



MOSSPITS LANE PRIMARY SCHOOL

SEND Policy

Policy title	SEND policy
Function	For information and guidance about SEND Provision and Practice at Moss pits Lane Primary School
Statutory guidance	Special Educational Needs and Disability Regulations 2014. Statutory guidance on this is contained in paragraphs 6.79 to 6.82 of the special educational needs and disability code of practice: 0 to 25 years Equality Act 2010
Last reviewed	Spring 2023
Approved by:	V. Corbett and E. Cheliotis Date: Spring 2024
Next review due by:	Spring 2025

Headteacher: Vicky Corbett

SENCo / Inclusion Lead: Kirsty Ainsworth

Arrangements for co-ordinating the SEND provision:

Responsibilities

We acknowledge that the SENCo shares responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remains responsible for SEND, they often appoint a SEND Governor to support their work. The SEND Governor at Mossfits Lane Primary School promotes the development of SEND provision by:

Reporting annually on the success of this policy under the statements listed in 'The aims and objectives of this policy'.

In evaluating the effectiveness of this policy, the school will consider:

- Findings of the SEN information report including its Local Offer
- Reports presented by the Head teacher, SENCo and Link SEND Governors
- Parents/ Carers
- Pupils
- Outside Agencies with evidence of collaborative working

Pupils' attainment and progress data will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting their agreed outcomes.
- Use of standardised tests including reading, spelling and maths
- An analysis of external tests including SATs
- The school's tracking systems and teacher assessments
- Evidence generated from provision mapping and related interventions and person centred planning reviews from Education, Health and Care plans and EHATs.
- Reports provided by outside agencies including Ofsted.

The role of the Governing Body

- to co-operate with the headteacher to determine the school's general policy and approach to provision for children with SEND
- to establish the appropriate staffing and funding arrangements.
- to maintain a general oversight of the school's work

The role of the headteacher

- day to day management of all aspects of Special Educational Needs Provision
- keeping governing body well informed
- encourages working closely with the SENCo
- informing parents that SEND provision has been made
- ensuring the school has a clear, flexible policy for working with parents, which encourage their involvement

The role of the SENCO

In mainstream primary schools the key responsibilities of the SENCO include:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND needs.
- advising and supporting colleagues
- ensuring parents are closely involved throughout the process and that their insights inform the actions taken by the school
- liaising with professionals or outside agencies
- day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- overseeing the day-to-day operation of the school's SEND policy and updating it annually and overseeing and updating the school's SEN information report in line with statutory guidelines
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with Early Years providers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its

responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- Ensuring that the school keeps the records of all pupils with SEND up to date
- monitoring and supporting a graduated approach of Assess, Plan, Do and Review
- ensure that resources and support are allocated and maintained to all those individual pupils who may need additional provision of support staff in our school including Teaching Assistants
- review the work of other adults regularly. In reviewing pupil progress and tracking achievement, SENCOs should review targeted support on a regular basis
- being actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Ensuring that the school keeps the records of all pupils with SEND up to date for example participation of pupils in clubs and activities.

The role of the class teacher

- collaborate with the SENDCo to collect information and decide on action to assist pupils
- collaborate with the SENDCo in developing relevant interventions for SEND children
- be aware of the need to keep the SENDCo informed of progress
- be aware of procedures for the identification, assessment and provision for SEND children
- work with SEND children on a daily basis delivering individual programmes
- closely monitor the impact of interventions delivered
- be responsible for interventions delivered by teaching assistants
- understand their responsibility to provide appropriately for pupils with SEND
- know where to find pupil information
- know what constitutes a trigger for action
- be involved in the development of policy
- develop constructive relationships with parents and know the procedures for informing them that their child has SEND.

The role of the Teaching Assistant

- collaborate with the class teacher in delivering and assessing interventions
- be aware of the need to keep class teachers informed of progress
- maintain relevant record keeping in order to inform progress

- work with SEND children on a daily basis delivering individual/group programmes
- closely monitor the impact of interventions delivered

The role of the parent

- to be informed of SEND concerns and progress
- to inform the class teacher / SENDCo of SEND concerns
- to maintain good attendance / punctuality of children
- to support the school in agreed actions
- to attend relevant meetings

The role of the child

- maintain high level of effort in lessons and interventions
- to inform relevant staff of concerns / worries that may be a barrier to learning

Aims and objectives of Mosspsits Lane Primary School in relation to SEND provision.

