



Moorside Primary School SEND Information Report 2022-23

Introducing our Special Educational Needs/Disabilities Coordinator

Miss Alison Lay is an experienced Special Needs Co-ordinator (SENDCo) who holds the current recommended SENDCo award. She also holds an accredited qualification in working with pupils who need support in the areas of hearing impairment, speech and language development and ASC. She can be contacted directly by email: a.lay@moorside-pri.lancs.sch.uk or by calling the school office on 01524 66516.

The kinds of SEND we provided for.

What kinds of special needs does Moorside provide for?

Moorside is a mainstream primary school. We welcome pupils from the local area and do our best to include any local child who wishes to apply for a place. More information about admissions can be found in the relevant policies: County Admissions Policy, which outlines criteria for admission and our Accessibility Plan, which highlights the multilevel site and difficulties this would cause for those with mobility issues. These can be found on our website.

We have a range of expertise on the staff with a qualified Teacher of the Deaf and many staff have had training in supporting pupils with a range of SEND, including signing and braille.

We are always keen to expand our knowledge and if a pupil wishes to attend, we take steps to ensure that staff are up to date with any training and information to meet their needs. We welcome other specialist teachers into school to support this process.

As a school, we work closely with other service providers and host meetings and events which bring health, education and social care services together.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

How do school know a child has additional needs?

Sometimes a child arrives at school with some additional needs already identified. This might be formally, through medical reports or an EHCP (Education, Health and care Plan), or informally through discussion with those who know the child best, parents and nursery staff. When this is the case, support can be put in place and reviewed regularly.

If a pupil, their parent or teacher feels they are struggling, we work together to look at strategies to support them. We have a clear cycle of support and intervention which starts with teacher assessment and then broadens to include internal assessments carried out by the SENDCo.

These might include:

- observation
- checklists for common issues
- language assessments
- screening for dyslexic tendencies

After this internal assessment and a period of intervention or monitoring through a support plan, external referrals may be made. Once a child has been referred to a specialist service they will liaise directly with parents.

Everyone has a role to play in meeting a child's needs and these are explained in our SEND policy, in the section Roles and Responsibilities.

As a school we work closely with outside agencies both medical, educational and those services involved in social care. Parents can find information of services available locally on the website.

What do parents do if they have a concern?

We appreciate that parents know their child best and work with them if they have a concern about any area of their child's development. In the first instance, arrange to have a discussion with your child's classteacher. If you need further advice, parents have direct access to the SENDCo, via email, and both the SENDCo and Pastoral Manager at the Wellbeing Café where they can ask for support.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

How do children have a say?

Our support starts with the child and they are encouraged to talk to adults about their worries. From an early age we use the KidSafe programme to help them have the confidence to speak out if they have a worry. Every class has regular discussions on a range of topics and pupils access an 'Ask-it Basket' if they have an individual concern or question.

If a pupil needs extra support, or has an identified need, we may put a support plan in place. The children talk to an adult about their strengths and how we can help them best and complete the pupil profile. The targets are discussed with the child and parent and a review period agreed. We reassure the child that everyone is different, with different things they are good at and some things they need help with and that the support plan will help them with their own personal challenges.

Where there is a medical diagnosis, parents decide what to tell their child but we are more than happy to offer advice or discuss this with parents and/or pupils.

All pupils are invited and encouraged to talk, share work or write something for their review, whether with the teacher, parent or in an official EHCP or TAF review meeting.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

How do parents have their say?

Parents and carers are included at all stages of their child's education. In our SEND policy the procedures for sharing concerns are clearly laid out, from initial contact with the teacher through to external assessment.

Information may be passed on in different ways. This takes into account the parent, child and the nature of the information. We try to build up good relationships with parents and carers so they feel confident to share information and offer their views.

As well as these informal contacts and discussions, we report on all pupils' progress, including those with SEND termly. Some pupils have support plans identifying individual targets which are also reviewed and discussed termly.

For pupils with an EHCP paperwork is requested and shared annually from all those involved, including parents and pupils. Support is available if needed. Parents are expected to attend official parents' evenings and EHCP reviews.

How will the curriculum be matched to my child/young person's needs?

Our aim is for all children to access all of the curriculum.

This is done in various ways:

- By quality first teaching
- Adapted materials e.g. coloured paper or enlarged script
- Class teacher differentiation e.g. adapted task or method of recording
- Peer support
- General TA support
- Group interventions
- Individual intervention e.g. through individual targets and a support plan

Each pupil's needs are reviewed and monitored in consultation with the pupil and parent and resources agreed to enable them to have full access to the curriculum.

Support starts with the class teacher and general class TA. For some support will include an individual TA, time with the SENDCo or other specialist teacher and access to other interventions e.g. speech therapy, OT or counselling.

