

Introduction

Government legislation within the Code of Practice 2014 requires governing bodies of maintained school to publish information on their website about the implementation of the governing body's policy for pupils with SEN.

'A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age.
or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.'

The Children and Families Act 2014 extends the SEND system from 0-25 years giving children, young people and their parents/carers greater control and choice in decisions, ensuring needs are met.

The main changes are:

- Replacing Statements of Special Educational Needs with the Education Health Care Plan (EHCP).
- Extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control regarding the support they need.
- Improving cooperation between all services that support children and their families; requiring Local Authorities and Health Authorities to work together.
- Requiring Local Authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'Local Offer' of support.

<p>Our Multi-Academy Trust and SEND provision.</p>	<p>The Moorland Primary Federation (TMPF) is a Multi-Academy Trust (MAT) with seven primary schools across the Staffordshire Moorlands. They are St. Werburgh's C.E. Primary School, The Valley Primary, Great Wood Primary School, Bishop Rawle C.E. Primary School, Dilhorne Endowed C.E. Primary School, Hollinsclough C.E. Academy, Manifold C.E. Academy. Across the Trust, all of the Primary Schools are committed to the provision of a high quality, broad and balanced curriculum which is differentiated and extended to meet the individual needs of all of our pupils.</p>
<p>The Special Educational Needs Leader and Welfare Co-ordinators</p>	<p>Mr. B. Adamson, is the Trust Special Educational Needs and Disabilities Leader. Each school has a Welfare Co-ordinator to cover the SEND needs in each school: Mrs A. Kirk – Bishop Rawle C. E. Primary School Mrs R. Love – Dilhorne Endowed C. E. Primary School Mrs L. Proctor – St. Werburgh's C. E. Primary School Mr C. Harvey/ Mrs C. Bould – The Valley Primary School Mr B. Adamson – Great Wood Primary School Mrs H. Brookes – Hollinsclough C.E. Academy Mrs K. Stanesby – Manifold C.E. Academy To contact a Welfare Co-ordinator or the Trust Lead please call: 01538 702355 and follow the relevant school option.</p>

<p>Children on roll identified as having SEND.</p>	<p>2022-23 St. Werburgh's C.E. 21 children (14%); Dilhorne Endowed C.E. 4 children (9%); The Valley, 14 children (33%); Great Wood, 8 children (7%); Bishop Rawle C.E., 26 children (18%); Hollinsclough C.E., 5 children (16%); Manifold C.E., 7 children (13%). SEND pupils had access to additional programmes of intervention. They were also supported by staff from external agencies and were recorded at the SEND support level.</p>
<p>Identification and Assessment of SEND pupils</p>	<p>Class teachers, additional staff, parents/carers and the learners themselves will often be the first to recognise a difficulty with learning. The use of school's data tracking identifies pupils who are not making expected progress (6 TMPF Points per year/2 TMPF Point per term) and are not on track to reach their end of year target. Completed diagnostic assessments will confirm difficulties and support the planning and introduction of intervention programmes. Links with external agencies will ensure referrals can be made and additional support can be accessed, as required.</p>
<p>Provision for pupils with SEND.</p>	<p>If a pupil is identified as having SENDs, staff will provide a programme of support that is 'additional to' or 'adapted from' the whole-class approaches and learning arrangements normally provided as part of high quality teaching. When providing support that is 'additional to' or 'adapted from', staff engage in a four-stage process: Assess; Plan; Do; Review.</p>
<p>a) The effectiveness of provision for pupils with SEND</p>	<p>All pupils who access a programme of intervention are monitored closely with support from entrance and exit assessments which determine need, progress and future provision.</p>
<p>b) Arrangements for assessing and reviewing the progress of pupils with SEND.</p>	<p>Staff consider the child's profile so that an intervention can be chosen to best support the child's needs. Interventions are planned for a time specific period. Assessments are carried out each term to identify progress. Termly Pupil Progress Review Meetings with involvement from the child and the parents/carers look in detail at results and discuss future provision and how progress can be supported within the home environment. At the end of each academic term, a written report is available to parents/carers which details progress. The class teacher and SENDs Leader/Welfare Coordinator) are available for appointments to discuss progress or attainment at any other time during the year.</p>
<p>c) Approach to teaching pupils with SEND.</p>	<p>All pupils with identified SENDs have an Individual Education Plan (or equivalent) detailing their next steps. All pupils with identified SENDs receive high-quality teaching which is adapted as appropriate. Carefully matched interventions enhance this teaching. School staff are, where appropriate, supported by staff from across the Trust or external agencies.</p>
<p>d) Adaptation of the curriculum and learning environment for pupils with SEND.</p>	<p>The curriculum has been reviewed in line with all regulations. Staff aim to ensure all pupils have full entitlement and access to a broad and balanced curriculum. Work is provided that is appropriate to need and accessible to the range of pupils that are taught. Programmes of study are adapted, according to need.</p>