School Mission Statement – *Believe, Achieve, Succeed*

Our Aims:

- At Mosspsits Lane Primary School we aim to create an ethos and educational environment that is child centred and has their views and needs at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- The focus for us as a school is on improving the **quality of teaching and learning** and ensuring pupils with SEND are full members of the school community who have a rich and positive experience.
- To reflect the Code of Practice (2015) in stating that teachers are responsible and accountable for the progress and development of ALL pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is responsible for every child in their class including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible progress;

- To work within a 'child centred approach' fostering and promoting effective collaboration with children, parents/carers and outside agencies.
- To encourage and engage the participation of children and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEND Governors in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities. We will adapt teaching where necessary thus developing positive self-esteem with a long-term goal of independence and preparation for adulthood.

How Pupils with SEND are identified within Mossfits Lane Primary School.

It is important that pupils who are experiencing difficulties accessing the curriculum or within their own personal development are identified as soon as possible. This ensures that support can be implemented to try and help overcome these challenges.

Before the SENCO becomes involved, we expect our teachers to use regular assessment, monitoring and observations to support our pupils and adapt their teaching to meet their needs. We also seek further opportunities for staff members to regularly update their training on special educational needs. This is possible through accessing courses such as 'EYFS SEND Advocate' training through SIL and through Creative Education courses online, which all staff and community members have access to.

By making careful observations of pupils and reviewing their progress, whether this is academically or on a personal level, they are able to identify pupils who are making progress that is less than expected. We have termly progress meetings where teachers are able to discuss individual pupils and seek further advice from members of SLT.

We recognise that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work

with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

The **SEND Code of Practice** (January 2015) specifies 4 Broad Areas of Need as detailed below. Specific examples provided for each area of need.

Communication and Interaction – including Speech, Language and Communication Needs and Autism Spectrum Conditions

Cognition and Learning – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)

Social, Emotional and Mental Health – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.

Sensory and/or Physical Needs – including hearing impairment, visual impairment, multi-Sensory impairment and any physical impairments.

Once a child has been identified as having SEND, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the graduated approach. At this point a pupil will be placed on the SEND register at SEND Support. This process will lead to the identification of the child's primary and, if required, a secondary need. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

What is not SEND but may impact on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Children in receipt of pupil premium or pupil premium plus.
- LAC

- Being a child of servicemen/women
- EAL

How Mossfits Lane Primary School supports pupils with special educational needs

Every pupil's development is driven by progressively more complex everyday activities. At school, teachers routinely plan and organise these to enhance development for their classes. This happens, for example, through direct teaching, group or individual learning, peer-to-peer activities, reading, learning a new skill, and so on. The **quality of teachers' planning and of their delivery of teaching and learning** therefore has a major impact on every pupil's development.

Teachers should understand the individual characteristics of pupils' needs, and how these relate to their **classroom environment** and the **content that they are teaching**.

Supporting pupils with special educational needs should be part of a proactive approach to supporting all pupils—it is **not an 'add on'**. It means understanding the **specific barriers pupils face** to learning and what they need in order to thrive so that they can be included in all that the school has to offer. It is expected that effective adaptation of learning tasks is employed to allow all children to access learning effectively.

Pupils who are identified as having a special educational need/ disability have a one-page profile. This document outlines their current targets and what support is in place for individual pupils. Teachers review them termly in collaboration with parents/ carers and the pupils themselves. Based on this review, targets can be edited/ changed accordingly.

How Mossfits Lane Primary School adapts the curriculum and the learning environment for vulnerable pupils and those with special educational needs.

Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at school. Closing the disadvantage gap means finding better ways to support pupils with SEND. It may be that the challenge of SEND is seen as one of creating new programmes, but the evidence from EEF research tells us that teachers should instead prioritise familiar but powerful strategies, like scaffolding and explicit instruction, to support their pupils with SEND. This means understanding the needs of individual pupils and weaving specific approaches into every day, high- quality classroom teaching—being inclusive by design not as an afterthought. It also means using carefully implemented interventions and working effectively with teaching assistants to offer additional support where needed.

We have developed communication friendly spaces around the school to avoid overwhelming pupils with bright, bold visuals that are not used effectively. Displays are kept minimal to maximise their impact. Pupils help to develop the learning environment around them so that the resources are purposeful and they can access them independently.

For example; each classroom has a working wall for English and Maths. As their learning progresses within each unit, children will help to add to the working wall. They will record ideas, key vocabulary, key information and visuals. This ensures that all learners are able to access the environment as they have been involved in the development of it.

The environment has also been developed for pupils who have a physical disability.

