



## Moorside Community Primary School



### **Moorside Community Primary School Offer**

School/Academy Name	Moorside Community Primary School Holdsworth Street, Swinton M27 0LN
Name and contact details of your school's SENDCo	Mrs Kimberly Bailey 0161 921 1295
Link to Salford's Local Offer	<a href="https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0">https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0</a>
Link to the school's website	<a href="http://www.moorsideprimary.net/">http://www.moorsideprimary.net/</a>

*#Disclaimer: The school offer is correct at the time of production. All aspects of school life are subject to change and development. We will endeavour to update this offer at all times of change.*

### **Children and Families Act (2014) Special Educational Needs and Disability – The Local Offer Information**

*The Special Educational Needs (Local Offer Information) Regulations (2014), prescribes the information that schools must publish on their own website and also be available through the local authority's published Local Offer. This document is adapted from guidance provided by Salford Council, and details the purpose of the Local and School Offer available at Moorside; where all staff and governors are dedicated to providing all children will an inclusive and personalised education.*



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**How does the school know if a child or young person needs extra help?**

*How do you identify children/young people with special educational needs?*

Information about children is gathered in a wide variety of different methods including;

- Formal methods of assessment (EYFS Development Matters: Foundation Stage Good Level of Development (GLD) Assessments, Key Stage 1 and Key Stage 2 Standard Assessment Tests (SATs), WELCOMM, Phonics Screening and half termly internal assessments).
- Informal methods of assessment (Dyslexia, Questionnaires, teacher assessments, Pupil Progress Meetings and regular staff discussions).
- Monitoring of any extra support a child may require, is decided upon by the Special Educational Needs and Disabilities Coordinator (SENDCo), Phase Leaders and the Class Teacher conjointly.
- Parent meetings and discussions.
- Observations, focus groups and case studies with pupils may be carried out by internal staff, mentors, counsellors, non-teaching staff, and external agencies when required (parent consent is sought when engaging with an external agent or new referral).
- Annual review meetings, implementation meetings and/or correspondence linked to all SEND, medial and inclusion concerns
- Through the consultation of existing policies concerning behaviour, inclusion, Medical and SEND.

**What is the school's approach to teaching children and young people with special educational needs and disabilities?**

*How do staff and governors support the educational development of SEN pupils?*

We take an active and positive approach to supporting the learning needs of all pupils using such ideals as: personalised curriculums, interventions and Quality First Teaching (QFT). All of which enable the setting to adapt practices and deliveries to best meet the needs of each individual.



- Resources are allocated once specific difficulties have been ascertained. This is done using a pre/post assessment and through discussions and observations of the pupil. The SENDCo and Class Teacher/Phase Leader will together select the appropriate resources and provide pupils with a personalised intervention timetable (PIT). In addition, teachers may also carry out in class Wave 3 and 2 interventions at their own discretion (e.g. streaming for Maths and English when necessary).
- Support is provided daily for all pupils and aims to support equally their emotional, social, educational and physical well-being. More intensive support is also provided for those pupils with an Education, Health and Care Plan (EHCP). They will receive support in line with stipulations set out in their EHCP, in addition to extra-curricular support to enable them to integrate into the school community and achieve their individual targets. On occasions, some pupils whose needs exceed that which can be catered for within a whole class setting, will need to be taught using a completely individual and personalised plan that will allow them to access a curriculum suited to their needs and one which will enable them to achieve personal targets and ensure they continue developing skills necessary to aid their development.
- Details of all interventions carried out will be stored, analysed and reported on within a central hub known as Edukey. This is essentially a costed provision mapping tool, which will help inform planning, detail interventions they are accessing and allow teachers to assess the impact of those interventions before planning the next Assess Plan Do Review Cycle (APDR) (See *Parent and Practitioner Information Document* at <https://www.moorsideprimary.net/our-school/policies/>).
- All pupils' needs, including those with SEND, are discussed thoroughly at each Parents' Evening and parents are encouraged to review and contribute to individual Learning Plans within these discussions to ensure pupil's needs are assessed in a holistic and collaborative way. However, if a parent wishes to discuss their child's needs in more depth then we strongly encourage them to do so by requesting a separate meeting with either the Class Teacher or the SENDCo.
- Pupils' views and opinions are equally important, and their input is required when creating pupil profiles, interventions and specific, measurable, attainable, realistic and timely targets (SMART).
- The Governing Board (GB) meet once per half term and are fully involved in the SEND evolution at Moorside. They, along with the Head Teacher, take an active role in improving provision, monitoring progress, and pursuing updates regarding all matters surrounding SEND.



