



# Moss Hall Schools Federation

## SEND Policy

**Written: September 2020**

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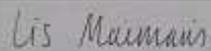
**Review by: Executive Headteacher**

Signed by:



Executive Head

Date: September 21



Chair of  
governors

Date: September 21

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## **Statement of intent**

**At Moss Hall Schools Federation** inclusion underpins our approach to supporting all of our children including those with special educational needs and/or disabilities. Our aim is for every child to be seen, known and safe and to celebrate their diversity of experience, interests and achievements. All children need to experience praise, recognition and success whatever their needs may be. High quality teaching with adaptations and additional support when needed is our approach to ensuring children reach their potential, not only preparing for the year ahead but laying foundations for the next stage in their education and for adulthood. All children are included in the full life of the school, and children with SEND are supported by their classmates. Our key values: courage, empathy, ambition, responsibility, compassion and integrity are integral in supporting each child to reach their potential.

## 1. Legal framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Data Protection Act 2018
- The General Data Protection Regulation 2018

1.2. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting child's at school with medical conditions'
- DfE (2020) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'

1.3. This policy operates in conjunction with the following school policies:

- [Admissions Policy](#)
- [Equal Opportunities Policy: Child's](#)
- [Data Protection Policy](#)
- [Supporting Child's with Medical Conditions Policy](#)
- [Child Protection and Safeguarding Policy](#)
- [Exclusion Policy](#)
- [Behaviour Policy](#)
- [Accessibility Plan](#)

## **2. Identifying SEND**

- 2.1.1. The Federation has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the child.
- 2.2. With the support of the Senior Learning Team, classroom teachers will conduct regular progress assessments for all children, with the aim of identifying children who are making less than expected progress.
- 2.3. 'Less than expected progress' will be characterised using the following stipulations:
  - Progress is significantly slower than the class average, from the same baseline
  - Progress does not match or better the child's previous rate of progress
  - Progress fails to close the attainment gap within the class
  - The attainment gap is widened by the plateauing of progress

## **3. Definitions**

- 3.1. For this policy, a child is defined as having SEND if they have:
  - A significantly greater difficulty in learning than most others of the same age
  - or
  - A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.
- 3.2. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
- 3.3. The school reviews how well equipped we are to provide support across the following areas:
  - Communication and Interaction
  - Cognition and Learning
  - Social, Emotional and Mental Health Difficulties
  - Sensory and Physical Needs

### ***Broad Areas of Need (SEND Code of Practice 2015):***

#### ***Communication and Interaction***

3.4. *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.*

3.5. *Children with and young people Autism Spectrum Disorder (ASD)\*, including Asperger's Syndrome and Autism, 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.*

\*NB Barnet use the terminology: Autistic Spectrum Condition ASC

3.6. The SENCo will work with children, parents/carers, and language and communication experts where necessary to ensure children with SLCN reach their potential.

### ***Cognition and Learning***

3.7. *Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. 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.*

3.8. The SENCo will ensure that any provision offered will be suitable to the needs of the child.

3.9. *Specific learning difficulties (SpLDs), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.*

### ***Social, Emotional and Mental Health (SEMH) Difficulties***

3.10. *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 may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*

- 3.11. The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of children with SEND, including how we will manage the effect of any disruptive behaviour so that it does not adversely affect other children.

### ***Sensory or Physical Needs***

- 3.12. *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 with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.*
- 3.13. *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.*
- 3.14. Impairments that prevent or hinder children from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:
- Some conditions can be age-related and can fluctuate over time.
  - A child with a disability is covered by the definition of SEND if they require special educational provision.
- 3.15. The school recognises, however, that children who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCo will ensure that their support needs are being met.

## **4. Objectives**

- 4.1. The school will meet the core aims of this policy by achieving the following strategic and measurable objectives:
- To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'
  - To monitor the progress of all children to aid the earliest possible identification of SEND

## 5. Roles and responsibilities

### 5.1. The governing board will be responsible for:

- Communicating with children with SEND and their parents/carers when drawing up policies that affect them.
- Identifying, assessing and making provision for all children with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a child's SEND.
- Designating an appropriate member of staff to be the SENCo and having responsibility for coordinating provision for children with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Making reasonable adjustments for children with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that children with disabilities are not discriminated against, harassed or victimised.
- Preparing the arrangements for the admission of children with SEND and the facilities provided to enable access to the school for children with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on children with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for children with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of children with SEND, the steps taken to prevent children being treated less favourably than others, the facilities provided to assist children with SEND, and the school's Accessibility Plan on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and children.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a child with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support children at school with medical conditions, in line with the school's Supporting Children with Medical Conditions Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.

