



Moorlands Primary School

High Expectations, High Achievements, Challenge and Enjoyment for All

Moorlands Primary School Special Educational Needs and Disability Information Report

What kinds of Special Educational Needs and Disabilities (SEND) are provided for at Moorlands Primary School?

Moorlands Primary School is a mainstream school that provides for a wide range of Special Educational Needs within the four broad areas of need areas of need as outlined in the SEND Code of Practice 2015. These are:

- Communication and Interaction (including Autism Spectrum Condition)
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

We observe and assess children's special educational needs carefully and plan appropriate support to help them make progress. This graduated approach (Assess, Plan, Do, Review) is repeated over time to build a picture of a child's individual strengths and challenges.

We also provide support for children with disabilities and medical needs, following the SEND Code of Practice and Supporting Children with Medical Conditions in School (2015) guidance.

Further details can be found within the school's SEND Policy which is available on the school website:

www.moorlandsprimary.org.uk

Who are the best people to talk to in school about my child's difficulties with learning /SEND?

Your first point of contact is your **child's Class Teacher** who is responsible for:

- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet your child's individual needs (known as differentiation)
- Checking on the progress of your child and identifying, planning and delivering any additional support your child may need (this could be targeted work, additional support, precision teaching, adapting resources). They will let the SENDCO know of planned interventions for individual and groups of children for their class.
- Making sure that records of your child's progress and needs are kept up to date
- For some children, in conjunction with the SENDCO writing personalised SEND Independent learning plans (ILP) which identifies goals, these will be shared with you each term.
- Creating and reviewing a My Support Plan (MSP) in consultation with the SENDCO and yourself – this will be reviewed with you each term and planned for the next term and at the end of the year setting targets for the next class teacher.

- For some children, in conjunction with the SENDCO writing short-term targets, which identify learning intentions that work towards the long-term targets of the EHCP.
- Completing relevant paperwork, as advised by the SENDCO, so that additional assessments can be arranged e.g. Speech Language Therapist Referrals/ outreach referrals/ Neurodevelopmental assessment
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so that they can achieve the best possible progress by making specific adjustments where necessary.
- Attending regular training and completing independent research to ensure that skills are up to date.

The SENDCO (Mrs Walker & Miss Flint), who are responsible for:

- Coordinating the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
 - Liaising with parents to arrange informal and formal meetings to review your child's progress and provision in school.
- Ensuring that you are:
- involved in supporting your child's learning
 - Kept informed about the support your child is getting
- Liaising with other professionals who may be coming into school to help support your child's learning/development e.g. Speech and Language Therapy, specialist outreach workers, Educational Psychology etc
 - Updating the school's SEND register (a system for ensuring all SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
 - Monitoring, tracking and analysing the progress of all children paying particular attention to SEND pupils and monitoring intervention teams that they may be involved in.
 - Providing specialist support for teachers and support staff in school so they can help children with SEND in the school achieve the best progress possible.
 - Organising training for staff so that they understand and are confident about how to meet the needs of your child.
 - Liaising with teaching assistants with responsibility for supporting children with SEND to ensure that appropriate resources and equipment is available for children, staff and parents.

Inclusion Leader (Mrs Krol), who is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND. She will give responsibility to the SENDCO and class teachers but remains responsible for ensuring that your child's needs are met.
- Making sure that the relevant documents related to SEND are up to date and accessible on the school website.
- Making sure that the Governing Body is kept up to date about any issues in the school and that allocated monies are used appropriately and effectively.

The SEND Governor (Mrs Dolan), who is responsible for:

- Making sure that the necessary support is given for any child who attends our school who has SEND
- Creating and feeding back information regarding the delivery of SEND in school to the Governing Body.

How do we identify pupils with special educational needs and assess their need?

Early identification and assessment are vital so that effective provision can be put in place.

There are a number of ways in which children may be identified as having SEN, including:

- Information or concerns from previous setting
- Information or concerns from parents
- Information or concerns shared by other professionals from education, health or social care
- Ongoing teacher assessments and observations
- Monitoring of progress through a variety of activities including data analysis, work scrutiny, lesson observations, learning walks and pupil progress meetings

Teachers who have concerns about a particular pupil and feel that the pupil requires support which is additional to or different from that which is given through Quality First Teaching, will work with the SENDCO to complete an 'Independent learning plan (ILP). The SENDCO may carry out further assessments of needs through observations and/or assessments.

We are child and family centred so any concerns about your child's progress will be discussed with you at the earliest opportunity. When we assess SEN, we discuss if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are helping your child in the same way. A plan for how to support your child in school will be agreed following a graduated approach. A decision may be made at this point to place your child on the school's SEN Register.

