



SEN Information Report

1. The kinds of Special Educational Needs and Disabilities (SEND) for which provision is made at the school

It is the school's philosophy that learning knows no limits and our provision for all children, including those with SEND, is built upon this belief. We believe that all children have a right to a full and rounded education, which will enable them to achieve their full potential. Alongside this, we provide appropriate intervention and support for those who have needs which are 'additional to and different from' that provided within the differentiated curriculum.

For further details please see our SEND Policy, Salford's Local Offer and the School Offer: <https://www.moorsideprimary.net/our-school/policies/>

As a team we can provide a wide range of expertise and experience:

1. SENDCo

- National Award for Special Educational Needs Coordinators
- Master's Degree in Education
- Post Graduate Certificate in Primary Education
- Extensive SENDCo experience
- Dyslexia Friendly School Advocate
- Emotionally Friendly School Advocate
- Mental Health First Aider
- Outstanding teaching practitioner

2. Other staff members

- Learning Mentors
- Education, Health and Care Plan (EHCP) Intervention Specialist
- Every Child a Counter/Numbers Count Teachers



- An experienced Higher-Level Teaching Assistant who is part of the Attachment Lead Network for Salford
- Several Teachers and Teaching Assistants (TAs) who are Team Teach trained
- Many ELKLAN (language development) trained staff
- Many WELLCOMM (Speech and Language) trained staff
- All staff teaching in a Dyslexia Friendly way
- All staff teaching in an Emotionally Friendly way
- Highly trained Read Write Inc. staff to improve Phonic attainment
- Attachment trained staff
- Several Mental Health First Aiders
- Wealth of CPD training has been completed to upskill all staff in-line with the School Improvement Plan (SIP)

We draw upon the skills, expertise and experience of external agencies, in particular Salford's Learning Support Service (LSS), the Primary Inclusion Team (PIT), Speech and Language Therapy (SALT) and Salford's Educational Psychology Team (EP). In addition, we may also work with other agencies on a less regular basis such as: The Early Intervention Team, School Nurses and other educational settings. We also ensure that our school is fully accessible for all disabled pupils and staff, this is assessed on an individual basis and procedures and policies are adhered to in full.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with SEN

We aim to identify SEND at the earliest possible point and we will routinely and quickly put appropriate support into place. Provision for children with SEND is a matter for the whole school. The Head Teacher, Governing Board (GB), The SENDCo, Phase Leaders, Class Teachers and Support staff each have important day-to-day responsibilities to uphold SEND provision for all pupils.



The school will assess each pupil's current levels of attainment on entry to ensure that they build on the patterns of learning and the experiences already established during pupils' pre-school years. If the pupil already has an identified SEND, then this information may be transferred from other professionals, the Early Years setting, previous teachers, previous SENDCos and/or current educators. The SENDCo will then use this information to:

- Develop an appropriate curriculum
- Identify needs in order to support the child within the class
- Use the assessment processes to identify any additional learning difficulties
- Ensure ongoing observations and assessments are carried out
- Provide regular feedback to help inform the pupils next learning steps

All children new to the school will be assessed and monitored in line with the school assessment policy. Information from previous settings is always sought to ensure effective provision is delivered and their transition is as smooth as possible. Children's progress is monitored very closely and formally assessed half-termly. The results of these assessments are discussed with all staff involved with the child at termly Pupil Progress meetings. Such Pupil Progress meetings serve to enable all pupils' needs to be assessed and appropriate provisions to be put into place. As part of such meetings the decision to place a child on or remove a child from the SEN register will also be made. It is important to note that all pupils named on the SEND register will only be placed on there once parental consent is obtained, this will be done by the SENCo, however if a child is removed then it is the responsibility of the class teacher to inform parents of the jointly made decision. Furthermore, as a team we work collaboratively with the school health service to monitor pupils' height, weight (EYFS) and hearing (KS1). Alongside this, the school nurses may deliver additional health sessions to older pupils if requested to do so.

