

THINKING SCHOOLS ACADEMY TRUST



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Special Education Needs and Disability (SEND)

SEND Information report

Meon Way Federation

Meon Junior School

Meon Infant School

Moorings Way Infant School

This policy was adopted on	
The policy is to be reviewed	

Executive Headteacher: Sara Paine

Moorings Way Head of School: Rachel Thripp
Inclusion Lead: Rachel Thripp
SEND Co-ordinator (SENDCo):
Rachel Thripp (MWIS)
Kelly Felton-Moore (Meon Infants and Meon Juniors)

Based on SEN Code of Practice 2014 (Updated 2015)

Meon Way Federation – SEND policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2024) 3.65 and has been written with reference to the following guidance and documents:

1. Equality Act 2010: advice for schools DfE (updated June 2018)
2. SEND Code of Practice 0-25 Years (2015, updated September 2024)
3. Schools SEN Information Report Regulations (2014)
4. Statutory Guidance on Supporting Pupils at School with Medical Conditions (updated August 2017)
5. The National Curriculum in England: Framework for Key Stages 1 and 2 (updated December 2014)
6. Teachers' Standards (2012, updated December 2021)
7. This policy is available to be shared with all staff and parents of students with SEND and reflects the principles and requirements of the SEND Code of Practice 0-25 Years.
8. Children and Families Act 2014
9. Keeping Children Safe in Education (current edition)
10. Working Together to Safeguard Children (current edition)
11. Special Educational Needs and Disability Regulations 2014

Our school values:



SECTION 1:

The staff and governors of Meon Way Federation believe that:-

- The term “Special Educational Needs and Disabilities” (SEND) refers to children who have barriers that make it harder for them to learn or access education than most children of the same age. This may be due to physical barriers, problems with thinking and understanding, social and emotional issues or a combination of these.
- Many children have SEN of some kind at some time during their education. Help will initially be provided within the school setting, on occasions with the help of outside professionals.
- All children are entitled to, and should have, full access to a broad, balanced and relevant curriculum which meets individual needs, irrespective of their gender, race, ethnicity, sexuality, level of ability, social circumstances or SEND.
- Every teacher is a teacher of children with Special Educational needs and will aim to provide high-quality adaptive teaching that meets the needs of every child.
- ‘An inclusive school removes barriers to learning and participation’ (EEF)
- Children and parents are valued as partners and their knowledge and expertise of themselves / their child are essential to support the child's developmental needs.
- All children are valued equally.

Meon Way Federation SEND Aims and Objectives:

We aim to match the quality and quantity of our provision to the changing needs of all our children.

1. To adapt the curriculum to ensure good SEN teaching for all.
2. To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
3. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs and /or other temporary or ongoing barriers to learning.
4. To continually monitor the progress of all children, to identify needs as they arise and to provide appropriate levels of support as early as possible.
5. To work with parents and other professionals to ensure provision for SEND is supporting removal of barriers effectively.
6. To respond and adapt teaching as necessary without unnecessarily elaborate or individualised approaches to provide access and challenge
7. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those children where it is deemed necessary.
8. To involve parents/ carers at every stage in plans to meet their child’s additional needs.
9. To involve the children themselves in planning, target setting and in any decision making that affects them, where appropriate.

SECTION 2: Identifying Special Educational Needs

Definition of Special Educational Needs: Code of Practice (2014) (Updated 2015)

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

The four broad areas of need are identified as:

- ♣ Communication and Interaction
- ♣ Cognition and Learning
- ♣ Social, Emotional and Mental Health
- ♣ Sensory and / or Physical needs

Many children and young people have barriers that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. Removing barriers and responding to individual needs by carrying out an individual assessment of each child or young person at the earliest opportunity will make an accurate assessment of their needs.

All children are entitled to, and should have, full access to a broad, balanced and relevant curriculum which meets individual needs. Children must not be regarded as having SEN solely because their language or form of home language is different from that in which they are taught.

