



SEND (Special Educational Needs and Disabilities) policy and information report

Muscliff Primary School

Approved by: Full Governing Body

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Our school aims to be an inclusive school. This means that we plan a curriculum and create an environment which meets the needs of individuals and groups of children.

At Muscliff we aim to ***improve outcomes***. We have ***high aspirations and expectations*** for all groups of children and young people, including those with Special Educational Needs and Disabilities (SEND).

We aim for our children:

- To achieve their best and fulfil their potential
- To become confident individuals living fulfilling lives
- To make a successful transition into adulthood, whether into employment, further or higher education or training

In order to achieve this we will:

- Ensure all pupils have access to a broad and balanced curriculum.
- Set high expectations for every pupil, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Identify potential areas of difficulty and address these at the outset.
- Plan lessons to address potential areas of difficulty and to remove barriers to pupil achievement.
- Ensure the SEND and Equality Act and relevant Codes of Practice and guidance are implemented effectively across the school
- Ensure the identification of all children requiring specific provision as early as possible.
- Ensure that pupils with specific needs are perceived positively by all members of the school community, and that inclusive provision is positively valued and accessed by staff and parents to eliminate any prejudice and discrimination.
- Plan specific input, matched to individual needs, in addition to differentiated classroom provision, for those children identified as having Special Educational Needs or a Disability.
- Ensure that children's progress is regularly monitored, and where appropriate, targeted interventions are put in place for children.
- Ensure that all children take as full a part as possible in all school activities.
- Ensure that parents are kept fully informed of their child's progress and attainment and work in partnership with the school, in planning for their child's provision.
- Ensure that children are involved in decisions affecting their future provision.

- Provide each child with an excellent educational environment in a safe and well-managed school in which they feel secure, happy and well prepared for the challenges and opportunities that await them.
- Encourage each child as an individual to appreciate their own achievements and to increase their self-esteem.
- Enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Becca Lewis

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN 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 SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor is Jessica Hanafin.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- 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 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

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autism, speech and language difficulties,
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

See appendix 1 for areas of need.

5.2 Identifying pupils with SEND and assessing their needs

At the heart of the work in our school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of our children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects/area of learning fall significantly outside the expected range may have special educational needs and disabilities (SEND). Our staff quickly identify who may need additional support in school and this is an ongoing, continuous cycle. Children's needs change over time and therefore the levels of and types of support needed reflect these changes.

The school assesses each child's current levels of attainment on entry in order to ensure that we build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from the Early Years setting and parents/carers to the SENCO and the child's class teacher. They will use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

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

Notes of these early discussions will be added to the pupil's record.

We will notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

What does this process 'look like'?

Assess:

A child has a need identified by school/parents/both.

Plan:

A meeting will be arranged between the child (if appropriate), parents/carers, class teacher and SENCo, if required. The purpose of this meeting is to clarify the issues and further explore any barriers to learning the child may be experiencing. We will look at the outcomes desired and agree an approach and support strategies to move the child forward towards these outcomes. Any intervention will be discussed and agreed. At this point we will also share information about the Local Offer to signpost any services which may be relevant, accessible and of help at that point in time. A review date will be agreed. An Individual Plan or Behaviour Support Plan may be developed.

Do:

Interventions and support strategies agreed by both home and school will be put in place. This would usually be for a period of around 6-8 weeks in order to establish an impact (although this would depend on the individual child and their needs). Please see our Waves of Provision Map (appendix 2) for information about strategies and approaches.

Review:

After a period of intervention there will be a review meeting which enables everyone to discuss progress made by the child and any other issues which may have arisen. In most cases the interventions/support will have had the desired effect and can be withdrawn or an agreement made to maintain them. If further support/provision or amendments need to be made than a new plan is put in place with everyone's investment and agreement.

Individual Plans and Behaviour Support Plans:

All Individual Plans (see Appendix 3) and Behaviour Support Plans (see Appendix 4) will be reviewed regularly (at least every term/ sooner if targets are achieved). Targets arising from meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. scaffolding, differentiation, varied teaching styles, changes to the environment. Teachers work with TAs to review, plan and implement plans in class. Targets are shared and reviewed with parents and children as part of the cycle. Parent sign a copy (this remains in school) and are given a copy of the plan to use to support at home also. The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. The SENCo monitors the progress of these children termly and will discuss with staff the next steps for each child.