Consideration may be given to refer concerns to outside professionals e.g. Educational Psychologist (EP), Complex Communication and Interaction outreach (CCI), Cognition and Learning outreach (C &L) Hearing Impairment outreach (HI), Visual Impairment outreach (VI), Physical Impairment outreach (PI), Speech and Language Therapist (SALT), Occupational Therapist (OT), sensory Occupational Therapy. These referrals can only be made with signed consent from parents.

How does the school consult with parents of children with SEND to involve them in their child's education to assess and review progress?

We work hard to build positive and effective partnerships with parents. We value the expertise of parents in helping school to identify children's individual needs and plan appropriate support. Review meetings with parents of children on the SEND Register are planned each term. During these meetings the class teacher/SENDCO and parents/carers will discuss the progress made and set future targets, using the graduated approach (Assess, Plan, Do, Review). The Plan will then be amended.

Parents/carers of children with an Education Health and Care Plan (EHCP), and all professionals involved in supporting that child, will be invited to an annual review (bi-annual review if 5 or below). This meeting is an opportunity to review and amend outcomes and targets in the EHCP and ensure that provision continues to meet the individual needs of the child. You can request a review at any time throughout the year.

We hold parent's evenings twice a year and we also operate an open-door policy so please feel free to make an appointment to see your child's class teacher if you have any concerns. We produce half termly topic letters so that you can see what your child is doing in school. Throughout the year we also offer open Mornings/ Afternoons where you are invited into school to support your child's learning.

How do we consult with pupils identified as having SEN to involve them in their education?

As part of the school's Quality First Teaching approach, all pupils take part in regular discussions with the class teacher and other adults about their learning and progress. Pupils are given verbal feedback and written feedback about their progress in each lesson. In addition, children identified as having SEN are encouraged to take an active part in reviewing their own learning and setting future targets as part of the termly review process. Children are asked (in a way that is appropriate to their age and understanding) what they are good at, what they would like to get better at, what they find difficult and what support they need.

We also carry out pupil interviews throughout the year so that children can tell us what they have learnt, things they have enjoyed and how we can make things even better.

What approach does the school have to teaching children with SEN?

Every teacher is a teacher of SEN and is responsible for every child's progress, including where pupils access support from teaching assistants or specialist staff. At our school children benefit from high quality teaching which includes an appropriate broad and balanced curriculum that is differentiated to meet the needs of all learners, including those who need additional and/or further challenge.

Our school's Quality First Teaching Commitment is:

- To create an environment which is stimulating, creative, exciting, inclusive, nurturing, happy, safe and caring
- To provide high quality teaching which is personalised, motivating and builds on children's prior learning
- To establish supporting, nurturing and positive relationships between children, staff, parents, governors and the wider community
- To plan and deliver a curriculum which is innovative, engaging, inspiring, meaningful and dynamic
- To have high expectations for behaviour and learning built on the aspiration of our children, their parents, staff and governors

Teachers use a variety of teaching styles and a wide range of resources and are aware of the needs of each child in their class. Sometimes children need additional support to make good progress.

Additional support may include:

- Small group support in/out of class
- Individual support in/out of class
- Access to specific resources (e.g. assistive technology, specific aids)
- Nurturing interventions
- Pastoral Support
- Specifically differentiated materials

The school has a graduated whole school approach to SEN support. All teachers are teachers of SEN. Everyone in school is responsible for the wellbeing of all our pupils.

What adaptations does the school make to the curriculum and learning environment for pupils with SEN?

Adjustments are made to the environments and the curriculum will differ according to the individual needs of children in each class. The school is an inclusive environment where children are given the support, they need to make progress. This means that children with SEN access a curriculum which is personalised, meaningful, engaging and appropriate to their individual needs. The class teacher, SENDCO, external professionals e.g. Occupational Therapist, and parents/carers will agree any changes to teaching and learning arrangements that need to be made to support children with SEN.

These may include:

- Personalised timetables
- Check lists
- Specific seating positions
- Symbols and visual prompts
- Processing Time
- Chunking of activities
- Multi-sensory approaches
- Access to learning aids e.g. slopped writing board, technology e.g. iPads, Clicker Software
- An increase in nurture-based curriculum

This is not an exhaustive list but provides examples of adjustments that may be made within the school.

Teaching approaches may also be adapted so that children with SEN can access the curriculum. This may be:

- Small group support in class from the teacher or Educational Support Assistant
- 1:1 support in the classroom if necessary, from an Educational Teaching Assistant to facilitate access through support or modified resources
- My Support Plans / Independent Learning Plans may be written
- Small group support out of class from the teacher or Educational Teaching Assistant
- Precision Teaching

How does the school make sure that children with SEN are able to engage in activities in school?