How accessible is the school environment?

The main school building was built over 70 years ago and is on various levels. While the building is now accessible to wheelchair users via a set route, the school is not best suited to permanent users or others with significant physical disability because the route is not practical for everyday use.

We have accessible parking spaces. Adaptations have been made to help individual pupils with mobility needs; these have been made in consultation with Local Authority specialists and have been designed to meet an individual's needs rather than generic adaptations. We have changing facilities, including an adjustable changing bed, disabled toilets and showers located around the school.

There is an ongoing programme to improve the sound quality in teaching and communal areas of the school. The hall and some classes have sound-field systems already fitted and we have two mobile systems which can be used to target specific classes as the need arises.

Some pupils have individual aids to help meet their needs, including radio aids and equipment for visual impairment, but all pupils benefit from access to computers, interactive whiteboards, iPads and a variety of programs that are readily available. Individual Chromebooks are also available for pupils, mainly with dyslexia.

Parents have the opportunity to discuss additional equipment and adaptations at review meetings and on additional visits pre-admission.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

Every child will need different support and, as such, each child is looked at as an individual.

Parents, the school and sometimes the LA will be involved in discussing additional resources and funding for these. In most cases support comes internally and we try to ensure all pupils with SEND have access to the curriculum and activities with targeted support which is flexible. Where there is a high level of need, the support is discussed and reviewed through the EHCP review process to which pupils, parents and all professionals are invited to take part.

Statutory tests are carried out in Years One, Two, Four and Six. It may be appropriate for some pupils with additional needs to have the test modified for them to access it e.g. additional length of time or supported by a reader. If it is inappropriate for a child to sit a statutory test because of the level at which they are working, then they may be dis-applied from all or part of the test and a more appropriate assessment of their ability will be used.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

When a pupil has SEND they will have a support plan which is shared and reviewed with pupils and parents. This may be done face-to-face or virtually, usually through our parents evenings where an additional appointment can be made with the SENDCo.

Having small steps and support allocated, enables pupils to achieve their individual targets and progress can be shown using appropriate tools, e.g. PIVATs or through Scholar Pack, using targets matched to their attainment rather than age. Regular reviews and recording of targets helps build up a picture of the child's learning journey.

This is in addition to the school's normal reporting arrangements.

The individual targets set on the support plan show what we would expect the child to achieve during the following period.

Regular contact is encouraged and where necessary this might be through the use of a home school book in addition to the home/school diary all pupils use.

Parents have access to termly curriculum news which lets them know what topics their child is learning about. Where a pupil has SEND additional ideas of supporting activities can be given on request.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

All staff receive training in a range of special and additional needs.

TAs and class teachers with a pupil with a specific need may receive additional support and/or training from the SENDCo or external specialist.

When a pupil with SEND is due to start and their need is not one the school has prior experience of, the SENDCo works with the LA, pre-school, parents and other specialists to help put in appropriate support and training.

The SENDCo has additional qualifications in HI, speech and language and ASD. Many teachers and TAs have also had training and experience in working with pupils with SEND.

Where there is not the expertise in school we use outside agencies to support the pupil and or train staff. Speech therapists, OTs and professions who work in well-being services regularly attend or are employed by school to support pupils with SEND and work with the school staff to help meet the pupils needs.

Pupils at Moorside work alongside each other and their attitude and support for pupils with SEND is a strength.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Transition for pupils with SEND is planned carefully, in advance and involves discussion with the parent, pupils, current and new setting.

New starters with SEND might have additional visits, sometimes outside school hours, they have books with pictures of staff and meetings are held with parents and pre-school staff to share good practice and strategies for the child. The SENDCo is involved before the child starts, discussing parents' concerns and building a relationship with the child.

Within school pupils meet their new teachers, visit classes and have the opportunity to ask questions. Some pupils will take home a book with photos of key adults that parents can share with them over the holidays.

When a pupil is ready to move to high school parents of pupils with SEND are encouraged to seek support from the LA services, visit all schools in the area and discuss with the SENDCos of the high schools.

Once a pupil has been allocated a school, the SENDCo contacts the relevant high school to begin the transition process. Transition is tailored to the pupil's needs and may include:

- discussion with the high school SENDCo
- meeting with Head of Y7
- additional visits and exploration of the school's website
- transfer of agreed documents
- group work with our pastoral team to prepare the children

For pupils with an EHCP transition is discussed at the year 5 and 6 review and advice taken. The named school is invited to a formal transition meeting in addition to the actions above.

Transition for pupils with SEND is managed by the class teacher, SENDCo and Pastoral Manager.

For a pupil leaving or arriving at other times, a similar process is followed.

How will my child/young person be included in activities outside the classroom, including school trips?