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment
- Their performance in relation to age-related expectations
- Standardised screening or assessment tools
 - Dyslexia Screening Test - Junior (DST-J)
 - Salford Reading Test
 - YARC
 - Welcomm
- Reports or observations
- Records from feeder schools
- Information from parents

We work together to identify any potential barriers to learning, for individual children. We make all reasonable adjustments to ensure these barriers are removed or overcome.

Parents of all children are welcome to make an appointment to see the teacher at any time if they have a concern. Teachers make themselves available for informal discussions and also invite parents to come and discuss any concerns that have been identified by staff.

All children's progress is reviewed regularly among staff, in classes, year groups and across the school teams (see assessment policy).

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school the pupil is moving to. Transition meetings will be held between SENCo, key members of staff from Muscliff and the new school.

Other ways to support transition can include:

- New school staff visiting child at Muscliff
- Child attending additional transition days at their new school.
- Transition book created with the child.
- Time to talk about their feelings around the transition with staff and to support with answering any questions.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

See Waves of Provision (appendix 2)

5.7 Adaptations to the curriculum and learning environment

Many children face barriers which cause them to have greater difficulty in learning than most of their peers. Their challenge may take the form of literacy or numeracy difficulties, speech and language communication difficulties, sensory or physical difficulties, or emotional and social difficulties.

We meet their needs in a whole range of ways which are designed specifically for individuals. We work under the advice and recommendations from the external agencies we work with.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example; teaching style, content of the lesson, small group provisions, grouping, 1:1 work.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, now and next boards, larger font, coloured paper, writing slopes, pencil grips
- Sensory resources for example wobble cushions, weighted blankets, ear defenders, resistance bands, sensory machine.
- Differentiating our teaching, for example, giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud, visual aids.

5.8 Additional support for learning

- Our SENCO has six years' experience in this role and is allocated 4 days a week to manage SEND provision.
- Laura Frampton (2 days per week) and Natalie Flynn support with SEND provision across the school.

- We have a team of teaching assistants who are trained to deliver SEND provision.
- In the last academic year, staff have been trained in trauma, autism, ADHD, speech and language, sensory detectives, sensory circuits, attachment, dyslexia

5.10 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Adapting teaching and environment to suits the needs of individual children
- Providing equipment as recommended by other agencies
- Regular discussions between SENCo, phase leaders and class and year group teams
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs (taking into account individual needs of children).

All pupils are encouraged to go on our residential trip.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

Reasonable adjustments will be made and risk assessments (if necessary) will be carried out to enable pupils with SEN to engage in activities.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- PSHE curriculum
- Circle times
- Social and emotional themes during assembly
- Emotional literacy support work carried out in classes and small groups
- Hamish and Milo well-being intervention (small groups and 1:1)
- Individual work with children working on targets
- Advice from professions (Educational Psychologist, CAMHs Speech and Language, Learning Support)
- School counsellor
- Play therapy
- Pupils with SEN are encouraged to take on roles/ responsibilities within school
- Whole school trauma informed training and approaches used daily.
- Four members of staff are Trauma Informed practitioners

5.13 Working with other agencies

If the child's needs remain unmet or they are not making the expected progress towards the desired outcomes, then the school may refer to external agencies for further assessment/advice. This would only be actioned with the agreement of parents/carers and child (where appropriate).

Other agencies/professionals we work with regularly:

Outreach (Linwood and Longspee)

Bring Schools Together trust (BST) schools

Child and Adolescent Mental Health Service (CAMHS)

NHS – Poole hospital Children's Therapy team (OT, PT), paediatricians, GPs, school nurse, speech and language service, occupational therapists, physiotherapists

Children's Social Care teams

Early Help Team including parenting support

Hearing and vision support services

BCP SEN team

Educational Psychology Service (EPS)

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo (Becca Lewis) in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEN

SENDIASS stands for *Special Educational Needs and Disabilities Information, Advice and Support Service*.

This is a free, confidential and impartial service for children and young people with SEND who live across Bournemouth, Christchurch and Poole and their parents or carers.