3. Information about the school's policies for making provision for pupils with SEND, whether pupils have Education Health Care plans, including

a. How the school evaluates the effectiveness of its provision for such pupils

The school will assess each pupil on entry and then make informed judgements as to which provisions should be in place and what would be the best way to move each individual on in terms of learning. If the child already has an identified SEND, then this information may be transferred from their previous setting. The SENDCo will then use this information to:



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- Provide starting points for the development of an appropriate curriculum
- Identify needs
- Adapt curriculums
- Begin an assessment processes to identify any additional learning difficulties
- Ensure ongoing observations are carried out
- Provide regular feedback about the pupil's achievements and experiences, which will then go on to form the basis of the pupils learning plans
- Continued discussions with parents

As children move up through the school, the Class Teacher is charged with the responsibility of improving each pupil's learning journey. This includes sharing any new developments with the SENDCo, as they may prove pivotal in the future. The SENDCo will then help analyse each individual pupil and make an informed decision as to what the next steps should be. For those already identified as having an SEN and whom are already on the SEN register, the aim is to identify, support and improve the needs of such learners, ensuring that they are given the best opportunity to make progress and reduce the learning gap between themselves and their peers (or National Curriculum (NC) standards). We would consider progress to be:

- Ability to access learning in-line with their individual targets and achieving success against those targets.
- Ability to access some NC lessons appropriate for their age
- Development of age-appropriate self-help, social or personal skills
- Development of age-appropriate learning behaviours

The analysis of all data is led by the Deputy Heads, with SEND pupils also closely monitored by the SENDCo. A full analysis of progress is undertaken during Pupil Progress meetings using information gathered from staff and Edukey (Intervention logging and Costed Provision Mapping system).



b. The school's arrangements for assessing and reviewing the progress of pupils with SEND

In addition to what is outlined above, teachers along with those responsible for individual pupils, meet regularly to review progress. Also, parents and/or carers are invited to meet with their son's/daughter's Class Teacher and/or the SENDCo to collaboratively evaluate progress and set new shared targets. However, the SENDCo and Inclusions Team are available (by appointment) throughout the week to help support parents, stakeholders and pupils equally.

Annual reviews are always pre-arranged, and all active professionals are invited to attend. For more detailed explanations on the EHCP procedures please see legislation by IPSE at <https://www.ipsea.org.uk/Handlers/Download.ashx?IDMF=af64e2ac-1af7-4f83-aa27-d759059e7814> or in additional parent documents located on the school website. During the review all those involved are encouraged to share opinions as this ensures that the child is discussed in detail and the information can then be used to effectively plan and support them in the future. At times an early review may be initiated by either a parent or a professional if it is felt that changes to the EHCP are required in order for the child's needs to continue being met.

c. The school's approach to teaching pupils with SEND

All educators must follow the standards set out in the National Curriculum (NC), which include setting appropriate challenges for each individual (based upon their personal learning needs) and helping them to overcome any learning barriers they may be facing. Most pupils will achieve individual success through Quality First Teaching (QFT), but some individuals may require more targeted/specific interventions to help them achieve their personal targets. Therefore, all Class Teachers' will aim to:

- Account for the type and extent of a pupil's need when planning and assessing
- Provide support for all individual needs previously identified and ensure then all children have access to personalised resources and strategies in order for them to access learning
- Plan, where necessary, to develop understanding through a range of mediums and senses
- Enable children to be a part of all physical and practical activities
- Teach pupils the tools to help them self-regulate and manage their own behaviours



- Ensure that children can effectively manage their own emotions

Moreover, it would be remiss to envisage all pupils learning through the same vernacular, therefore those who have been assessed as having SEND will have their needs met in slightly differing ways to their peers and Class Teachers' may also make additional provisions for pupils with identified SEND by:

- Ensuring pupils have sufficient time to complete individual tasks
- Setting personal learning goals
- Providing pupils with a toolkit for learning
- Placing resources and equipment in available spaces
- Allowing for individual learning styles
- Encouraging child-led learning
- Providing pupils with a voice and allow them opportunities to seek advice in a safe and caring environment
- Identifying areas of learning or assessment which may present difficulties for individuals
- Grouping pupils in abilities to help with differentiation (only for agreed areas see SIP)
- Seating pupils in mixed abilities
- Remaining fluid in terms of assessment and lesson planning

d. How the school adapts the curriculum and learning environment

To meet the needs of all pupils, the NC and assessment pathways are differentiated in numerous ways to allow for individual learning paces and styles. For example, teachers have the flexibility to use strategies such as: streaming, differentiated task outcomes, differentiated groupings, allocation of additional adult support, additional supporting materials, differentiated content and outcomes, deployment of alternative recording methods or alternative equipment, in order to ensure pupils can achieve success.