e) Additional support for learning.	Support from Learning Support Assistants ensures the focus can be placed on outcomes allowing pupils to reach their set targets. Education Health Care Plans (EHCPs) have been provided when, after assessment, the Local Authority agrees that the pupil requires additional provision.
f) Activities available for pupils with SEND.	All extra-curricular activities and educational visits are available to all children. Adaptations occur, as required. Adult support and resources are made available to ensure a positive learning environment. Teachers work closely with parents before trips to discuss specific needs of pupils with SENDs. No pupil is removed from activities across The Moorlands Primary Federation unless at the request of parents or carers in which case this is reviewed by school.
g) Support available for improving the emotional and social development for pupils with SEND.	Pupils' health and well-being are paramount and supported by the Trust Safeguarding Policy. The Moorlands Primary Federation support children with emotional and social difficulties. This ensures gains with independence, resilience and self-esteem resulting in pupils having a positive attitude towards learning. Interventions and support relating to 'Mindfulness' training are available to address barriers to learning arising from social, emotional or behavioural difficulties. Schools have, or have access to, Mental Health Aware, or Mental Health First Aid trained staff and advice. Schools have, or have access to, an Emotional Literacy Support Assistant (ELSA).
The expertise and training of staff in relation to pupils with SEND.	The SENDs Leader/ Welfare Coordinator supports class teachers in planning for pupils with SENDs. The school provides relevant training to address the needs of those pupils with SENs and/or a disability. The school is able to access a variety of services to ensure that the skills of the staff match the needs of the current pupils. School staff will work with specialists to develop understanding of specific needs of children.
Accessibility for pupils with SEND.	Schools across the MAT are adapted to meet the needs of the children and their parents/carers. There are toilets designed to meet the needs of several disabilities. Motor skills are addressed in an inclusive manner. Equipment used to support all learning is accessible to all pupils, regardless of need. Support can be accessed from the Local Authority and staff within involved external agencies. Every child with or with a physical impairment is welcome in all of our schools.
Consulting and involving parents.	The school works closely in partnership with parents/carers. This is done by: <ul style="list-style-type: none"> • Ensuring parents feel welcome and involved, recognising their concerns and views will be listened to; • Having direct contact with the Welfare Co-ordinator in each school or contacting Mr B. Adamson (Trust SENDs Leader); • Offering support during all discussions relating to SENDs provision; • Working effectively with all supportive agencies; • Ensuring all information is available in an accessible manner; • Making parents and carers aware of the Parent Partnership Service, Family Support Service and other relevant accessible support services.
Consulting with pupils about their Special	We support the involvement of pupils when making decisions and exercising choice (SEN Code of Practice 2014). Where appropriate, all pupils are involved in monitoring and reviewing their progress. Where appropriate, pupils with identified SEND will have termly meetings to

Educational Needs and Disabilities.	identify their own needs; set targets; and self-review their progress. Pupils with an EHCP will be involved in the Annual Review, where appropriate.
Concerns about the provision for pupils with SEND.	We encourage parents/carers to contact the child's class teacher if there are any concerns. Meetings can also be arranged with the Trust SENDs Leader or the School Leader in each Primary School. Further support can, if necessary, be gained by contacting the Trustees with responsibility for SENDs.
Outside agencies involved with pupils with SEND.	According to the needs of the child, advice and support may be sought from specialists external to the school. The support will be requested where difficulties persist despite high quality interventions and appropriate adjustments. Outside agencies include: Education Psychology Service; Autism Outreach Service; Behaviour Support Service; Clinical Psychology Service; Support Service for Visual, Hearing and Physical Impairments; Departments within NHS; Child and Adolescent Mental Health Services; and Social Services. The Welfare Co-ordinator makes referrals to these external agencies, or via the Moorlands Inclusion Hub as needed, following discussion with parents/carers and Trust SENDs Leader. If the pupil's progress remains a significant concern despite provision of an individual programme, the school may request an Education Health Care Plan (EHCP) assessment from the Local Authority.
Arrangements for supporting pupils with SEND in transferring between phases of education.	We recognise that transition can be difficult for a child with identified SENDs. If your child is moving to another school we will contact the school and ensure that they know about any special arrangements or support that needs to be in place for your child. We will make sure all records are passed to the new school. Across the MAT, successful transition programmes support the children entering the Foundation Stage; changing class for the next academic year and transferring to High School (KS3), where positive and supportive links have been established.
Support for parents of pupils with Special Educational Needs and Disabilities.	Support can be accessed from: <ul style="list-style-type: none"> • Your child's class teacher; • School Welfare Co-ordinators; <ul style="list-style-type: none"> • Mrs A. Kirk – Bishop Rawle C. E. Primary School • Mrs R. Love – Dilhorne Endowed C. E. Primary School • Mrs L. Proctor – St. Werburgh's C. E. Primary School • Mr C. Harvey/ Mrs C. Bould – The Valley Primary School • Mr B. Adamson – Great Wood Primary School • Mrs H. Brookes – Hollinsclough C.E. Academy • Mrs K. Stanesby – Manifold C.E. Academy • Trust SENDs Leader – Mr B. Adamson. • SEND Trustees – Mrs K. Hulse & Mr J. Ratcliffe • Staffordshire Parent Partnership – 01785 356921/ parent.partnership@staffordshire.gov.uk
Staffordshire's Local Offer	The Local Authority has responsibility for the Local Offer which outlines the services and support available to pupils with SEND in Staffordshire schools. It can be viewed at: https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0