More in depth information can be found by reading the SEN Code Of Practice here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Children with Special Educational Needs and/or those who are disabled

Children have special educational needs if they have a barrier to learning which calls for special educational provision to be made for them whether their personal barriers are deemed to be of a temporary or more ongoing nature.

Children have a learning need if they:

- a) have a significantly greater barrier to learning than the majority of children of the same age;
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

SECTION 3: Roles and Responsibilities

Provision for children with special education needs is a matter for the school as a whole. Some responsibilities are defined in accordance with the code of practice:

The **Head Teacher** will:

- have overall responsibility for all aspects of provision but will allocate roles so that pupils with SEND have their needs met; will keep governors informed on the needs and progress of the children and will work closely with the SENDCo/inclusion lead.
- Review quality of teaching for all children and if necessary improve teachers understanding of strategies to identify and support SEND and vulnerable children.

The **SENDCo/Inclusion Leader** will:

- oversee the day-to-day operation of the school's SEND policy by coordinating provision for children with special educational needs. She will liaise with teachers and manage other relevant staff including learning support assistants. She will maintain the records of all children with special educational needs, meet with parents, external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies. She will contribute to the in-service training of staff.
- The SENDCo will maintain professional standards and qualifications in accordance with current statutory guidance.

THE SENDCo FOR Meon Infant and Meon Junior School is:
Kelly Felton-Moore

THE SENDCo FOR Moorings Way Infant School is:
Mrs. Rachel Thripp – Inclusion lead /Head Of School

Class Teachers will:

All teachers are teachers of children with SEND and have a major role in making the appropriate and best provision.

- Provide high-quality adaptive teaching
- Use adaptive teaching to ensure pupils make good progress.
- Identify the SEND of individual children in conjunction with the SENDCo
- Provide learning experiences which are appropriate to the needs of the child
- Plan for and resource learning to be provided by TAs and ensure TAs are carrying out work as directed by the class teacher or SENDCo
- Provide evidence of assessment, tracking and/or monitoring of progress against specific or individual targets.
- Meet regularly with parents for discussions encouraging participation and co-operation between home and school.

Teaching Assistants will:

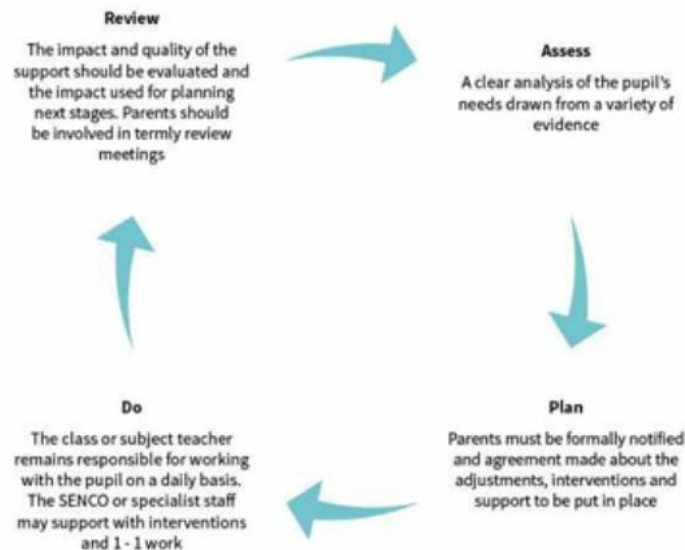
- Have responsibility for working with the class teacher and SENDCo
- Ensure that the child is appropriately supported.
- They will be led by the class teacher and SENDCo on support strategies.
- Provide an appropriate level of support to individuals or groups that fosters independence.

The Governing body (AAB) will:

- Be fully involved in developing and monitoring the SEND Policy, have up to date knowledge about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- Ensure, along with the Head Teacher, that financial resources are available to carry out the SEND policy and ensure the quality of SEND provision is continually monitored.
- Liaise as necessary with the Head teacher, SENDCo and staff. The SEND Governor is: Zoe Williams

SECTION 4: A Graduated Approach to SEND support

Our approach to SEND support is based on a continuous cycle. This is a four-part cycle (assess-plan-do-review) through which earlier actions are revisited, refined and revised with a growing understanding of the children's needs and of what supports the pupil in making good progress and securing good outcomes.



