reflected in the school development plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated, and reviewed.
- Set standards and provide examples of best practice for other teachers in identifying, assessing and meeting pupils' SEN.

Molescroft Primary School

# Special Educational Needs Policy

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, April 2006, January 2010, April 201[illegible], October 2013, September 2016, September 2019 November 2020, September 2021, October 2022, September 2023, September 2024, September 2025, September 2026

## II. USEFUL CONTACT LIST

| | |
|---|---|
| Mr Marcus Brown<br>Consultant SEN teacher | Contacted via school |
| School Nurse | Manor Road Health Centre<br>Beverley |
| East Riding Local Authority SEN Team | County Hall Beverley<br>HU17 9BA<br>Telephone 01482 392163 |
| Educational Psychology | Education Inclusion Service<br>County Hall<br>Beverley<br>HU17 9BA<br>01482 392254 |
| East Riding<br>Sensory and Physical Teaching Service | Specialist Services HUB,<br>Springhead Lane, Anlaby Common, Hull, HU5 5YJ **01482 394000** |
| Physiotherapy | Children's Physiotherapy Team, East Riding Community Hospital, Swinemoor Lane<br>HU17 OSA<br>Telephone 01482 478888 |
| Speech and Language Therapy | Beverley Health Centre<br>Manor Road<br>Beverley<br>HU17 7BZ<br>01482 347866 |
| Occupational Therapy | Paediatric Occupational Therapy<br>East Riding Community Hospital, Swinemoor Lane<br>HU17 OSA<br>01482 478898 |
| Social, Emotional and Mental Health Specialist Teaching and Support Team | Specialist Services HUB<br>(01482) 394000<br>**specialistservices.hub@eastriding.gov.uk**<br>Social, Emotional and Mental Health Specialist Teaching and Support Team<br>County Hall<br>Cross Street<br>Beverley<br>East Riding of Yorkshire<br>HU17 9BA |
| Neurodiversity Team | Hull and East Riding of Yorkshire Children's Neurodiversity Service<br>(01482) 692929 - Option 2, Option 2<br>**hnf-tr.herneurofrontdoor@nhs.net**<br>**hnf-tr.contactusheryneuro@nhs.net**<br>**heyneurodiversity.co.uk** |

Molescroft Primary School

# Special Educational Needs Policy

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, April 2006, January 2010, April 201[illegible], October 2013, September 2016, September 2019 November 2020, September 2021, October 2022, September 2023, September 2024, September 2025, September 2026

## III. USEFUL PUBLICATIONS/WEBSITES

- *Department for Education*
  *https://www.gov.uk/government/organisations/department-for-education/services-information*

- *SEN Code of Practice 2015*
  *https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf*

- Children and Families Act 2014
  *http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted*

- The Local offer for the East Riding of Yorkshire
  ***http://www.eastridinglocaloffer.org.uk/***
  or by following the link from the Molescroft School Website
  *https://molescroftprimaryschool.wordpress.com/s-e-n-d/*

- East Riding Family Information Service
  *http://www2.eastriding.gov.uk/living/children-and-families/the-family-information-service-hub/*
- East Riding Voices in Partnership (ERVIP)
  *http://www.eastridinglocaloffer.org.uk/care-and-support/care-and-support-local-offers/?entryid124=432066*

- *Fact Sheets for Parents*
  *http://www.irwinmitchell.com/personal/protecting-your-rights/social-healthcare-law/the-children-and-families-act-2014/factsheets-and-template-letters*

- *Up to Date Resources, Research and Reviews*
  *www.specialneedsjungle.com/*

- *Summaries of Educational Research and Interventions*
  *https://educationendowmentfoundation.org.uk/evidence/teaching-learning-**toolkit***

- *Up to Date Resources and Interventions*
  *http://www.sendgateway.org.uk/*

- *Contact a Family*
  *http://www.cafamily.org.uk/*

- *Downs Syndrome Association*
  www.dsa-uk.com

- *The British Dyslexia Association*
  http://www.bda-dyslexia.org.uk/

- *The Dyspraxia Foundation*
  http://www.dyspraxiafoundation.org.uk/

- *RNIB*
  http://www.rnib.org.uk/

- *RNID*
  http://www.rnid.org.uk/

- *MENCAP*
  http://www.mencap.org.uk/

- *National Autistic Society*
  http://www.nas.org.uk/

- National Deaf Children's Society
  *http://www.ndcs.org.uk/*

- *British Epilepsy Association*
  http://www.epilepsy.org.uk/

- *Disability Rights Commission*
  http://www.drc.org.uk/drc/default.asp

- *National Association for Special Educational Needs*
  https://www.nasen.org.uk/

- SEND Handbook by Jane Friswell-NASEN 215