



## SEND Policy

*This policy is inclusive of all pupils in the school including those in the Early Years Foundation Stage*

**Reviewed: March 2024**

**Reviewed by: A Mullaney, L Severin, R Cheshire**

### **AIM OF POLICY**

The purpose of this Special Educational Needs and Disabilities (SEND) policy is to outline our commitment to providing an inclusive and supportive educational environment for all pupils at Moulsford. This policy ensures that we identify, assess, and support pupils with SEND at the earliest possible stage, enabling them to achieve their full potential. By adhering to the principles and practices outlined in this policy, we aim to create a nurturing and inclusive school culture that respects and values diversity, promotes equal opportunities, and fosters the academic, social, and emotional development of every child.

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Special Educational Needs and Disabilities (SEND) encompass a range of learning difficulties or disabilities that make it harder for a pupil to learn or access education compared to most children of the same age. 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.

The SEND Code of Practice highlights four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Physical and/or sensory needs

### **MOULSFORD'S COMMITMENT TO SEND**

Moulsford is dedicated to fostering an inclusive educational environment where every student is recognised, respected, and supported. We believe that diversity enhances our community and that all pupils, regardless of their individual needs or abilities, deserve equal access to high-quality education. Our commitment to inclusion involves ensuring that all pupils, who can make the most of the opportunities on offer, achieve their personal best, and are prepared for their future endeavours. We strive to adapt our teaching methods, provide necessary resources, and collaborate closely with families and external specialists to meet the diverse needs of our pupils. By cultivating a culture of acceptance, understanding, and support, we aim to create a learning environment where every student feels safe, valued, and empowered to succeed.

### **Learning Support Department Staff:**

Staff are recruited based on excellence. Please refer to the Recruitment Policy (18a) for further details.

- Annalisa Mullaney- Head of Learning Support & SENCO, EAL Coordinator- BSc (Hons), QTS, NASENCO
- Lauren Severin- Learning Support Teacher, Deputy Head of Learning Support & School Assessor- BA (Hons), Level 7 Dip OCR (SpLD)
- Katharine Verrill- Learning Support Teacher- BSc (Econ) Hons, OCR Level 5 Cert. SpLD
- Dawn Thackray- Learning Support Assistant and Teacher- MA Hons, OCR Dip SpLD
- Clare Read- Learning Support Assistant and Teacher- BA(Ed)Hons, PG Cert Lit Dif SpLD Level 7
- Sarah Hutchison- Learning Support Teacher- BA (Hons), PGCE Primary, PG Cert Lit Dif Level 7
- Arabella Hayes-Newington - Learning Support Assistant- Level 3 qualification

### **Peripatetic Staff:**

- Claire Occupational Therapist - BSc (Hons)
- Hollie Drummond Speech and Language Therapist - MRCSLT, BSc, MSc.
- Aimee Laming Speech and Language Therapist – MRCSLT, BA, MSc.

The Learning Support Department consists of 6 Learning Support teaching rooms, including a larger multi-purpose group space. Each room is equipped with a computer with appropriate software, books and specific resources for the teaching of pupils with SEND.

### **AIMS**

**Early identification and Assessment:** To promptly identify pupils with SEND and assess their needs to ensure that support can be implemented as early as possible.

**Provision:** To provide bespoke educational adjustments that meet the specific needs of each pupil with SEND, enabling them to access the curriculum and reach their academic potential.

**Monitoring:** To regularly and thoroughly monitor the effectiveness of SEND provision and interventions, using data to refine and improve practices and outcomes for pupils with SEND.

**Inclusivity:** To promote an inclusive school culture where pupils are able to explore their interests and passions.

**Collaboration:** To work collaboratively with the families of pupils with SEND, recognising and valuing their input in supporting their child's education and wellbeing.

**Communication:** To provide specific guidance and support during key transitions, ensuring that pupils with SEND have a smooth and successful transition through each stage of their school career.

