



Moon's Moat First School Special Educational Needs and Disabilities Policy and Information Report 2025-2026

**Key Stage 1 and 2 SENDCo (Years 1-4) Mrs S Lawrence
Early Years SENDCo (Nursery and Reception) Mrs A Burgoyne
SEN Governor: Mrs A Watkins**

Aims and Objectives

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

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

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

Vision

Our vision at Moon's Moat First School is to provide a nurturing environment where all pupils thrive in their learning and personal development. We aim to be an inclusive school where all children feel that they are a valued part of our school community. We want to provide a learning environment that enables all pupils, including those with special educational needs and/or disabilities, to make the greatest possible progress and achieve their potential in a caring, supportive and inclusive environment. We strive to identify and meet a wide variety of individual needs to help children to make good progress, both socially and academically, from their individual starting points.

We understand and respect the fact that children:

- have different educational, social, emotional and behavioural needs and aspirations;
- require different strategies for learning;
- need a range of different teaching approaches and experiences.

Through our high-quality planning, teaching and provision, we aim:

- To ensure all children have access to a broad and balanced curriculum which is appropriately adapted to enable children to succeed
- To create an accessible learning environment that is inspirational and challenging, yet supportive and safe, to meet the needs of every child
- To promote positive partnerships between pupils, parents and external agencies
- To support the early identification of SEND through careful, thorough and purposeful monitoring approaches
- To regularly monitor children's attainment and progress to ensure both academic and personal achievement, using a child-centred approach
- To provide good quality and relevant training for all staff members supporting children with SEND
- To use a wide range of strategies to foster a culture of lifelong learning and independent skills to prepare children for their futures

Whilst our curriculum aims to build key skills in reading, writing and maths, this is not at the cost of other aspects of the curriculum such as the arts, foundation subjects and developing children's social, emotional and mental health skills.

At Moon's Moat First School, every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every area of the school. We follow the graduated approach and the four-part cycle of assess, plan, do, review.

Pupils with SEND will:

- Be included in all aspects of the school day
- Be provided with high quality teaching, adapted to meet their needs
- Be respected and their contributions valued and acknowledged

Pupils with SEND may:

- Have specific 1:1 or small group intervention support
- Take part in social, emotional and mental health interventions such as Shooting Stars, Mentor Link or Lego Therapy
- Receive additional support with their speech and language development from school's Speech and Language Therapists
- Receive support from external agencies such as the Educational Psychologist, Learning Support Team and CCN/Autism Team to develop specific targets/programmes tailored to the child's individual needs
- Have additional support from school's Family Support Worker

As a result, children at Moon's Moat First School:

- Feel happy, safe and respected
- Show confidence and resilience in the classroom
- Demonstrate high levels of engagement in activities, developing their speaking, listening and social skills
- Make good progress from their initial starting points
- Develop independence, knowledge and life skills to prepare them for the next stage of their education and to support them throughout life

Special Educational Needs and/or Disability (SEND) at Moon's Moat

Moon's Moat School's philosophy is to meet all educational needs across the whole range of abilities, valuing all learners and giving all equal access to the full range of educational provision. We are committed to promoting high quality education for all pupils and focus on high aspirations and on improving outcomes for all children.

Defining SEND

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

SENDCo

The role of the Special Educational Needs and Disabilities Co-ordinator (SENDCo)

Early Years SENDCo (Nursery and Reception) Mrs A Burgoyne
Key Stage 1 and 2 SENDCo (Years 1-4) Mrs S Lawrence

In our school the Special Educational Needs Co-ordinator (SENDCO) will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The role of the governing body

The governing body must ensure that there is a qualified teacher designated as SENCo and there is a SEND governor that oversees the work of the SENDCo and has a specific oversight of

the school's arrangements and provision for meeting special educational needs. The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the Local Authority and other schools.

The SEN governor will:

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

The headteacher will:

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

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Identifying SEND

The Code of Practice describes four broad categories of need as identified below:

1. Communication and Interaction (C&I)
2. Cognition and learning (C&L)
3. Sensory and/or physical need (PD/Sensory)
4. Social, emotional and mental health (SEMH)

These four broad areas give an overview of the range of needs that are planned for. The purpose is not to fit a pupil into a category but to help ascertain what action needs to be taken. If a class teacher or parent has a concern about any child regarding any of these areas, they will discuss these concerns with the school's SENDCO.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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

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

Working with parents/carers and pupils

We will have an early discussion with parents when identifying whether children need special educational provision. These conversations will make sure that:

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

Once a child has been identified as having SEND, the class teacher will invite the parents/carers to a meeting to:

