



Special Educational Needs and Disability (“SEND”) Policy 2026-2027

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Introduction

This policy was developed as a response to, and is reflective of the SEND Code of Practice 0-25 years (2015).

It should be read in conjunction with the following policies:

- Accessibility
- Behaviour
- Safeguarding and Child Protection

At Mora Primary and Nursery School we are committed to providing a welcoming, attractive and stimulating environment to support the needs and development of children and families of children with Special Educational Needs and/or Disabilities in the community. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone throughout a range of activities which are fun and enjoyable.

MISSION STATEMENT

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every pupil in our care with a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. Our School adopts a 'whole school approach' to special educational needs and disabilities.

INCLUSION STATEMENT

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body ensures that appropriate provision is made for all pupils with SEND.

ADMISSION ARRANGEMENTS

Mora Primary School will make every effort to accommodate a child with Special Education Needs or a Disability. We will carefully consider all the reasonable adjustments needed to facilitate the attendance of a child at Mora and provide an effective educational provision. All considerations will be made in line with the Equality Act 2010.

AIMS AND OBJECTIVES OF THIS POLICY

- Place the pupil at the centre of our provision
- Provide opportunities for parents to be fully involved with and active in the decision making process about their pupil
- Allow pupils with SEND to fully participate in every aspect of the school experience
- Raise the aspirations of and expectations for all pupils with SEND
- Focus on outcomes for pupils rather than simply detailing hours of support given
- Ensure that pupils with SEND are prepared for the next stage of their schooling
- Ensure pupils with SEND have the necessary skills that allow them to be as independent as possible both at school and in the wider world
- Provide an inclusive school where each individual can thrive and achieve within a framework of high expectations, mutual respect and friendship objectives
- Identify and provide for pupils who have special educational needs and additional needs
- Work within the guidance provide in the SEND Code of Practice, 2014
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs and Disability Co-ordinator (SENDCO) who will work with the SLT to ensure that the SEND Policy is implemented across the school
- Provide support and advice for all staff working with special educational needs pupils
- Form a supportive partnership with parents of pupils who have SEND
- Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible

MANAGEMENT OF SEND WITHIN SCHOOL

All school staff have a responsibility for pupils with SEND. This begins with Quality First Teaching; differentiation, careful planning and a personalised curriculum. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

The SENDCo is responsible for ensuring this SEND policy is adhered to and the Head Teacher is responsible for overseeing the SENDCo.

The Inclusion Leader is responsible for:

- Overseeing the day-day operation of this policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing SEND teaching assistants
- Overseeing the records of all children with SEND

- Liaising with parents of children with SEND (in conjunction with class teachers)
- Contributing to the training of staff
- Liaising with external agencies including the Local Authority's support and educational psychology services, health and social services, and voluntary bodies
- Reporting to the governor with responsibility for SEND on the day-day management of SEND policy.

The identification of SEND:

What are Special Educational Needs?

The Special Educational Code of Practice 2024 states that:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

These needs can be categorised into four areas:

The SEND Code of Practice 0-25 (2015) describes the following broad areas of need:

- **Communication and Interaction:** including speech and language needs, social and interaction difficulties and Autistic Spectrum Disorders (ASD)
- **Cognition and Learning:** difficulties linked to cognitive abilities, Specific Learning Difficulties such as dyslexia and dyscalculia
- **Social, Emotional and Mental Health (SEMH):** including Attention Deficit and Hyperactivity Disorder (ADHD), eating disorders, anxiety and depression
- **Physical and / or Sensory Needs:** difficulty with mobility, sight, hearing and sensory difficulties

In Section 6.15 the Code of Practice says this:

"A pupil has SEND where their learning difficulty or disability calls for special education provision that is different from or additional to that normally available to pupils of the same age. The purpose of identification is to work out what action the school needs to take to ensure a pupil can make progress, not fit a pupil into a category."

At Mora Primary and Nursery School, we identify the needs of pupils by considering the whole pupil which will include everything around the pupil, not just their special educational needs.

These could be (but not limited to):

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of a Pupil Premium Grant (PPG)

- Being a Looked After Pupil
- Being the child of a service man or woman

Identifying and supporting SEND

Parents are involved in every aspect of the work we do supporting their child through their time at Mora. There is open and transparent communication between the school and family. This allows parents to fully understand the level of their child's need and enables the child to know that home and school are working together.

Should a child come to us with already identified additional need of any level, this is raised in our initial new pupil meetings and the SENDCO then meets with the family to ensure that support is established for the pupil from their first day.

Mora uses a graduated approach to ensuring that children are supported in the way that allows them to learn. The Ordinarily Available Provision document is available on the school website.

Wave 1 – Quality First Teaching

This is where children can have their needs met through in class provision.

Wave 2- Targeted strategies and interventions

This is where we deploy additional support in class, such as working in a small supported group with a teaching assistant, having physical resources to help support the child reaching the expected outcome, differentiated outcomes.

Wave 3 – Specialist intervention and additional resources

This is where children will have more complex needs and blocks to learning are more profound. These children normally have an Educational Health Care Plan, and are often supported 1:1 by an adult in class. They may also access our All Stars provision during the mornings to help them consolidate the basic literacy and numeracy skills they will need for their education.

External services will be liaised with throughout the process of supporting a child with additional need should they be required.

External services include:

Speech and Language Therapy (SALT)

Occupational Therapy (OT)

Children and Adolescent Mental Health Services (CAMHS)

Hearing and Vision Impairment support

Brent Outreach Autism Team (BOAT)

Educational Psychologist (EP)

At Mora Primary and Nursery School, we believe early intervention is key to supporting a child with special educational needs. The first step is to clearly identify what the pupil's individual needs are which may include formal/informal assessments.

Once the pupil's needs have been clearly identified, strategies from Wave 2 of the Ordinarily Available Provision will be implemented.

If the additional support from Wave 2 is not adequate and the pupil will be added to the SEND register and next steps are taken to provide further support from Wave 3. Pupils are automatically added to the SEND register if external services are involved in supporting their development. More information is available in our SEND information report.

Some pupils may require additional support throughout their academic life, whereas others may only need short term support to bridge the gap in their learning.

The SENDCo works closely with the Senior Leadership Team by attending student tracking and achievement review (STAR) meetings to monitor the progress of pupils with SEND.

EDUCATION HEALTHCARE PLANS

If the school or parents feel that the individual pupil is not making progress, despite an individualised programme of sustained intervention, then a Statutory Assessment can be requested by the school or the parent. The Local Authority will require a minimum of 2 terms of evidence outlining high levels of supporting with the graduated approach. An EHCP may be provided by the Local Authority after a Statutory Assessment has been conducted which will consist of Multi Agency Assessments.

Reviews of an EHCP

Once a pupil receives an EHCP it must be reviewed annually. This is the responsibility of the SENDCo and must include pupil voice, parent voice and advice from all professionals working with the pupil or involved with the family.

Further reading:

SEND Information Report

All Star's and Complex Children Policy

Inclusion Policy

All policies are available on the Mora website