- The appointed link SEND Governor and the Head Teacher work closely with the SENDCo to support them, ensure policies and procedures are kept up-to-date and help to promote the continued progression of SEND at Moorside.

### **How will the school adapt the curriculum and learning environment for children and young people with special educational needs and disabilities?**

*How will the curriculum be matched to my child's need e.g. differentiation strategies and how it will help my child?*

We personalise all learning, to ensure that an inclusive and child-led environment is created, as we feel this is the most conducive to engineering learning success. We are currently working on new projects within school which will enable teachers to meet the needs of a greater number of pupils swiftly and seamlessly, such as:

- Audit results of SEND by external assessors for the Dyslexia Friendly School (DFS) award – achieved.
- Audit results of SEND by external assessors for the Emotionally Friendly School (EFS) award - achieved.
- Careful planning with teachers and professionals.
- Organising and arranging visits, supervising sessions and feedback, implementing programmes, continual liaising with all professionals who support the children at Moorside.
- Continuing to train and offer specialised CPD sessions for all staff to ensure that we continue to produce and utilise our highly trained staff as much as possible to support the needs of our pupils e.g. trainee SENDCos, Reading Recovery Mentors, Boosting Reading Potential (BRP) Mentors, ELKLAN (speech, language and communication), WELLCOMM, SEND specific, Precision Teaching Mentors, Bereavement Leads, Safeguarding Leads, Attachment, Yoga, PE, music, Learning Mentors and First Class at Number Mentors.
- Implementing specialised assessment programmes and initiatives including: Dyslexia Screenings, Visual Stress Test indicators, Visual Perception Indicators, external cognitive assessments, Educational Psychology (EP) APDR process, Learning Support Service (LSS) APDR process, Primary Inclusion Team (PIT) APDR process, Speech and Language Therapy (SALT) assessments and observations and Occupational Therapy (OT)/Physio assessments where applicable.



**How is expertise secured for teaching staff and others working with children and young people with special educational needs and disabilities?**

*Are there specialist staff working at the school, what are their qualifications, and do they have access to other external services e.g. speech and language?*

All staff members are given ample opportunity to develop their own knowledge and skill set in line with their personal preferences and whole-school initiatives and areas identified for future development (ascertained from Performance Management Meetings and the School Improvement Plan (SIP)). The SENDCo, Phase Leaders and Class Teachers work cohesively to determine which courses staff should attend including any in-house training, external training and professionally led staff meetings/training that may be beneficial when supporting pupils needs.

**What additional learning support will be available to children and young people with special educational needs and disabilities?**

*How and by whom are decisions made about what type and how much support a child/young person will receive? Parental involvement and the impact?*

The type of support a child receives depends upon the type and extent of their specific need and the availability of support staff within the setting.

- Children with an EHCP will receive provision as is detailed in their plan, although some may require above this in order to achieve success and we will endeavour to support this where possible.
- All interventions and support are dependent upon the need of the individual. This is developed by professionals, parents, SENDCo, Phase Leaders and Class Teachers.
- Parents are encouraged to form an integral part of a child's learning journey as their views and opinions are greatly valued and will ensure that support is accurate, effective and personalised. Parents will also be requested to contribute to more formal discussions e.g. EHCP meetings, Parents Evenings.
- All support programmes are reviewed after each session and adapted to ensure the individual achieves success in measurable terms, with more robust analysis and alterations considered half termly and/or in conjunction with Pupil Progress meetings.
- Pupils are encouraged at all stages of learning to take responsibility for their progress. This is achieved by setting SMART targets with the child (where appropriate) and then developing their own personal One Page Profiles (Pupil Passports) (<https://edukeyapp.com/>), which form part of their Individual Learning Plans.