In conjunction, we are a Dyslexia Friendly Schools (DFS). This means that all children will be taught in a Dyslexia friendly way, have access to specialist equipment, learn in classrooms that are in Dyslexia friendly (alphabet arcs, high frequency word lists, cream paper when appropriate, coloured student books, coloured overlays and colour coded books/display boards) and will be taught strategies to help them become more independent whilst reducing external stressors. In addition, we subscribe to a payable online Dyslexia Screener, which identifies any Dyslexic tendencies or areas of difficulty. This is not a diagnostic tool and will not diagnose pupils with Dyslexia, but it does help to provide evidence in support of their difficulties and enables teachers to plan more effectively. This programme forms part of our statutory testing and assessment process within school and therefore we would not seek prior parental consent, prior to completing the assessment. However, any identified difficulties will be shared and discussed with parents so that their needs can be met at home and in school.

e. Additional support for learning that is available for pupils with SEN

We have a range of highly qualified staff whose aims are to provide outstanding support to all pupils (please see Moorside offer for details of specialist staff). Those pupils whose needs cannot be met through QFT may require one to one or small group interventions. Usually, the SENDCo, Phase Leader and Class Teacher will meet to discuss which intervention is required and which pupils should participate. This discussion process has been streamlined and each class will be audited after the Pupil Progress meeting to maintain the continuous development of interventions and ensure that all needs have been accurately identified. Please also note that all interventions recommended by external professionals will be implemented accordingly.

f. Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum

School-based after school clubs and activities are open to all children. We do not offer specific after school clubs just for SEND pupils because we believe that all pupils are equal and should receive the same opportunities irrespective of their need. Once a child has selected an after-school club they wish to attend (all staff run an after-school club so there is a plethora of clubs on offer throughout the year), we would then make individual arrangements based on the needs of the pupils and club they are wish to participate in. However, if it was felt that a club was not suitable for the needs of the pupil e.g. their safety would be a concern, then a discussion with between the SENDCo and/or Class Teacher and parents would take place in the first instance. This is to ensure that all pupils' interests are encouraged and their needs are met safely.



In addition to the 'first come, first served' generic after school clubs, we do also offer a daily nurture breakfast session and two after-school nurture sessions: Pyramid Club and Fun with Food. They are invitation only interventions and aim to support the needs of our most vulnerable pupils who we have identified as having a health or Social, Emotional and Mental Health (SEMH) need. Often their difficulties are complex and require something additional to that which can be offered during the normal school day.

g. Support that is available for improving the emotional and social development of pupils with SEND

As part of our intervention programme we deliver sessions for pupils who require additional support with their SEMH development. These sessions aim to enable pupils to develop or improve friendships, reduce their anger, reduce their anxiety, understand their emotions, help them to rationalise emotions and help them to build up an emotional resilience. These sessions are either carried out by a Teaching Assistant located in the individual's class or if a child requires more direct work then the specially trained staff will carry out a more intensive intervention. We also have a purpose-built nurture room which aims to envelop users in a safe, calming and welcoming space.

Furthermore, school seeks guidance from the Primary Inclusion Team (PIT), who specialise in SEMH and EPs to ensure pupils receive the best care possible and staff can continually improve their own knowledge. In addition, we continue to offer a counselling service for pupils through Child Action North West. This is again assigned on a needs basis and parental consent is always sought in the first instance.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENDCo

Mrs Kim Bailey – 0161 921 1295

Kim.Bailey@salford.gov.uk

5. Information about the expertise and training of staff in relation to Children and Young People with SEN and about how specialist expertise will be secured

As a team we can provide a wide range of expertise and experience. We also provide all staff with many Continuous Professional Development (CPD) opportunities (in-line with the SIP) to help enable them to become more skilled, more confident and better equipped at supporting our pupils with SEND.



Depending upon the training a staff member may receive, they have the potential to become a 'champion' of that area. We encourage skilled staff to support their colleagues, help develop in-house training and support sessions and promote strategies that they know have been successful in helping to raise the attainment of pupils with SEND previously.