Usually there is a wide range of extra-curricular activities run after school and any child who wants to take part is encouraged to do so. Sometimes we provide additional support or ensure access to adapted equipment so pupils with SEND can take part alongside their peers.

Where a child has SEND there is often a discussion with parents and the pupil prior to a trip, especially a residential trip. This helps us understand how the child behaves at other times, including eating meals and bedtime routines. This shared knowledge can help alleviate the worries of the child and parents and allows us to put in appropriate support for an example an additional adult or differentiated activity. Sometimes

a pre-visit to a site or residential facility is carried out in addition to the normal pre-visit for risk assessment purposes.

The majority of our pupils with SEND have enjoyed trips and residential experiences with their class.

At unstructured times, breaks and lunchtime, pupils might have additional support and can access a quiet room. If needed adaptations to the timings of the school day are made so parents can avoid busy times or pupils can have a slightly shorter day. Some parents might be given permission to drop off in the car park in exceptional circumstances.

What support will there be for my child/young person's overall well-being?

Pupils with SEND have access to the full range of services available to all pupils, these include the schools pastoral team, Lego groups, drama and art therapy groups and individual sessions. Pupils with a medical needs have care plans in place to help meet their needs.

Medicines are stored in locked cabinets and given to pupils discreetly at the appropriate time. Parents sign an agreement for school to administer medication, which must be prescribed by a GP or other medical practitioner. For pupils who need help with personal care we have disabled toilets, with shower facility, and also an adjustable changing bed.

Please see out intimate care policy for more details.

Some pupils have an individual behaviour plan which helps staff understand their triggers and what strategies work. These might include use of social stories, the option to have time out or to talk to a named adult. When these plans are followed the pupil is helped to manage their behaviour and therefore lower the risk of exclusion.

When a pupil's attendance is below what we would expect, (see our attendance policy), school work with the family to try and remove any barriers using the EBSA materials (Emotionally Based School Avoidance).

We carry out risk assessments for activities and they name any pupils with SEND and ensure that any individual needs are assessed separately. Bullying incidents are recorded for all pupils and we take this very seriously. See our anti-bullying policy.

Talking about difference is part of the school's PSHE policy and pupils are encouraged to discuss, explore and value difference.

School encourages all pupils to take part in the full range of activities in school. Pupils with SEND are represented in all aspects of school life, for example, School Council.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

All pupils have individual reports through the normal school reporting system in addition to reviews of individual targets and for some annual EHCP reviews. Parents and pupils are involved with these processes.

School also collects and regularly reviews the progress of pupils with SEND and uses this to inform future practice, as well as reporting to the governors. This information informs OFSTED.

Periodically questionnaires are used to collect the views of pupils and parents, again these are used to help plan future improvements to SEND provision in school.

On the website we summarise actions we have completed and share our areas for development. We welcome comments and feedback.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

We actively encourage parents to engage with support available signposting local groups, passing on information about training sessions available and welcoming them to the well-being café where they can also support each other. Information is also available on the website.

We use the Early Help Assessment process to involve Children and Family Wellbeing services who work with families at home, and in school. If Children's Social Care are involved, we work closely with them, attending meetings and facilitating additional support for the child and family.

Some pupils access specialist teachers, speech or occupational therapists and counsellors in school and every effort is made to welcome these professionals and continue any programmes or advice that is given to support the child's development.

Access to external services may be reviewed after each visit or termly and if there is an EHCP in place they are invited to attend the annual review to offer more formal feedback.

We recognise the importance of children's mental health and use outside agencies to provide group drama and art therapy as well as individual counselling sessions.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

In school, pupils are encouraged to talk to their teacher, TA or other trusted adult about any concerns or worries. These might be about learning, friendships or something outside of school. The school council can also be used where the query is about wider school improvement ideas.

If a parent has a concern, the first point of contact for all pupils, including those with SEND, should be the class teacher. We encourage queries to be sorted out early before they become a problem and this is done

through sharing information. Children often tell parents things which school may not be aware of so communicating this is the first step in stopping things escalating.

If the pupil, parent or teacher feels there are still unmet needs, these should be discussed with the SENDCO and/or Pastoral Manager who can then put additional support in place, either in school or through a referral to an outside agency.

If when this process has been completed, or a parent has a complaint about the wider provision being offered then they can request to talk to the Head Teacher or, if there is an EHCP in place, call for an early review with the LA in attendance.

Our complaints policy and procedure can be found on the website.

Where can I find the contact details of support services for the parents of children/young people with SEND?

If you follow the link to our SEND pages on the website you will find links to local services and answers to frequently asked questions. We try to keep this up to date and welcome feedback or ideas of events or local groups which can be added.

Where can I find information on where the local authority's local offer is published?

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>