### **EARLY IDENTIFICATION OF NEED**

Parents and guardians are asked to notify the school about any specific needs their child may have prior to their admission to the school. They should alert the school of any concerns they have, for example, learning difficulties, behavioural difficulties, physical, sensory or emotional problems. If SEND is identified, then parents and guardians are encouraged to work with the school to support pupils as much as is practical. Parents are advised to inform the school of the outcome of any meetings with outside agencies concerning their child's specific needs. Close co-operation between

the school and parents is considered vital to ensure that the pupil's special educational needs are met.

Identification of pupils with Special Educational Needs and Disabilities is done at the earliest possible stage by:

- Open and transparent sharing of relevant information such as medical, educational or neurological assessments between all stakeholders
- In-class assessment and monitoring of progress
- Continual dialogue between school staff to allow opportunity to raise and discuss concerns
- Working in partnership with parents to address concerns and discuss strategies
- Pupils given regular opportunity to voice their views with their Form Head and members of the LS department

## **ASSESSMENT**

Subject teachers routinely use in-class assessments and collaborate with the Learning Support Department to enhance their planning and delivery of quality first teaching. When a need cannot be met by the support available in the classroom, the Learning Support Department, with parental consent, can administer informal assessments to screen for the likelihood of underlying special educational needs. The outcomes of these screenings are shared with parents, along with recommendations for the provision that a child should receive.

When a pupil continues to make less than expected progress despite targeted support and interventions, the SENCO may recommend the involvement of an external specialist such as an Educational Psychologist or Specialist Teacher for assessment. If there are ongoing behavioural, emotional, or social difficulties that do not respond to in-school support the involvement of a Speech and Language Therapist, Occupational Therapist, Child Psychologist or Child Psychiatrist may be recommended.

## **PROVISION**

SEND support is made in the following Waves of Action, as part of a graduated approach. Pupil progress is monitored and reviewed regularly. The involvement of outside agencies may be advised at any stage.

**Wave 1** - Inclusive, quality first teaching for all pupils, including those with SEND, within the general classroom setting. It includes differentiation and classroom strategies that address the diverse needs of all learners, while progress is monitored closely. This is directed by the class teacher with support from LS staff.

**Wave 2** - Additional, time-limited support for pupils who are not making sufficient progress through Wave 1 provision alone. This involves short-term, often small group interventions that target specific areas of need. Wave 2 interventions can be carried out by TAs or members of the LS department.

**Wave 3** - Intensive, personalised interventions for pupils who continue to experience significant difficulties despite Wave 1 and Wave 2 interventions. Specialist teachers plan and deliver bespoke support for a student and are responsible for planning, monitoring and reviewing highly individualised programs. The specialist teacher will liaise regularly with classroom teachers and parents about a student's learning and progress.

**Wave 3 +** - As above, but with the input of a therapist and/or external professional in addition to, or instead of, a specialist teacher

### **1:1 Learning Support with a Specialist Teacher (Wave 3)**

Learning Support lessons for Literacy and Numeracy are provided by specialist teaching staff. These lessons follow a systematic, multi-sensory teaching programme to suit each pupil, with constant reinforcement and over-learning of work covered. A holistic approach is used with reinforcement via worksheets, dictation, games, and books, use of appropriate software and practical tasks. For pupils having long term support, specialist teacher allocations are usually rotated every two years.

### **Timetabling and Billing**

Pupils will be withdrawn from lessons for their 1:1 Literacy and/or Numeracy sessions. Every effort is made to rotate the timing of 1:1 sessions to provide minimum disruption to the pupil's timetable. 1:1 sessions do not take part during break times or after school. If a pupil misses a 1:1 session, for any reason, the Learning Support teacher will endeavour to provide a catch up lesson, which may take the form of a double session and is likely to be during lesson time.

1:1 Literacy and Numeracy Learning Support sessions are charged per 30 minutes and billed to parents termly. One non-contact session, dedicated to analysing assessments and meeting with teachers, is billed each term. This is to ensure the best possible support is in place for the pupil. The notice period for discontinuing Learning Support is a minimum of one half term. Ideally, the decision to cease 1:1 Learning Support would be reached in collaboration between school staff and home.