**How will the emotional and social development of children and young people with special educational needs and disabilities be supported and improved?**

*How do teachers and management ensure that all children's emotional well-being is catered for in order to improve their educational attainments?*

There is a structured pastoral care system in place involving both teaching and non-teaching staff who endeavour to ensure pupils are equipped with a happy, safe and secure environment to help aid their learning journey. This is done via:

- Examination exemptions (scribes/readers/extra time etc.)
- Nurture groups
- Reinforcement of British Values
- Growth Mindset for all
- Weekly mindfulness sessions
- Pupils' are encouraged to share and develop their own views and opinions and then use these to take ownership of their learning.
- Strong links have been established with external agencies who provide support for SEMH (including specialist schools and schools with specialist provisions)
- Wrap around practices evidenced in additional policies such as: Anti-Bullying, Safeguarding, Medical, Inclusion and Behaviour.
- Parent consultations



**How will the effectiveness of the school's special educational provision be assessed and evaluated?**

*How does the school know how effective their arrangements for children/young people with special educational needs and disabilities are?*

The SENDCo, Phase Leaders and Class Teachers continually track the progress of all SEN pupils using methods such as: Insight, SeeSaw, Pupil Progress meetings and Edukey. Progress will therefore be assessed through: discussions, formal assessments, teacher assessments, observations and professional assessments.

**How do children and young people with special educational needs and disabilities access the school's facilities?**

*Have there been improvements in the physical, auditory and visual environment? How to communicate with EAL parents.*

For all building alterations please see Accessibility Plan (for audio, visual and physical environment) and Health and Safety Policy (<https://www.moorsideprimary.net/our-school/policies/>).

For those pupils' and parents who consider themselves as having 'English as Additional Language' (EAL) we take our guidance from Ethnic Minority and Traveller Achievement Service (EMTAS); a service provided by the Local Authority, whom advise and support all schools across Salford. This comes in the form of direct teaching support, resources, advice, meetings and translators etc. In addition, if requested, we can endeavour to translate documents to help ensure that all parties have equal access to the information available to them. For further details please consult Inclusion Policy.

**What activities are available for children and young people with special educational needs and disabilities in addition to the curriculum?**

*How will SEN pupils be included in activities outside the classroom, including school trips?*

Moorside operates a fully inclusive policy; all pupils are encouraged to participate in all areas of curricular and extra-curricular activities. Support is provided within school hours. However, discussions are welcomed to help enable pupils to access out-of-school-hours activities also. We support pupils through additional adults, social stories, additional vehicles/drivers, alternative travel arrangements and person specific resources. As with all areas of the curriculum, parents of children with SEND are invited to discuss prospective trips and visits and their feedback is welcomed. Activities may include annual trips and residentials, class visits/trips, swimming lessons, after school clubs



**Transition**

*What information will be provided to SEND pupils making the transition to a new school?*

Moorside has strong links with many Salford high schools and continues to develop new ones each year. These links have been fostered through regular meetings with SENDCos/transition leads, open days, pupil passports, social stories, additional transition days, information/data collections in line with the Local Authority guidelines, the promotion of local high school events and a high school representative is invited to attend both parents' evenings we hold each year.

Regarding new pupils or those leaving, we offer additional transition days, meetings between all parents and professionals involved and correspondence is shared and discussed to enable the pupil to have a seamless start and end to their educational journey.

**Who can parents contact for further information?**

*Who can parents talk to if they are worried?*

Parents are encouraged to discuss any concerns they have about their child with their Class Teacher initially, or a member of staff they feel most comfortable with. However, all staff are committed to resolving any issues that may arise and will adhere to guidance and the complaints escalation policy when applicable. Other professionals/agencies who parents may wish to consult for advice include: GP, Local Authority or external advice services e.g. Salford Parent Partnership (SIASS). *For a full and comprehensive list of agencies, please see SEN Information Report on <https://www.moorsideprimary.net/our-school/policies/>.*