- Formally let them know that their child is being placed at SEN Support
- Discuss assessments that have been completed
- Agree a plan and provision for the next term

SEND Support

When children have been identified as having SEND, they will be placed on the school's SEND Register. The class teacher, with the support of the SENDCo, will create an Individual Provision Map (IPM) and personalised Pupil Passport. IPMs will have SMART targets measured over a timed period as part of the Assess, Plan, Do, Review cycle. Targets will link to external agency reports and recommendations. IPMs will be reviewed at least half termly. Parents and children are fully involved in the process of setting and reviewing targets. All children on the SEND Register will have a personalised Pupil Passport. These passports are written by the class teacher with the child and their parents. They inform at a glance the child's needs, intervention, progress, strategies and how the child wishes to be supported in their own words. They are an excellent tool to assist transition and also when other adults work with the child e.g. supply staff.

Education, Health and Care plans (EHC plan)

Most children and young people with special educational needs will have help given to them without the need for an Education, Health and Care plan. This is called SEN support. EHC plans are for children and young people who have a special educational need or disability that cannot be met by the support that is usually available at their school or college. An EHC plan describes your child's special educational needs (SEN) and the help they will get to meet them. An EHC plan also includes any health and care provision that is needed. It is a legal document written by the local authority and is used for children and young people with high support needs. EHC plans are for children and young people who need a high level of support. School may request an EHC assessment by the Local Authority if there is strong evidence that Assess, Plan, Do, Review cycle has been in place and that little or no progress has been made in the child's learning and that there is a significant educational need. Parents can also write to the Local Authority to request an EHC plan assessment. When an EHC plan request is made,

parents, children and professionals will all be involved. The Local Authority will then decide whether to make a full assessment. When this assessment is finished the local authority must decide whether to issue an EHC plan. If it is agreed that the child needs an EHC plan, it will outline the needs of the child and will have long term and annual targets. Children with an EHC plan will have an Individual Provision Map, Pupil Passport and a formal Annual Review.

Annual Reviews

All children with an EHC plan will have an Annual Review. This is a formal meeting to discuss progress and provision, to review targets and to make recommendations. This meeting is for all people involved with the child and the child themselves. The SENDCo is responsible for sending the review paperwork to the Local Authority to inform them of their progress and needs. The SENDCo shares all information with the new school's SENDCo to make transition as smooth as possible.

Moon's Moat First School's Graduated Response to SEND

Early identification is vital. The key test for action is that the child's current rate of progress is inadequate and that some additional or different action from the adapted curriculum already in place is necessary to enable the child to learn more effectively. The class teacher informs the SENDCo and parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. It is important that all parties work closely together to provide appropriate learning opportunities for each individual child. Every child has a right to make at least adequate progress. Adequate progress can include progress which:

1. Is similar to that of their peers starting from the same baseline
2. Matches or betters pupil's previous rate of learning
3. Closes the attainment gap between the pupil and their peers
4. Prevents the attainment gap growing wider

At Moon's Moat we follow the Graduated Response to SEND. This process is also known as the 'Assess, Plan, Do, Review' cycle and is used when a pupil continues to make little or no progress, or if a pupil is not developing in a certain area as expected. This process involves the class teacher and SENDCo considering all of the information available about the pupil's progress. High quality first teaching is the first step to responding to pupils who have or may have SEND. This will also include reviewing staff training and CPD to support pupils as appropriate. If adequate progress is still not being made, despite high quality first teaching and adaptations, this is when external agencies (specialist support) will become involved. These agencies will provide further support and advice for the class teacher and teaching assistant. If adequate progress is still not being made, despite high quality first teaching, carefully monitored intervention and involvement from external agencies, then school may apply for an Education, Health and Care plan (EHC plan). Parents will be kept informed throughout the whole process. Their consent is sought for the involvement of external agencies and with setting and reviewing targets on Individual Provision Maps (IPMs). Their viewpoint is always listened to and respected.

For pupils in school, their needs are met using 3 levels of intervention, described as 'tiers of support', which support access to the curriculum. At Moon's Moat, a 'Special Educational Need and/or Disability' is identified when a child is experiencing significant difficulty in accessing the curriculum making significantly less progress than the majority of their peer group or their needs are greatly hampering their progress. These children require highly tailored support (specialist support) alongside the specific additional interventions (targeted support) and high-quality inclusive teaching (universal support) available for all pupils.

Universal Support - describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes adaptive teaching methods and creating an inclusive learning environment.

Targeted Support - describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

Specialist Support - describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils.