- Preparing the SEN information report and publishing it on the website.

## 5.2. The Executive Head/Head of School will be responsible for:

- Ensuring that those who are teaching or working with children with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review children's progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENCo has sufficient time and resources to carry out their functions.
- Providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the governing board in appointing a designated teacher for LAC, who will work closely with the SENCo (if they are not the same person) to ensure that the needs of the child are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for children at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable children.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against children with SEND.
- Ensuring that children with SEND and their parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including children with SEND in all opportunities available to other children.
- Consulting health and social care professionals, children, and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- Keeping parents/carers and relevant teachers up-to-date with any changes or concerns involving a child.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on children's mental health and wellbeing.

### 5.3. The SENCo will be responsible for:

- Collaborating with the governing board and Executive Head/Head of School as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the Executive Head/Head of School to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual children with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet the needs of children effectively.
- Liaising with the parents/carers of children with SEND.
- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that children and their parents/carers are informed about the options, and a smooth transition is planned.
- Providing professional guidance to colleagues and working closely with staff members, parents/carers and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that children with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all children with SEND up-to-date, in line with the school's Data Protection Policy.
- Informing the parents/carers of children with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the Executive Head/Head of School, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.

- Supporting teachers in the further assessment of a child's particular strengths and weaknesses, and advising on effective implementation of support.

#### 5.4. Teachers will be responsible for:

- Planning and reviewing support for children with SEND on a graduated basis, in collaboration with parents/carers, the SENCo and, where appropriate, the child themselves.
- Setting high expectations for every child and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving.
- Ensuring every child with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the children in their class.
- Being aware of the needs, outcomes sought, and support provided to any child with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable children with the support of the SENCo.
- Keeping SLT including the SENCo up-to-date with any changes in behaviour, academic developments and causes of concern.

## 6. Children with specific circumstances

### LAC

- 6.1. Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.
- 6.2. The school recognises that children that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.
- 6.3. The school has a designated member of staff for coordinating the support for LAC.
- 6.4. Where that role is carried out by a person other than the SENCo, designated teachers will work closely with the SENCo to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

### EAL

- 6.5. The school will give particular care to the identification and assessment of the SEND of children whose first language is not English.
- 6.6. The school will consider the child within the context of their home, culture and community.
- 6.7. Where there is uncertainty about an individual child, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.
- 6.8. The school appreciates having EAL is not equated to having learning difficulties. At the same time, when children with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.
- 6.9. The school will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

## **7. Admissions**

- 7.1. The school will ensure it meets its duties set under the 'School Admissions Code' by:
  - Considering applications from parents/carers of children who have SEND but do not have an EHC plan.
  - Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
  - Not refusing admission for a child who does not have an EHC plan.
  - Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

## **8. Involving child's and parents/carers in decision-making**

- 8.1. The planning that the school implements will help parents/carers and children with SEND express their needs, wishes and goals, and will:
  - Focus on the child as an individual, not allowing their SEND to become a label.
  - Be easy for children and their parents/carers to understand by using clear, ordinary language and images, rather than professional jargon.
  - Highlight the child's strengths and capabilities.

- Enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
  - Tailor support to the needs of the individual.
  - Organise assessments to minimise demands on parents/carers.
  - Bring together relevant professionals to discuss and agree together the overall approach.
- 8.2. The class teacher, supported by the SENCo, will meet with children and their parents/carers three times per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

## **9. Joint commissioning, planning and delivery**

- 9.1. The school is committed to ensuring that children with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.
- 9.2. The school will work closely with local education, health and social care services to ensure children get the right support.
- 9.3. The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).
- 9.4. Where children with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.
- 9.5. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

## **10. Funding**

- 10.1. The school will allocate the appropriate amount of core per-child funding and notional SEND budget outlined in the Local Offer for the SEND provision of its children.
- 10.2. Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a child has an EHC plan.