<b>Learning Support Services</b>	<b>Fees 2024-2025</b>
<b>Access Arrangements Report - by Lauren Severin</b> An assessment session, brief report and access arrangements outlined if applicable.	£100
<b>Learning Support 1:1 lessons</b>	£34 per 30 minutes
<b>Screeners</b>	No Charge
<b>Observations</b>	No Charge
<b>Interventions / Activities</b>	No Charge
<b>Groups</b>	No Charge
<b>Non-Language sessions (if not 1:1)</b>	No Charge

### **Occupational Therapy and Speech & Language Therapy (Wave 3+)**

Occupational therapy and Speech and Language therapy sessions can be provided at school but are commissioned privately by parents. The Head of Learning Support can signpost you to these therapists but parents should liaise directly with them regarding costs, timetabling arrangements and policies.

### **Counselling**

When a pupil is struggling with social, emotional or mental health difficulties, they can access support from a counsellor, Ally Syrett. Ally offers drop-in counselling sessions to pupils every Friday. When the support required is ongoing, parents can commission Ally's support on a regular basis.

### **Medication**

Parents are required to inform the school if their child has a prescribed medication to support ADHD. Medication will be stored and managed by the matron team.

### **Education, Health and Care Plans**

Pupils with an Education, Health and Care Plan (EHCP) from their local authorities who are suited to the school are welcome. At Moulsoford, the management of an EHCP is meticulously aligned with the SEND Code of Practice to ensure that each student's needs are comprehensively met. Upon receipt of an EHCP, the SENCO collaborates closely with parents, teachers, and external professionals to develop a tailored support plan. This plan is regularly reviewed to monitor progress and make necessary adjustments. Annual reviews are conducted in accordance with the SEND Code of Practice, involving all stakeholders to assess the efficacy of the support provided and to set new targets.

### **Education, Health and Care Needs Assessment**

When the special educational needs of a pupil are significant, complex and long term, and cannot be met by the support available at the school alone, a request can be made to the local authority for an Education, Health and Care Plan needs assessment. This is a detailed and thorough evaluation undertaken by the local authority to determine whether a child or young person has significant special educational needs and requires an EHCP. The assessment involves gathering information from various professionals, including educators, health practitioners, and social care providers, as well as from the child's parents or guardians and the child or young person themselves. Parents and guardians can apply for EHC needs assessments or they can be made by the school. Ideally, a request would be made in collaboration between home and school. The process of requesting an EHC needs assessment is rigorous and therefore the SENCO will require at least half a term to compile an application.

## **MONITORING**

### **Individual Education Plans (IEPs) and Targets & Strategy Plans**

Individual Education Plans (IEPs) are created for all pupils who received 1:1 lessons with an internal Specialist Teacher (Wave 3). IEPs are written at the start of the academic year and shared with all relevant stakeholders. Target & Strategy Plans are written termly to detail progress towards targets. Parents are invited to discuss these documents with their child's Learning Support teacher

throughout the academic year. Advice is offered on how parents can support their child in achieving the targets set at home. Liaison between Learning Support staff, teachers, parents and recommendations from Educational Psychologist reports or Specialist Teacher assessments will inform the long term planning and termly Target and Strategy plans which home in on the specific needs of individual pupils.

An IEP will include:

- The nature of the pupil's needs and considerations
- Strengths
- Start and review dates
- Classroom strategies
- Access Arrangements and auxiliary aids, if applicable
- Parental contribution
- Name of Learning Support teacher, English/Maths teacher as appropriate

Target and Strategy Plans will include:

- Targets to work on
- Strategies and resources used
- Outcomes – completed at the end of each term

The content of an IEP is held on the SEND register and is accessible to all teaching staff. Hard copies are kept in the Learning Support Department.

### **Internal Assessment and Reports**

The Learning Support Department monitors the provision and progress of all pupils raised as having SEND.