The school increases and promotes access for disabled pupils to the school curriculum. Reasonable adjustments are made to enable inclusion. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

- There are ramps and a disabled toilet at ground floor level.
- The school improved access to the physical environment of the school. A lift links the 3 levels of the school giving access to all areas. This covers improvements to the physical environment of the school and physical aids to access education e.g. writing slopes, Sensory balance cushions, weighted blankets.
- There is wheelchair access to most points throughout the school including; main entrances front and back, most classrooms onto the playground, EYFS and school halls.
- There is full access to disabled parking.
- There are 2 evac-chairs situated at the top of the stairs at each end of the school building.
- The edges of the central staircase are painted yellow to help the visually impaired

How Mossps Lane Primary School assesses and reviews the progress of pupils with special educational needs.

ASSESS: - In assessing a child the school will carry out an analysis of the pupil's needs which draws on the teacher assessments and experiences of the pupil, alongside the pupil's previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupils' progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who

are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed termly in our school.

PLAN: - We recognise that we must formally notify parents if their child is being provided with SEND support despite prior involvement and communication. The teacher and SENCo agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

DO: - The School's SENCo, Miss K Ainsworth, supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW: - Reviews are carried out on the agreed date. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCo's role. When we review we evaluate the impact and quality of the support and consider the views of the parents and pupils. This feeds into the analysis of the pupil's needs. The teacher working with the SENCo will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENCo attending meetings offsite to support the transition process. All provision is recorded on a one-page profile which is reviewed termly.

How Mossps Lane Primary School manages the needs of pupils who qualify for SEND support.

Some children and young people on the SEND Register may have more significant or complex SEND, and there may be a number of specialist services involved with the

child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such Outreach, Specialist Teachers from SENDISS or Educational Psychology Services. As a result of the GRADUATED APPROACH, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.

All the children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle. Children's progress is continually monitored by class teachers and there is opportunity for parents to discuss this at parents' evenings and at informal meetings during the year. Concerns can be raised by the class teacher directly with the SENCo. Parents can also raise concerns escalating through the class teacher and then to the SENCO. Concerns will also be escalated through pupil progress meetings.

How Mossfits Lane Primary School works with parents and carers in planning for provision and reviewing progress, and how we support to access information.

- At Mossfits we recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEND support outside school as well as the parents/carers particular knowledge of their child and any changes in needs which they can provide.
- In creating the School's Local Offer parental consultation was crucial and parents' views on

this were sought, acted upon and valued. This is an ongoing process and the school operates an open-door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child. There are other systems to encourage communication such as the PA and school questionnaires etc.

- Where a pupil is receiving SEND Support the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.
- At all stages of the SEND process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.
- Our school's SEND Information Report is published on the school's website detailing how SEND policy has been implemented and what the outcomes have been.

How Mossfits Lane Primary School enables pupils with SEND to participate in all activities together with pupils who do not have SEND.

- At Mossfits we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to plan in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
- Children are encouraged to participate fully in the life of the school. This includes extra-curricular clubs and activities where the SENCo monitors the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups.
- Some children may require high needs funding in order for them to successfully access the curriculum. The Head Teacher supports the SENCo in applying for this funding

What support Mossfits Lane Primary School offers for improving the emotional, mental and social development of pupils with special educational needs.

Mossfits Lane Primary School recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- 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)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect, previous trauma through Adverse Childhood Experiences or attachment related difficulties.

At Mossfits we have clear processes to support children and young people and this is linked to the Safeguarding, Relationships for Behaviour, Mental Health and Wellbeing policies as well as the policy for Supporting Medical Conditions in School. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil's emotional, mental and social development in the following ways:

- We have a member of staff who has been assigned the role of 'Pastoral mentor'. They provide 1:1 support for pupils and also liaise with parents and staff. This member of staff is overseen by a Pastoral Lead, who is also Designated Safeguarding Lead and Attendance Lead in school.
- Teaching assistants are often used to support children who are struggling to access the school environment.
- In some individual circumstances, 1:1 support has been implemented on a daily basis due to the high levels of need.