We will also provide the following interventions:

- Speech and Language Team – School pays for additional support from SALT who deliver speech and language intervention in school. School's Speech and Language Therapist is in school every Wednesday morning.
- WellComm – A speech and language toolkit for early identification of speech and language barriers in children. All children are screened in the Early Years Foundation Stage. Set activities are used to address any difficulties through intervention.
- Precision Teaching – A structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. Every child taking part in Precision Teaching sessions receives 10 minutes 1:1 with a Teaching Assistant on a focused sound/word/number which they repeat until it is mastered.
- Project X Code Reading – A reading intervention programme where children work in a small group with a Teaching Assistant. Project X Code embeds synthetic phonics with a highly motivational character adventure series.
- First Class at Number- This is a small group TA lead maths programme, focusing on number skills. It involves additional maths lessons 3 times a week for 8 weeks, including games, activities and discussions about the mathematical learning.
- Numicon- a visual and kinaesthetic way of teaching maths that can be used in small groups or whole class. Staff have received specific training in order to use it as a small group intervention programme.
- Fine and gross motor skills intervention (Jimbo Fun, Write Dance) – this is a physical intervention which builds fine and gross motor skills.
- Nessy reading and spelling – Nessy is an online programme to support children's reading and spelling skills.
- ELSA (Emotional Literacy Support Assistant) – Our trained ELSA HLTA provides targeted emotional and social support to individual pupils who are experiencing difficulties that affect their learning, relationships or wellbeing.
- Nurture provision (Shooting Stars) – Nurture groups follow the principles of the nurture programme and support children's social and emotional needs and give whatever help is needed to remove the barriers to learning.
- Various social skills interventions – the school has a range of interventions to develop a child's social skills, for example Socially Speaking and Circle of Friends. These are delivered as part of small group work.
- Sensory Circuits - Sensory Circuits uses sensory-based movement activities that help children and young people to achieve the 'just right' level of alertness they need to

prepare themselves for the day's learning. This is organised into three parts – Alerting, Organising and Calming.

- Lego Build to Express – An intervention for pupils with social, emotional and mental health needs to support children in developing their emotional understanding and vocabulary.
- Class teachers also plan specific interventions as needed to suit each child's individual's need.

Assessment

It is the class teacher's responsibility, in the first instance, to identify pupils who may have a Special Educational Need, to inform the SENDCo and monitor the progress and needs of the child. The school is informed when new starters are already identified as having SEND and support will be put in place according to these needs. Observations and assessments are key in identifying children with difficulties and those not making progress. All teachers are part of Pupil Progress Meetings which take place frequently. Any concerns regarding progress of SEND pupils or pupils who may have SEND are then discussed with the SENDCo. As a school we use 'Insight' to track pupil progress and all children on the SEND register have an IPM with personalised SMART targets. IPM targets and Raising Attainment Plans are reviewed at least half termly. The SENDCo monitors the progress of SEND pupils closely and a data report is produced termly. This includes an action plan of targeted support for the following term.

Methods of assessment include:

- Diagnostic assessments and observations carried out in school and by external agencies – e.g. Learning Support Team, Educational Psychologist
- WellComm assessments
- Speech and Language Team assessments
- SDQ assessments or use of the Boxall Profile
- Use of the Dyslexia Pathway
- Use of the Dyspraxia Pathway

Remote learning

In the event that a child has to isolate or cannot attend school for a period of time, class teachers share relevant work on the school website. This is updated regularly and reflects the content and skills being taught in school. Parents/Carers are able to contact the class teacher for additional support via the office. Further support and guidance is available on the school website, on the SEND information page.

Criteria for exiting the SEND Register

In discussion with parents, children and agencies involved with the child, where there is no longer an educational need, children who are at SEN Support will be removed from the SEN Register. Their progress will be continued to be monitored. Where a child no longer requires an EHC plan, a recommendation will be made at the Annual Review and the child will be stepped down to SEN Support.

Adaptions to the curriculum and learning environment

All children have an entitlement to a broad and balanced curriculum, which is adapted to enable children to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet children's SEND. Lessons have clear learning objectives, we adapt work appropriately and we use assessment to inform the next stage of learning.

Individual Provision Maps (IPMs) and Raising Attainment Plans (RAPs), which employ a small-steps approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

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

- Adaptive teaching methods e.g., use of resources, giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Allocation of resources

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. This is called the notional SEND budget. The local authority provides additional top-up funding where the cost of the special education exceeds the nationally prescribed threshold.

Resources for specific needs are located throughout the school in year groups or classes when specific to certain children. The SEND resource cupboards are located in the Shooting Stars room. There are a variety of resources to support specific interventions which all staff can access.