Internal monitoring of SEND across the school includes (but is not limited to) the following:

- Maintaining and updating the SEND Register
- Provision mapping every child on the register in conjunction with staff.
- Overseeing lists of LS pupils and allocating LS teachers.
- Producing and reviewing Individual Education Plans (IEPs).
- Arranging annual IEP review parents' meetings.
- Ensuring individual Learning Support Teachers keep their own long term plans.
- Making decisions on pupils who may drop a foreign language in conjunction with a member of the Senior Management Team and Head of Languages and discussing individual cases at the end of Year 6.
- Once a ROC has been logged in iSAMS, meeting relevant parties to discuss the best course of action.
- Keeping Form Heads, Deputy Head and Headmaster informed about all new reports and assessments.
- Communicating changes in diagnosis and needs to academic staff.

### **Early Years Foundation Stage**

The Early Years Foundation Stage pertains to Pre-School and Reception children who are rising 5. On arrival they have a baseline assessment and the pupil profiling process begins with their class

teacher and continues throughout the academic year. Their progress against Early Learning Goals is tracked and finally assessed before transition to Key Stage One. As issues arise, the SENCO will liaise with the Head of EYFS and/or Classroom teacher to put programmes and early interventions in place. Pupils who are still 'emerging' at the end of EYFS will continue to be monitored as they start KSI.

### **Exam Concessions**

At Moultsford, we follow the Joint Council for Qualifications (JCQ) guidelines to ensure that exams are conducted fairly and consistently. When a child receives a report from an external professional the Head of Learning Support will process the report and update the SEN register accordingly. A recommendation from an external professional does not guarantee that a concession will be put in place, as these do not always follow JCQ guidelines. In collaboration with the Deputy Head of Learning Support, the most appropriate exam concessions will be put in place for the student. When further assessment is required to understand whether a student qualifies exam concessions, parents can choose to commission an Access Arrangements assessment which will be completed at school by The Deputy Head of Learning Support.

Ahead of entrance examinations, senior schools require parents to complete a form stating which concessions their child requires, and upload supporting evidence, which is usually an external report. Each senior school follows their own guidelines for approving access arrangements; often they will follow the JCQ guidelines. The Learning Support Department is happy to advise parents on this process.

## **INCLUSIVITY**

It is the responsibility of every member of staff to promote an inclusive school culture where pupils are able to explore their interests and passions.

It is the responsibility of the Headmaster and Governing Body to ensure that Accessibility, Equal Opportunities and Learning Support Policy is in place. The Headmaster, Deputy Head, Head of Pre-Prep and SENCO are responsible for overseeing the provision of education for pupils with SEND. The SENCO will arrange, in conjunction with the other LS staff, for any additional support lessons within the school.

The Headmaster and Learning Support staff, in conjunction with pupils' parents, will ensure that future schools are alerted to the needs of pupils with SEND, through a reference initially, and then direct communication as required by the future school. A pupil's SEND profile is communicated as an overview of need only - it is the responsibility of parents to share full reports with future schools.

### **Inset Training and Staff Development**

Staff, including the SENCO and Learning Support teachers, will attend courses where appropriate, in order to keep up to date with current information. The SENCO will pass on suitable literature about courses to the Curriculum Heads, as they arise.

The Headmaster and Deputy Head in conjunction with the SENCO will ensure that SEND training is regularly covered in staff training days, to improve teachers' ability to identify difficulties and treat them effectively. The SENCO will carry out INSET when appropriate.

## **COLLABORATION**

The Head of Learning Support has an important role as Moultsford Special Educational Needs Coordinator (SENCO). Working closely with the Deputy Head, Assistant Heads (Academic and Pastoral), the Head of Pre-Prep, other pastoral staff and the Bursar, the SENCO plays a key role in determining the strategic development of the SEND policy and provision in the school in order to cater for the individual needs of pupils with SEND.

The SENCO will liaise closely with the pupil's teaching staff, family, schools for transition and where appropriate, with the medical staff and with external agencies. The Head of Learning Support attends regular external training sessions in order to remain current with the latest information.