Identification and Assessment

If a child's needs are identified prior to entry provision is put in place to ensure a smooth transfer for the first day. The Headteacher, SENDCo and class teacher will work closely with parents and previous settings.

Whereby a child's needs are not identified prior to starting at Meon Infant School, our priority is early identification of SEND to ensure every child's needs are met.

We do this through:

- The analysis of data including entry profiles and EYFS scores.
- Liaison with feeder nurseries on transfer
- Information from previous schools/ other services
- Home visits / parent meetings as part of new entry structure
- Following up of parental concerns
- Classroom based assessment and monitoring arrangements
- Tracking of individual pupils progress over time
- Maintaining a provision map for all vulnerable learners
- Undertaking when necessary a more detailed individual assessment - this may include a range of commercially available assessments carefully chosen to deliver appropriate useful information on the child's needs. This may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need may be present.

Pupils will be offered additional support when it is clear that their needs require intervention which is "additional to" or "different from" the well differentiated curriculum offered to all pupils within the school

- Pupils will be offered additional support with learning in the form of small group or adult led individual support when it is clear that their needs require intervention which is in 'addition to' or 'different from' the curriculum offered to all pupils in the school.

- Underachieving pupils and pupils with EAL who do not have SEN will be offered additional support to accommodate their needs.
- SEND support will be offered if a child has a significant area of need identified and this requires input from outside agencies where appropriate (i.e. Educational Psychologist, Speech and Language, Behaviour Support Service, CAMHS). The academy is clear that only those students who require additional specialist provision will be referred to as having SEN status.
- We recognise that there is a continuum of special educational needs and where necessary will seek specialist expertise for support with barriers that a child may be experiencing. The majority of children will not pass through all these stages of assessment and provision as action taken at the early stages will mean that the child will make sufficient progress and not need to move on to the next stage. If a child continues to meet barriers in their learning, without expected progress being made then we would continue to work closely as professionals, parents and the child to discuss next steps and support.

Within school procedures

Assess

Some children come to Meon Infant or Moorings Way Infant either through early years or later, with specific needs already assessed. For others, we need to ensure early identification of pupils who experience barriers to learning which may impact on their progress, attainment or ability to access a full curriculum. Concerns that a child may have learning or other needs can be initiated by the child's parents or class teacher. These concerns will be discussed with the child's parents or carers and any other relevant background information is taken into account to help make an initial assessment of the difficulties. It may be decided at this point to refer a child for further assessment from one of the outside agencies.

Plan

Following an initial assessment of a child's needs the class teacher will meet with the SENDCo to decide how best to provide support. We have a range of strategies in place to meet a child's needs. Teachers and support staff look carefully at classroom organisation, teaching materials, teaching styles and learning styles to decide how these can be developed so that a child is able to access learning effectively. Supported by the guidance of Ordinarily Available Provision, adaptations to overcome any barriers will be implemented. For some children it may be decided that further intervention may be necessary from an additional adult. Children accessing interventions will be collated on a provision map and monitored using this document.

Do

High-quality adaptive teaching of an engaging and motivating curriculum, focus group work, TA/additional adult support, specific resources, extra phonics, reading, maths groups, outside class interventions, recommendations from specialist reports (such as Speech and Language, Physio etc) are all ways in which our teachers provide extra support for our children to overcome barriers to their learning.

Provision and Resources

Ordinarily Available Provision

Meon Way Federation recognises that the majority of pupils with SEND should have their needs met through high-quality adaptive teaching and ordinarily available provision before more specialist interventions are considered.

Each pupil identified as needing additional SEND support will have strategies employed to enable them to make progress.

The range of strategies includes the following:

- Extra individual or group support within the classroom
 - Sessions of extra support in literacy, numeracy, social skills or other specific skills, individually or within a small group in or out of the classroom.
 - Special resources or equipment for children with sensory or physical needs
 - Assessment and advice from external professionals
 - Specific individual reward and/or sanction systems
 - Social skills/nurture (friendship) group
- More complex physical or medical needs will be provided for through a care plan or on an individual case by case basis.