We are committed to ensuring that every child is included in all aspects of school life. Enrichment activities are planned for all children as part of the curriculum during the day, and children in KS1 & KS2 are able to apply to take part in after-school activities. SEN and disabilities are not a barrier to participation. Children with SEN and disabilities are included in all educational visits and experiences, and appropriate support will be provided. If you are worried about whether your child might need additional support to take part in an educational visit, please come and talk to us. At all times the safety of your child and that of other children is paramount and we will be guided by professionals if there is discrepancy between the expectations of parents or the school.

At lunchtimes we have multi-skills activities, play leaders and educational teaching assistants/SMT supervising in the dining hall. Personal Care arrangements are made for those children that need intimate care. (See Intimate Care Policy).

How are staff trained to support children with SEND?

The SENDCOs have completed the National Award for SEN (PGCE for Special Education Needs Coordination).

Every teacher is a teacher of SEN and is responsible for every child's progress. The school provides training and support for all staff to continually improve the teaching and learning of all children, including those with SEN. Planned continual professional development includes training on the SEND Code of Practice 2015, to ensure that all teachers are aware of and act upon their responsibilities. This may be whole school training on SEND issues or to support identified groups of learners in school, such as Autism or Dyslexia for example.

In addition, individual teachers and teaching assistants are supported by other agencies such as Educational Psychologists, Speech and Language Therapists, Visual Impairments, etc., who provide advice, support and training linked to the needs of individual children.

How are the emotional, social and mental health needs of pupils in the school supported?

At Moorlands Primary School we prioritise the wellbeing of all of our pupils through our nurturing ethos. The Emotional Health and Wellbeing of all our children is very important to us, in particular those children with SEND. Social and emotional interventions are available for children who need this type of additional support with our Pastoral team.

The SENDCOs, senior leadership team, teachers and teaching assistants ensure that they are available to listen and hear the views of all children within the school. Each year group has a calm area where children can go to if they are feeling anxious or upset. In this area there are resources, such as the 'worry eater', 'calm down' box, worry box etc. that the children can use. Interventions such as ELSA may be used as an intervention to support your child's emotional literacy.

Through the taught curriculum, including PSHE, assemblies and topics pupils learn how to listen and respect the views of others. The school works closely with partner agencies to promote the mental health and wellbeing of our pupils and staff. There is also an Emotional Wellbeing Lead in school and Mental Health first Aider. She attends regular Emotional Wellbeing Lead network meetings. We are part of the Government's initiative on Mental Health Support Teams for schools and have a named Educational Mental Health Practitioner who helps to support school to work with children and families around mental health and wellbeing.

We have a Forest School teacher who takes classes into the forest for Forest Schools sessions or outdoor learning. Classes are taken out on a rota basis. We have extensive grounds, and we try to use nature as part of our curriculum at every opportunity.

In some cases, we may need to create a Pastoral Support Plan so that your child's needs are met. We may also use Home School Communication Books to pass on information about how your child has been at school.

We have a robust Safeguarding Policy and Procedures in place, following national and Local Authority guidelines. The values of respecting democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are actively promoted through provision of a broad and balanced and stimulating curriculum.

We have a policy for administering medicines and this is available on request. You will be asked to fill in a form to say that we have permission to give your child medicine. This medicine will be kept in the school office. Inhalers are kept in the Class Medical box in each year group. They are taken on visits and trips as will other medicines e.g. Piriton. All staff have annual Asthma and Anaphylaxis training.

How does the school work with other services to meet the needs of pupils with SEN and their families?

We work with a number of external agencies within education, health and social care. Sometimes children with SEN require more specialist interventions and strategies, and external professionals such as Medical Officer (School Nurse), Educational Psychologist, Speech and Language Therapist, Specialist Outreach Service (CCI, C & L, HI, VI, PD), Primary Pupil Referral Service, Portex and Family Support Workers, can advise and support school with this. Any referrals to other agencies are made in agreement with parents/carers, class teachers and the school SENDCO. Referrals to external agencies can only be made with signed consent from parents. We may hold multi-professional meetings with parents and where necessary to discuss progress.

At these meetings we may discuss:

- What will be put in place in school to make teaching and learning more effective
- The targets for success
- How we will all work together and what each of us will do
- A review date to check for progress

How does the school know that the provision for children with SEN is effective?

Your child's progress is continually monitored by his/her class teacher, through observations during lessons, marking work, ongoing discussion with your child and support staff. Teaching and Learning is monitored and evaluated on a regular basis and in a range of different ways e.g. observations, work scrutiny, pupil interviews, learning walks and Pupil Progress Meetings etc.

The attainment and impact of provision for children with SEN is scrutinised and relevant changes are made where necessary to ensure effectiveness as part of whole school monitoring procedures. Support for pupils with SEN is identified on My Support Plans, Education, Health and Care Plans, Independent Learning Plans, on planning and provision maps, and is evaluated for impact on progress. Governors and senior leaders of the school are informed of the impact of SEN provision through termly feedback and through governor visits.