## **COMMUNICATION**

The Learning Support Department will work hard to ensure that pupils with SEND are well supported during key transitions. This includes transitions between key stages, from Pre-Prep to the Prep site, and their transition on to their Senior School of choice. Smooth and successful transitions occur when there is open dialogue between professionals with a child-centred focus.

## **COMPLAINTS**

The school naturally hopes that parents will not feel that they have cause to complain but its complaints policy is published on the website and available from the school office for any parent who wishes to use it. Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their child has been discriminated against.





## Appendix I

Below are some of the interventions that the Learning Support team is trained in administering. The provision of interventions is subject to need, availability and timetable considerations.

### Literacy

Name	Overview	Suitable for
Nessy		
The Five Minute Box		
Toe by Toe		
Bear Necessities		
Stride Ahead		
AcceleRead/AcceleWrite		
Dyslexia Gold Spelling Tutor		
TouchType Read and Spell		
Project X		
Study Skills		

### Numeracy

Name	Overview	Suitable for
The Five Minute Number Box		
Power of 2		
Numicon		

### Motor Skills

Name	Overview	Suitable for
Jimbo Fun		
Action Club		

Handwriting Club		
------------------	--	--

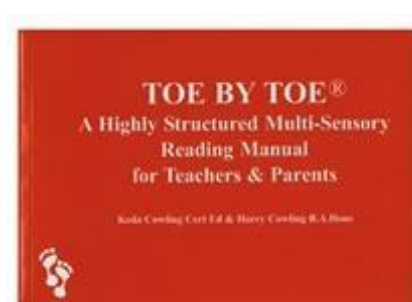
## Social

Name	Overview	Suitable for
Lego Club		
Social Skills Group (or leave as Aimee's remit)?		



**The Five Minute Box:** Is a teaching system for any child who needs extra time to learn or to consolidate basic skills for a few minutes a day. It also ensures that, for a child who may experience literacy difficulties, they have had additional multisensory teaching.

**Toe by Toe:** a reading programme that uses synthetic phonics to build words and non-words from individual sounds.



**Stride Ahead:** is for pupils who can read but have difficulty in understanding what they are reading. Their minds are being too taken up with the mechanics of decoding the written language to be able to give adequate attention to meaning.



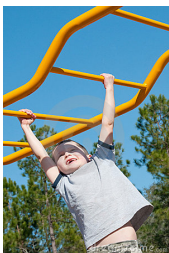
**Study Skills:** to help pupils with revision, preparing them for the exams using topics the pupils are working on. They will go over skills such as using a highlighter, making notes and planning.



**AcceleRead AcceleWrite:** is text to speech software, to improve reading, writing, spelling and listening skills of pupils who are experiencing literacy difficulties. This is achieved through structured phonics exercises over a recommended period of time.



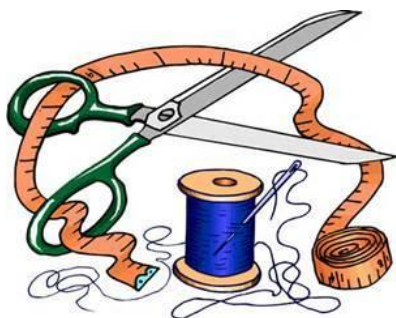
**Action:** for pupils who experience coordination or concentration difficulties.



**Social Skills:** for pupils who experience social communication difficulties. Supporting advice from Clinical Psychologists, speech & language therapists and the Deputy Head of Pastoral.



**Construction Club / Jimbo Fun / Fast Fingers:** for pupils who experience difficulties with fine motor skills.



**Handwriting Club:** for pupils who experience difficulties with fine motor skills, letter formation, cursive handwriting and speed of writing in Year 3 - 8.



**Project X:** for pupils who are experiencing difficulties with reading and comprehension in Years 2 - 4.



**Power of 2:** Maths intervention



**Maths Club:**



**Clicker 7:**  
Dyslexia Software



**Nessy:** Phonics programme



**Dyslexia Gold:** Reading and spelling intervention with an eye exercises element



**Bear Necessities:** A reading and writing intervention