- Time to talk/ Socially speaking intervention resources are available to staff to support children as and when needed. Wellcomm is used within the Early Years setting to support children with speech and language needs.
- Wellby is currently used – a resource created by Clinical Psychologists, these daily activities promote good mental health strategies and teach children techniques for self-regulation.
- We buy into Seedlings support through our Consortia. This intervention allows pupils to be seen on a 1:1 basis by a trained therapist.
- Identifying safe and calm spaces in school – we have developed a breakout room in school (Star light room) and are looking to develop further spaces in school.
- Children participate in check in sessions on daily basis in the classes – if anything arises during these sessions, children will be spoken to on a 1:1 basis to offer further support.
- Our PSHE curriculum strongly promotes pupil wellbeing and we regularly talk about their emotional and mental health.
- Regular peer massage, the use of music in classrooms and other calming techniques are employed by teachers in order for all children to become ready to learn.

How Senior leaders and governors at Mossfits Lane Primary School monitor and evaluate the impact of the school's SEND provision.

Whilst the full governing body remains responsible for SEND they often appoint a SEND Governor to support their work. The SEND Governors at Mossfits Lane Primary School are Erini Cheliotis and Joyce Smith. They can be contacted via the head teacher or the school office. The SEND Governor promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCo and visiting classrooms;
- ensuring they have an understanding of the role of the SENCo and how pupils are supported;
- developing an awareness of the types of SEND present within the school cohort;
- reporting regularly to the Governing Body along with the SENCo ;
- understanding how funding received for SEND is allocated by the school;
- attending training in relation to SEND;

- assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitor the effectiveness of the SEND Policy.

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and values of this policy' (p2 & 3). The SEND Governor will also liaise with the SENCo in relation to the Local Offer and the SEND Information report.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head teacher, SENCo and Link SEND Governors
- Parents/carers
- Pupils
- Outside Agencies

Pupils' attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes.
- Use of standardised tests including reading and spelling
- An analysis of external tests including SATs
- The school's tracking systems and teacher assessments
- Evidence generated from evidence records and Annual Review meetings
- Reports provided by outside agencies including Ofsted.

What training on SEND will be available for teachers, support staff and the SENCo?

All primary schools within a SEND Consortia share best practice and offers support within the locality. Training on SEND is arranged through these and with the support and involvement of the services attached to these. The training is needs led and linked to the school development plan, needs of the particular consortia and the school's Local Offer.

Specific training can be provided for the SENCo, Teaching Assistants, whole school and parents. Liverpool School Improvement service provides two SENCo briefings and an annual SENCo Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place. All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCo provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

The school has invested in Creative Education as an online CPD platform, which provides immediate access to courses linked to specific needs and builds practitioner knowledge and understanding of what effective provision is in relation to specific needs.

As a school, we look at the needs of our pupils and determine what training is needed to further support and upskill our staff. Details of training can be found in the school development plan.

How SEND is funded at Mossfits Lane Primary School.

The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The SENCo along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support.

The Governing Body oversees the expenditure of the school budget allocation for SEND and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy. The school allocates SEND funding in the following ways:

- Teachers and support staff.
- Training for all teachers and teaching assistants so that they can meet pupils' needs effectively.
- Specialist books and equipment
- In class support and sometimes individual support via a teaching assistant.
- Purchasing and maintaining ICT equipment. (including bespoke software)
- An independent play therapist to support some of our children with high levels of need.
- Service level agreement with OSSME (Autism initiatives) who help to develop strategies within the school environment to support individual children. They also offer support to families.

Some children may need high needs funding in order for them to successfully access the curriculum. The Head Teacher supports the SENCo in applying for this funding.

How our school supports pupils with medical conditions.

We recognise that children and young people at school with medical conditions should

be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Medical Conditions in School' Policy that can be found on our website.

How Mossfits Lane Primary School approaches its statutory duties in terms of increasing its accessibility over time. (Refer to our Accessibility Plan and Single Equality Scheme)

All pupils at Mossfits Lane Primary School have equal access to a broad and balanced curriculum which is adapted to ensure ALL pupils are able to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives and success criteria, are adapted appropriately and assessed to inform the next stage of learning.

The school's Curriculum Policy promotes best practice towards students with SEND.

Provision Mapping features significantly in the SEN provision provided by the school.

Interventions are carefully planned to ensure that all pupils experience success.

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against.

Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments

How Mossfits Lane Primary School handles complaints from parents/carers of pupils with SEND about SEND provision.

Any complaints should first be raised with the SENCo, then if necessary with the Head teacher and finally, if unresolved, with the SEND Governor. All complaints follow the school's complaints procedure. Managing parental complaints related to SEND (any of the following may apply)

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service Network'.
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCo .
- Reports provided by outside agencies should be considered.
- Outcomes are reviewed examining what progress the pupil has made.
- Any behaviour logs should ensure strategies are included and shared with parents/carers.