We meet termly with parents to review targets, hold parent's evenings twice a year and have an 'open door' policy. Progress reports are sent home to support learning. We adapt timetables and transition arrangements as necessary. Our provision will be reviewed annually in consultation with Staff, Governors, Parents/Carers and Children. During this process we will evaluate the effectiveness of our provision and plan for the year ahead paying particular regard to the different needs of our children.

How does the school support children moving through phases of education?

For children starting in Reception, stay and play sessions are held to enable both parents/carers and children to become familiar with the classroom and adults who will be teaching them. Children with SEN are invited to have additional transition visits with their parents/carers or nursery keyworkers. The SENDCO may also visit them in their setting before they start school.

We liaise closely with parents and professionals when receiving and transferring children to and from different schools and settings, ensuring that all relevant information and paperwork is passed on securely, and that the children's individual needs are discussed and understood. If your child has complex needs, a transition meeting will be arranged with parents and staff from both schools/settings. Through our PSHE scheme we work on managing and preparing for change.

Transition between year groups within school is planned as part of our annual transition programme. All Independent Learning Plans (ILPs) / My Support Plans (MSPs) /Education, health and care plans (EHCPs) will be shared with the new teacher.

How accessible is the school environment?

The school has an Accessibility Plan which contains information about the Curriculum, Premises and Written Information – it is available on the school website.

The school is on three different levels but is accessible to wheelchairs by platform lifts. The corridors are wide and wheelchairs can be easily manoeuvred into and around the building. Designated parking bays are available in the school carpark. There are disabled toilets available on each floor, with a changing platform.

For children with specific physical or sensory needs, accessibility visits are carried out at school by Occupational Therapy, Physical/Hearing/Visual Impairment professionals, with parents/carers and their child, to ensure that the school is able to make any adjustments prior to the child starting school.

How is additional funding for SEND is used within the school?

The school budget, received from Kirklees LA, includes money for supporting children with SEND.

The Headteacher decides on the budget for SEND in consultation with the school governors, based on the needs in the school.

The Headteacher and the SENDCOs decide on the deployment of resources for SEND. They discuss all the information that they have about SEND in the school, including:

- The children getting extra support already
- The children needing extra support in the immediate future
- The children who have been identified as not making as much progress as would be expected
- The children who need social and emotional support

They then decide what resources/training and support is needed and allocate provision to best meet the needs of all children. This process is on-going, and allocations may change depending on the changing needs of the children. Children at SEN Support will access support based on needs through school SEN budget and additionally through Pupil Premium if they are in receipt of Free School Meals.

Children identified as needing an Education Health Care Plan (EHCP) will receive additional funding from the Local Authority. How this is used is discussed termly and at annual review meetings.

Children in Care, in receipt of Pupil Premium plus will have an identified plan of how additional funding will be accessed and used as part of a Personal Education Plan (PEP).

How do we support children who are Looked After by the Local Authority and have SEN?

Mrs Walker is the designated member of staff for Looked After Children. We will work closely with parents/carers, Social Workers and Educational Psychologist to create a Personal Education Plan (PEP). The Educational Psychologist may observe them in class or do some 1:1 work.

We may use some of our Looked After Premium to support the child e.g. play therapy, extra-curricular activities, nurture sessions with our pastoral support Mentor.

What should I do if I have a complaint about SEN provision?

If you have any concerns or questions about SEN provision, please speak to your child's teacher, as worries can usually be dealt with very quickly. You are also welcome to contact the SENDCOs, Mrs Walker or Miss Flint. Complaints can be made by following the schools complaints procedure within the complaints policy. A copy of the policy is available on the school website: www.moorlandsprimary.org.uk

Who can I speak to for further information?

General information relating to SEN can be found on the school website, including the SEND Policy and Parent's Guide to SEND. Further information is available from the SENDCOs (Mrs Walker and Miss Flint), Mrs Krol (Inclusion leader) or the Headteacher (Mrs Denney). For Social, Emotional and Mental Health concerns please contact our Emotional Wellbeing lead (Mrs Woodhouse).

All of the above can be contacted through the school office office@moorlandsprimary.org.uk Tel: 01484 655800
SENCo email: sendco@moorlandsprimary.org.uk
School website: www.moorlandsprimary.org.uk

The following websites provide a lot of very useful information for parents of children with SEND in Kirklees:
Kirklees Council Local Offer can be found at: www.kirkleeslocaloffer.org.uk
Special Needs and Disabilities Assessment and Commissioning Team (SENDACT) Tel: 01484 456888
Kirklees Independent Advice Service www.kias.org.uk Tel: 0300 3301504
Parents of Children with Additional Needs www.pckirklees.org Tel: 07754 102336
Thriving Kirklees - www.thrivingkirklees.org.uk Tel: 0300 3045555