6. Information about how equipment and facilities to support CYP with SEND will be secured

We currently provide additional ICT equipment for children to work on as and when required, 'talking postcards', specialised equipment (Braille) and Audio Systems etc. We are fortunate that we are a resource rich school and can provide most items a child requires to help them become a better learner. Should the need arise, and if deemed necessary, we would provide auxiliary aids such as; extra staff assistance for disabled pupils, induction loops, audio-visual fire alarms and readers for pupils with visual impairments.

7. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child

We actively involve parents/carers in all SEND issues relating to their individual children and typically consult with parents through: formal and informal meetings, questionnaires, phone calls, parents' evenings, correspondence, Letters, referral procedures and processes, provision implementations and specific, measurable, attainable, realistic and timely (SMART) target setting; relating to Assess, Plan, Do, Review (APDR), home/school diaries, emails, coffee mornings, assemblies, website/Twitter/SeeSaw and parent/carers information evenings.

At all times, the SENDCo endeavours to make themselves available for consultation, but for most concerns' parents are advised to consult their child's class teacher in the first instance and they will triage the concern appropriately.

8. The arrangements for consulting young people with SEND about and involving them in their education

In terms of the EHCP process each agency plays a pivotal role and all professionals will contribute to it. For further guidance on the EHCP process please see documents located on the school website <https://www.moorsideprimary.net/our-school/policies/> or legislation produced by IPSE at <https://www.ipsea.org.uk/Handlers/Download.ashx?IDMF=af64e2ac-1af7-4f83-aa27-d759059e7814>. All strategies detailed in plans or prescribed by



professions SENDCo are discussed with and then implemented by the class teacher. The child is aware of such targets and strategies as they are discussed with them both in class and during the EHCP review meeting, where they are invited to attend and share their views (where appropriate).

The SENDCo also ensures that pupils are actively involved in their education by:

- Observing pupils
- Regular discussions with pupils
- Completing Pupil Passports with pupils
- Encouraging them to share their views and opinions
- Providing pupils with opportunities to express their feelings appropriately
- Typeform questionnaires

We also have appointed 'Pupil Governors', who meet regularly with pupils and to discuss a variety of school-based issues and topics with them. This works excellently as some individuals feel more comfortable expressing their views to their peers. Any concerns are then brought to the next school council meeting for discussion with the designated adult supporting them.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

At Moorside, we encourage active collaboration between parents, carers and pupils. If a parent, carer or pupil does not feel that their needs are being met sufficiently then they have the right to raise their concerns in a reasonable manner. In response, we aim to swiftly and sensitively resolve any concerns that have been brought to our attention by resolving and/or preventing any issues occurring in the future. Please see the Complaints Policy at <http://moorsideprimary.net/wp-content/uploads/2014/10/General-Complaints-Procedures.pdf>, for further information.



10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such children

We work collaboratively with a variety of agencies to meet the needs of our SEN pupil's. We discuss concerns, seek advice and develop strategies to meet the needs of pupil's parents and staff alike. Some of the agencies we currently work in collaboration with include:

- EPs
- Paediatricians
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapists
- LSS
- OTs
- Physiotherapists
- Family Support Workers
- Early Identification and Prevention Teams
- Social Workers
- School Nurses
- Salford Parent Partnership (SIASS)
- Health Visitors
- Children's Centres
- Young Carers
- Other educational establishments
- The Local Authority



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Involvement with any agency is done in collaboration with parents/carers and, when appropriate, the child. Permission is always sought prior to any referral being made and additional consent would only be requested if treatment had finished or their case closed and we felt that ongoing support was still necessary.

11. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32

And

12. The contact details of support services for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living

All contact details can be found at;

https://directory.salford.gov.uk/kb5/salford/directory/results.page?localofferchannel=1_3

13. Information on where the local authority's local offer is published

The Local Offer in Salford (LOIS) can be found at this location:

<https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0>

14. Information on the Accessibility Plan

Information relating to all aspects of the accessibility plan for Moorside Primary School can be found within the Equality Scheme and Accessibility Policy, which is located on the School website: <https://www.moorsideprimary.net/our-school/policies/>

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Reviewed and updated by Kim Bailey

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