Review

Monitoring and Review Process

Class teachers will carry out assessment, planning and monitoring in accordance with general school practice. The SENDCo will use class assessment data and pupil progress meetings to monitor progress each half term and check that children are making sufficient progress and achieving specific personal targets.

At Meon Junior School data is analysed including KS1 results, reading ages and other whole-school pupil progress data.

All children with identified special educational needs will have their progress carefully tracked and monitored by both their class teachers and the SENDCo. Many children will make excellent progress and only need extra support for a short or specified period of time. Some children may require different forms of extra support throughout their time and the success of each type of support will be monitored and measured for its impact on progress. It may then be necessary to change the provision. Teaching assistants, after discussion with class teachers and/or the SENDCo, assess the children in their group. This is then reported back to the class teacher.

Parents will be informed and consulted about their child's progress and support provision through parents evenings or through informal meetings arranged by the class teacher. Parents may also discuss their child's progress or any concerns with the SENDCo.

If, despite receiving differentiated learning opportunities and support, expected progress is not made, further school based action is sometimes necessary. The teacher will discuss the progress made and any identified barriers with the SENDCo and with the child's parents. Pupils may be supported through an Individual Support Plan (ISP) which outlines their targets and is reviewed termly by staff and parents.

Further programmes of support or intervention may be decided and put in place with specific targets for progress set.

The SENDCo and teacher will continue to review the child's progress and adjust the support as needed.

If a child's barriers continue and expected progress is not made and internal school-based measures continue to have had little or no effect it may be decided that further assessment, advice and support from external professionals is required. All referrals require parental consent and will always be discussed with parents and carers.

Decisions regarding SEND provision are made through a co-productive approach, recognising that children, young people and families are equal partners in planning, reviewing and evaluating support.

School request for a Statutory Assessment

In some cases, the barriers to a child's learning are persistent and despite the best endeavours of the child, school and parents these barriers remain. These children may require a SEN Support Plan which will be compiled by the class teacher and SENDCo and agreed with parents. This would outline the support that they receive in school and any provision that they require above and beyond their peers.

In this scenario it may be deemed appropriate, should progress still be limited, to apply to the Local Authority for a Statutory Assessment of the child's needs to be carried out. The SENDCo will discuss with the parents whether they agree to the school making the application and parental input would be an integral part of the process. The outcome of the assessment may result in the child being given an Education, Health and Care Plan (EHCP).

Education, Health and Care plan (EHC plan)

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. (Gov.uk)

Meon Way Federation schools will comply with all the local arrangements and procedures when applying for an Education, Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND support using our devolved budget at an earlier stage.

Our review procedures will fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with the Local NCC policy and guidance particularly with regard to the timescales set out within the process.

When the LA agrees that a child should be given an EHC plan they will be allocated a level of additional banded funding. This funding can be used by the school to purchase resources or support appropriate to the child's needs.

All plans must be reviewed at least annually with the child, the parents, the school and professionals involved. These meetings aim to be child centered and an opportunity to review targets, celebrate success and if appropriate amend the description of the child's needs or the special educational provision specified in the plan. At the review in Autumn Term of Year 2 or Year 6, the aim should be to give clear recommendations as to the type of provision the child will require at their next placement eg. Juniors or Secondary. The SENDCo of the receiving school will be invited to attend the final annual review in the school of children with EHC Plans to allow the receiving school to plan an appropriate support to start at the beginning of the new school year.

Pupils with an EHCP will remain on the SEN register for as long as they have their EHCP. The decision to remove a student from the SEN register will be a joint one with the School, parents and students concerned.

Children with Social, Emotional and Behavioural difficulties

Some children experience social, emotional or behavioural difficulties which are a barrier to their learning. The school adopts a neurodiversity-affirming approach and recognises that communication, sensory processing, emotional regulation and behaviour may be influenced by underlying SEND.