They can give help, support and information if:

- You are a child or young person (0 - 25) with special educational needs or a disability (SEND)
- A parent or carer of a child or young person (0 - 25) with a special educational need or disability (SEND)
- You are the parent or carer of a child of school age who has been excluded from school or is at risk of exclusion
- You are going through the Education, Health and Care planning process or the Annual Review process

Contact: sendiass@bcpcouncil.gov.uk

01202 451970

5.16 Contact details for raising concerns

1. Class teacher
2. SENCo (Becca Lewis)

3. Head teacher (Sarah Fenby)

5.17 The local authority local offer

Our local authority's local offer is published here: <https://fid.bcpCouncil.gov.uk/send-local-offer>

Our SEND information report (our contribution to the BCP Local Offer) can be found: [muscliff-primary-school-send-information-report.pptx](#)

6. Monitoring arrangements

This policy and information report will be reviewed by Becca Lewis (SENCo) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Relationships and behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Assessment policy

List of appendices:

- Areas of need
- Waves of provision
- Example of IEP
- Example of Positive Behaviour Support Plan

Appendix 1

Broad areas of need

Communication and interaction: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Disorders, 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.

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

Specific learning difficulties (SpLD), 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 difficulties: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs: Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

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.



Muscliff Primary School

Graduated response

Cognitive and hearing	Quality Eye Teaching Universal writing signs pen signs coloured overlays reading rulers print outs on coloured paper copies of files slides on coloured background coloured books manipulatives Barrington table of economics visual timetables word mats signs loop up group	Specific school support DSE (Dixons Learning Unit) YMC (Reading assessment) Precision teaching COGE reading intervention Little Wandle – right catch up	Specialist external support Learning Support Service Educational Psychologist Outreach
Impact of provision			



Muscliff Primary School

Graduated response

Social, emotional, mental health	Feelings charts in the classrooms soft settle meet and greet check-ins Emotionally available adult Zones of regulation Stairmats	Harish & Viki intervention Rods (attachment parenting workshop) Lego Seed day	Counseling/Play therapy CAMS GP Outreach Navigator Early help
Impact of provision			



Muscliff Primary School

Graduated response

Communication & interaction	Visual resources (irrelevant, how & need) Modelling Signing word mats talking partners Diagrams tasks broken down into steps instructions strip read mats	Working reading group Pre-teaching group Precision teaching FDC-O PECS	SALT Psychiatrist
Impact of provision			



Muscliff Primary School

Graduated response

Sensory & Physical	Sensory corridor sensory break movement breaks gym, pens adapted scissors coloured webbie cutters HJgers	Sensory circuits Use of a laptop for tasks	Occupational Therapist Physiotherapy Psychiatrist
Impact of provision			



All about me!

My name is _____

I like to be called _____

<p>My favourite things are :</p>	<p>Things I would like you to know about me:</p>
<p>The most important things that have happened in my life so far are:</p>	<p>My family and friends:</p>

My learning toolkit *(draw or write what helps you learn):*

What doesn't work for me?

Big dreams - I want my future to look like this...



Individual Plan

Targets should be taken from outside agencies (EP, SALT, LSS, CAMHs etc), EHCP outcomes, assessments carried out and next steps in the child's learning in class.

My target	How will I work towards this? <i>Strategies and resources that will help me</i>	What will I do in school? <i>Provision in school and frequency</i>	What will I do at home?	Review notes	Target achieved?

Child: _____ **Teacher:** _____ **Parent:** _____ **SENCo:** _____

Review date: _____

Child: _____ **Teacher:** _____ **Parent:** _____ **SENCo:** _____

Individual Positive behaviour management plan					
Name:		DOB:	Plan no:	Date created:	
SEN? (C&I C&L S&P SEMH Med)	EHCP? (C&I C&L S&P SEMH Med)			LAC?	EAL?
Nominated staff member to oversee plan:					
Supporting staff:					
Likes (relate)			Talents		
Triggers			What works for me to keep me calm (regulate)		
•					
My story			What are school doing for me? (protect)		

Teaching plan (What targets do you want to set the child with regard to behaviour?)	Resources to help

Response plan	What we may see ____ doing	What the adults should do/say	If ____ makes a good choice
Stage 1			
Stage 2 Calm			
Stage 3 Not calm			

Stage 4 Not calm			
Stage 5			
Stage 6	<i>SLT judge that he is not able to de-escalate _____ and _____ behaviour continues to be unsafe. Phone call home is made.</i>		