School has a number of intervention spaces used to support children. This includes The Launch Pad, Shooting Stars, The Rainbow Room, The Owl's Nest and The Hub. The Launch Pad is used to deliver small group cognition and learning support. The Shooting Stars room is used to deliver small group nurturing activities and 1:1 ELSA sessions.

Working with other agencies

The following agencies may be called upon to assess a child, attend meetings and provide reports and guidance:

- Speech and Language Therapist
- Educational Psychologist
- Complex Communication Needs (CCN) Autism Team
- Umbrella Pathway
- Community Paediatrician
- Occupational Therapist
- PRU Outreach Support
- Learning Support Team
- CAMHS WEST
- Family Support
- Early Intervention Family Support
- Visual Impairment Team
- Hearing Impairment Team
- Mentor Link

Expertise and training of staff

At Moon's Moat we focus on inclusive practice and ensure barriers to learning are removed. We have a highly trained staff dedicated to delivering the best possible teaching and interventions to ensure all children reach their full potential. Staff have received training in Precision teaching, First Class at Number, Speech and Language, Numicon intervention and a range of other intervention programmes. They also attend in-service training provided by outside agencies when appropriate. This has included Autism Awareness training, Dyslexia training and Emotion Coaching training. As part of school development and career development, staff regularly attend courses and training to up-date their knowledge. All Early Years staff have received WellComm training and have attended various Speech and Language courses. Miss Crawford and Mrs Lawrence are Trauma and Mental Health Informed Practitioners. Mrs Watkins is a trained ELSA and Nurture Practitioner.

Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Using Individual Provision Maps/ Raising Attainment Plans to measure progress
- Reviewing the impact of interventions at least half termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of school clubs to promote teamwork/building friendships
- We have a zero-tolerance approach to bullying
- As a school we use the Jigsaw PSHE scheme of work
- We run ELSA and nurture groups in school (Shooting Stars)

Supporting Transition

We work hard on ensuring that there is a smooth transition for the children joining the school, from year to year and for those transferring to Middle School. Meetings are held where each child is discussed in detail and necessary information is passed on. The children will visit on Transition days, but may also have extra visits if we feel it is necessary.

Complaints

The school's Complaints policy is available on the website or the school office.

Contact details of support services for parents of pupils with SEN

The SEND Information, Advice and Support Service (SENDIASS) supports parents, carers, children and young people with SEND. For more information please see their website:

<http://www.hwsendiass.co.uk/>

Support groups for parents and carers:

https://www.worcestershire.gov.uk/info/20538/care_and_support_the_local_offer/1762/support_groups_for_parents_and_carers

Worcestershire's Local Offer

Local authorities must publish a local offer, setting out in one place information about provision that is available for children and young people in their area who have special educational needs.

Worcestershire's local offer is published here:

<https://www.worcestershire.gov.uk/council-services/childrens-services/send-local-offer>

Links with other policies and documents

This policy and information report has been written with reference to the following guidance, documents and policies:

- SEND Code of Practice 0-25 (2014)
- Children and Families Act (2014)
- Equality Act (2010)
- SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils with medical conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Teacher's Standards (2012)
- Safeguarding Policy
- Accessibility Plan
- Access to Education with Medical Needs Policy
- Behaviour Policy
- Anti-Bullying Policy
- Mental Health Policy
- Supporting Families (Early Help) Statement

Safeguarding / Child Protection

All staff and Governors have received appropriate safeguarding and child protection training (September 2025). All staff have read the following:

- Keeping Children Safe in Education 2025
- What to do if you're worried that a child is being abused
- Staff Code of Conduct
- Safeguarding and Child Protection Policy

Other related policies have been signposted such as Working Together to Safeguard Children, Anti-Bullying, Anti-Cyber Bullying Policy, Behaviour Policy, Critical Incidents, Health & Safety etc.

Staff working with children should maintain an attitude of 'it could happen here' where safeguarding is concerned. If staff have any concerns about a child's welfare, they should act upon them immediately. They should follow the school's policy and procedures and speak

with the Designated Safeguarding Lead (Miss Crawford) or one of the Deputy Safeguarding Leads (Mrs Kelly, Mrs Moorhouse or Mrs Lawrence). In the absence of these staff members, a member of the SLT should be contacted. All concerns should be acted upon and recorded on CPOMS.

Monitoring and Review

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

The Governing Body reviews this policy regularly and considers any amendments in light of the annual review findings. The SENDCO reports the outcome of the review to the full governing body.

Date of next review: September 2026