Good communication with the child's parents or carers is vital. In the Infant Schools staff are supported by the SENDCo in the best approaches to support pupils emotional needs. At the Junior School we have an ELSA (Emotional Literacy Support Assistant) who is able to support children with SEMH needs and works closely with staff to improve any child's experience of school by understanding their needs. We strongly advocate that any type of behaviour is a way of communicating and our role is to give every child the voice they need to be heard through positive strategies.

For some children a specific plan will be written and agreed with the child and parent/ carer. These are called co-regulation plans. We can also provide 1:1 and small group support for some children. In some cases a referral will be made to the Multi Agency Behaviour Support Service team (MABSS). They will provide support to the school and parents in addressing behaviour concerns.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. When concerns arise we will undertake assessments to determine if there are any underlying barriers, such as communication, undiagnosed learning difficulties or neurodiverse needs. This is supported by MABS (above), the Neurodiversity (ND) Team, CAMHS (Child and Adolescent Mental Health Service) or an Education Psychologist (EP). If there are other contributing factors, such as housing, family or domestic circumstances, a multi-agency approach, supported by an Early Help Assessment, may be used.

On occasions, some behaviours are not necessarily seen in school yet are seen at home and are cause for concern with parents / carers. We can support parents with this as well and work closely with the Mental Health Support Team (MHST) and the Neurodiverse (ND) Team to offer support for families where this is the case.

SECTION 5:

Admission arrangements:

The admission of children with SEND is discussed at a transfer meeting that is held prior to the child starting school. Liaison is made with parents / the Local Authority / health services for support to ensure the facilities are in place for easy access arrangements and appropriate provision is implemented. On these occasions a care plan is written and shared with parents.

Meon Infant School and Moorings Way Infant School are both single storey buildings with classrooms being situated on the ground level. They have ramped access points including one at the main entrance of Meon Infants, the others accessible from the school playgrounds at both schools.

Meon Junior School is a two-storey building with four classrooms (including the art room), the music room and the Dance Studio situated on the second level. In addition, the leadership offices are situated on the second floor.

One class has an accessible slope on the ground floor. All other classes and learning spaces on the ground floor have stepped access.

Other specially adapted facilities include disabled toilets for adult and child use. Visual and audio fire alarm systems have been set up. Further facilities will be considered upon identification of need.

Arrangements for providing Access For Children with SEND to a Balanced and broadly based curriculum including the National Curriculum.

All children are taught a full, broad and balanced curriculum. Children receive support in class and when / if they are withdrawn, care is taken to ensure minimum disruption to class activity and to maintain good links between staff concerned.

Preparing for Adulthood

From the earliest years, the Federation seeks to develop independence, communication, self-regulation and social skills that contribute to successful preparation for adulthood.

Equality, Diversity and Inclusion

The Federation recognises that SEND may intersect with protected characteristics including race, religion, sex, disability, sexual orientation and socio-economic disadvantage. Provision will be planned to ensure equitable access and outcomes for all pupils.

How children with SEND are integrated within the school as a whole

All pupils with SEND are full members of the school and in mainstream classes. Where necessary, adaptations will be made to activities, to ensure that all children are fully integrated and involved in all school activities.

Information about the schools Policies for identification, assessment and provision for all children with SEN.

Funding for children with SEND is met through an allocation in the school's budget. Money is allocated against specific criteria and is a flexible resource within the school but is in the main used for staffing resources. Specific allocations may be included for identified children.

Allocation of resources

The SENDCo maintains a provision map, which is updated at least termly. This map details resource allocation. Additional support beyond that of normal classroom support is allocated according to an individual child's needs. Needs are assessed through the continual analysis of data at whole school level alongside teacher assessment, observations and concerns.

Enhanced Provision is available for pupils whose needs require support beyond ordinarily available classroom adaptations. Moorings Way Infant School has Hedgehog Class which is led by a class teacher and supported by teaching assistants delivering full-time provision. Meon Junior School has the Meadow which provides support for pupils with cognition and learning needs for core curriculum lessons; English and Maths.