## **11. Local Offer**

- 11.1. Moss Hall Schools' Federation cooperates generally with the local authority and local partners in the development and review of the local offer.

The Barnet Local Offer can be found at:

<https://www.barnetlocaloffer.org.uk/>

## **12. Graduated approach**

- 12.1. Once a child with SEND has been identified, the school will employ a graduated approach to meet the child's needs by:

- Establishing a clear assessment of the child's needs.
- Planning, with the child's parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCo.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

## **13. Assessment**

13.1 Moss Hall Schools' Federation will, in consultation with the child's parents/carers, request a statutory assessment of SEN where the child's needs cannot be met through the resources normally available within the school.

The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the child's outcomes can be met through the school's existing provision.

## **14. Training**

- 14.1. Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCo, as well as external agencies, where appropriate.
- 14.2. Training will cover both the mental and physical needs of child's with SEND.
- 14.3. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

14.4. Mental health will be a key consideration for all training that the SENCo participates in, along with any training that staff are given.

14.5. During staff induction, all staff will receive SEND training.

## **15. Promoting Mental Health and Wellbeing**

15.1. The curriculum for PSHE will focus on promoting child's' resilience, confidence and ability to learn.

15.2. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

15.3. Where appropriate, the school will support parents/carers in the management and development of their child.

15.4. When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the child as best it can.

15.5. The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

## **16. EHC Plans**

16.1 Moss Hall Schools Federation will meet its duty to respond to the local authority within 15 days, if it is named on a child's EHC Plan.

16.2 The school will aim to admit any child that names the school in an EHC Plan.

16.3 The school will ensure that all those teaching or working with a child named in an EHC Plan, are aware of the child's needs and that arrangements are in place to meet them.

16.4 The school will request a re-assessment of an EHC Plan at least 6 months following an initial assessment, if a child's need significantly change.

## **17. Reviewing the EHC Plan**

17.1 Moss Hall Schools Federation will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.

- Seek advice and information about the child prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Clarify to the parents/carers and child that they have the right to appeal the decisions made in regard to the EHC plan.

## **18. Transferring between different phases of education**

- 18.1. EHC plans will be reviewed and amended in sufficient time prior to a child moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.
- 18.2. The review and amendments will be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.
- 18.3. The key transfers are as follows:
- Early years provider to school
  - Infant school to junior school
  - Primary school to middle school
  - Junior school to secondary school
  - Primary school to secondary school
  - Middle school to secondary school

## **19. SEND tribunal**

- 19.1. All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the child's education suffering.
- 19.2. In all cases, the school's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.
- 19.3. Following a parent/carer's serious complaint or disagreement about the SEND provisions being supplied to a child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.
- Where necessary, the Executive Head/Head of School will make the relevant parties aware of the disagreement resolution service.

- Parents/carers are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.
- 19.4. The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'SEND Code of Practice: 0 to 25 years'.
  - 19.5. Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school.
  - 19.6. The school will fully cooperate with the LA by providing any evidence or information that is relevant.
  - 19.7. All staff involved in the care of the child will cooperate with parents/carers to provide the child with the highest standard of support and education.

## **20. Supporting successful preparation for adulthood**

- 20.1. The school will ensure that children are supported to make a smooth transition to whatever they will be doing next.
- 20.2. The school will engage with secondary schools, as necessary, to help plan for any transitions.
- 20.3. The school will transfer all relevant information about children to any educational setting that they are transferring to.
- 20.4. If a child has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary.
- 20.5. If it is in the best interest of the child, the school may commission alternative provision, in line with any EHC plans in place, for children who face barriers to participate in mainstream education.
- 20.6. The school will take an active role in preparing children with SEND for their transition into adult life as appropriate for their stage of development.

## **21. Confidentiality**

- 21.1. The school will not disclose any EHC plan without the consent of the child's parents/carers, except for disclosure:
  - To a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996.
  - On the order of any court for any criminal proceedings.

- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.

## **22. Resolving disagreements**

- 22.1. The school is committed to resolving disagreements between child's parent/carers and the school.
- 22.2. In carrying out of duties, the school supports early resolution of disagreements at the local level.
- 22.3. The school's Complaints Procedures Policy will be published on the school website.