SECTION 6:

Partnership with Parents

We recognise the importance of working in partnership with parents and welcome the valued support they can offer by being as transparent as possible. Parents have unique knowledge and information to impart about their child that can contribute to the identification and assessment of their child's needs. Parental consent will be sought regarding assessments, provision and intervention.

We understand the concern and anxieties parents may feel when they first realise that their child may have special educational needs or is experiencing a barrier to learning. We will be sensitive to their feelings and ensure them that confidentiality will be observed at all times.

The child's teacher will be responsible for liaising with the parents of the SEND pupils in his/her class to discuss their special educational needs and their progress. The SENDCo will also be available for discussion, support or information. For some children, the SENDCo will also often be involved in meeting with their parents as these children often have more complex or severe needs which require external professional advice.

The SENDCo will be responsible for arranging the Annual Review Meetings for the parents of all children with an EHC plan.

Involving Children

Where possible children with an EHC plan are offered the opportunity to be included for a short time in their annual review meetings. However, the child will not be pressed to take part in the meeting if they do not wish to do so but their views are taken into account through an 'All About Me' document or an informal discussion with their teacher, parent or an adult that supports their needs. All children at Meon Way Federation Schools are encouraged to have an understanding about their own learning, including their next steps and to be able, with support if necessary, to express an opinion.

Working with Outside Agencies



Advice and practical support can be obtained from a number of external agencies. We currently draw on the following:

- The Educational Psychology Service
- Multi Agency Behaviour Support outreach (MABS)
- The Speech and Language Therapy team.
- Springboard Speech and Language.
- The School Nurse
- The Child Health Services (including Occupational therapists and Physiotherapists)
- The Child and Adolescent Mental Health Service (CAMHS)
- Mental Health Support Team (MHST)
- The Neurodiversity Team (ND)
- Social care
- Inclusion Outreach support

Staff Development

We will continue to raise the skills, knowledge and understanding of all staff as well as enabling individuals to develop higher levels of expertise in specific areas of need. Training for staff will be delivered in a variety of ways: Inset relevant to all staff (e.g. on a particular type of special need such as 'Autism') will be arranged by the SENDCo and will include training from outside specialists. This type of training will, where possible, also be offered to Teaching Assistants, and Midday Supervisors.

External specialists will be brought in to offer advice or training to individual teachers about particular pupils with SEND in their class, where necessary.

Links with other schools

Our school is part of The Thinking Schools Academy Trust (TSAT).

The SENDCo's work collaboratively across the Federation Of Schools as part of a joint inclusion team which provides support for staff, children and families.

Rachel Thripp (SENDCo) is an Outreach SENDCo for Portsmouth City Council and works to support SEN across the city.

SECTION 7:

Local Offer

The Portsmouth SEND Local Offer details the information, support and services that Portsmouth City Council expects to be available in our local area for children and young people aged 0-25 with special educational needs and or a disability (SEND).

Please follow the link to find out more information: <https://portsmouthlocaloffer.org/>

Portsmouth City Council makes sure that support for children with special educational needs is normally provided in mainstream schools.

Portsmouth SEND Information, Advice and Support Service SEND IASS provides support for parents and carers of children with SEND and as a school we have worked with many families who are supported by SEND IASS.

Please follow the link to find out more information: [Portsmouth SENDIASS | Barnardo's SENDIASS](#)

SECTION 8:

Complaints Procedure

If a parent or carer has concerns they should discuss these with the class teacher, often this can lead to swift resolution of the problem. If they do not feel their concerns have been adequately addressed they should request a meeting with the SENDCo and/or Headteacher in the first instance. In the unlikely event that a problem is still unresolved, complaints can then be referred to the School Governor responsible for Special Educational Needs.

If parents are still dissatisfied with the school's response to the complaint they have the right to contact Portsmouth's Special Educational Needs Department. If parents wish to appeal against a final decision made by Portsmouth LA about assessments or statements they can put their case to the Special Educational Needs Tribunal. Details about this tribunal can be obtained from Portsmouth Education Department.