



Moorside Community Primary School



Special Educational Needs and/or Disabilities (SEND) Offer

Moorside Community Primary School Offer

School name	Moorside Community Primary School
Name and contact details of the school Special Educational Needs and Disabilities Coordinator (SENDCO)	Kimberley Bailey 0161 808 0182
School website	http://www.moorsideprimary.net
Salford's local offer	https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel-0

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.



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1. What types of Special Educational Needs and Disabilities (SEND) is provided for at Moorside Primary School?

Our statement of values and ethos

To go further than we thought possible.

To run faster than we hoped.

To reach higher than we dreamed.

To become the best that we can be.

The SEN provision at Moorside Primary School reflects the values and the ethos of the school: learning knows no limits. All children have a right to a broad and balanced curriculum, which meets their holistic needs allowing the children 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.

2. How are special educational needs identified?

We aim to identify SEND at the earliest possible point and we will routinely and quickly put appropriate support into place.

- Prior to entry to Early Years, key staff will meet with parents and previous providers to ensure that any already identified needs are shared.
- Attainment on entry is assessed.
- For any pupils transferring into the school, at a different entry point, contact is made with the previous school and discussions are held with parents to ensure that any already identified needs are shared.
- Speech and Language needs are assessed using the Early Years Wellcomm tool.
- Needs are identified by observations from staff.



- Children are regularly assessed throughout their school journey and this information is monitored by the SENDCO and discussed, with all key staff, at termly pupil progress meetings to help identify any SEND.
- Dyslexia screening is used, for children who require, from age eight upwards.
- Sensory questionnaires are used, for children who require.

3. What is the teaching approach for children with SEND?

All children with SEND are taught in line with the school's value and beliefs, which centres around having high expectations for all learners. Pupils experience quality first teaching, which is adapted as needed and interventions are provided as required.

4. How does the school adapt the curriculum and learning environment for children with SEND?

The curriculum is ambitious for all learners and is adapted to meet individual learning needs. This is delivered in several ways which may include: -

- Altering the pace of delivery.
- Utilising concrete materials to support understanding.
- Providing further opportunities for repetition.
- Providing resources to support learning.
- Alternative methods of recording.
- Providing additional adult support to guide the learner.
- Utilising technology to support understanding.
- Our Phase Leaders delivering small group teaching of core subjects.



- Streaming in maths lessons in Key Stage 2.

Our learning environments are adapted to meet individual needs. This may include: -

- Using quiet areas for small group teaching.
- Classrooms which are organised and clutter free, to support children's attention and listening skills.
- Use of working walls to support learning and retention.
- Individual workstations.
- Visual timetables.
- Visuals and objects of reference to aid communication.
- Access to 2 sensory rooms.
- Regulation stations.
- Access to resources to support children with visual stress.
- Access to resources to support sensory needs.

We are a Dyslexia Friendly Schools. 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 and will be taught strategies to help them become more independent.

5. What is the expertise of our staff?

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

1. SENDCo



- Post Graduate Certificate in Primary Education
- Extensive SENDCo experience
- Mental Health First Aider
- Outstanding teaching practitioner

2. Other staff members

- Learning Mentors who have a wealth of experience and expertise in supporting children with social, emotional and mental health needs.
- Education, Health and Care Plan (EHCP) Intervention Specialists who support children with the most significant needs to reach achieve targets.
- Every Child a Counter/Numbers Count Teachers
- A highly knowledgeable and experienced Safeguarding and Inclusions lead.
- Several Teachers and Teaching Assistants (TAs) who are Team Teach trained.
- Many ELKLAN (Speech and Language) 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.
- Attachment trained staff
- Several Mental Health First Aiders
- Staff trained to deliver the PIXL intervention.
- Staff trained to deliver the Attention Autism intervention.
- Staff trained in Advanced Sensory Awareness.



A wealth of training has been completed to upskill staff in-line with the School Improvement Plan (SIP) and to meet individual needs of our learners.

In addition to this, we draw upon the skills, expertise, and experience of external agencies, in particular Salford's Learning Support Service, the Primary Inclusion Team, Speech and Language Therapy and Salford's Educational Psychology Team.

6. What additional support for learning is available for pupils with SEND?

The type of support depends upon the type and level of a child's specific need(s) and the availability of support within the setting.

- Children with an Education, Health and Care plan (EHCP) will receive provision as detailed in their plan.
- All children with SEND will have a 'Track My Target' document which details the targets that the child is currently working towards and their progress towards achieving these. Parents and pupils are actively encouraged to be part of the target setting process. This is a working document, and it is updated as targets are reached. These are shared with parents three times a year at a meeting between the class teacher and the parent.
- A range of resources and adaptations are available for the classroom to support the holistic needs of a child.
- All interventions and support are dependent upon the level of need of an individual. This is decided by professionals, parents, SENDCO and other school staff working with the child.
- All interventions are evaluated after each session and adapted as required to maximise progress. More robust analysis and alterations are considered as part of pupil progress meetings.

7. What support is available for the emotional and social development of pupils with SEND?

All staff endeavour to ensure that pupils are equipped with a happy, safe and secure environment to help aid their learning journey. Additionally, there is a structured pastoral care system in place which includes the SENDCO, Safeguarding and Inclusions lead and a team of Learning Mentors.



- Key stage two pupils are taught the Zones of Regulation programme which teaches children about emotions and how to respond appropriately to different emotions. Aspects of the programme are then used in intervention groups for children who require.
- Children 'check-in' how they are feeling each day. For anyone who is not feeling happy, a member of staff spends some time talking with that child during the same day and tries to help them with their upset or worry.
- Learning Mentors deliver a range of interventions, that focus on topics such as developing self-esteem, resilience, mindfulness and anger management.
- Learning Mentors deliver a range of interventions to support friendships and social skills.
- The Time to Talk and Socially Speaking interventions are used widely throughout the school to develop social skills.
- We access the I-Thrive service, which is a service that is part of CAMHS, who provides 1:1 support to specific pupils.
- We have an on-site school counsellor who works at our school once a week.

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

The SENDCO, Senior Leadership team, Phase Leaders and class teachers continually track the progress of all pupils with SEND and this is discussed at termly pupil progress meetings.

9. How do children with special educational needs and/or disabilities access the school's facilities?

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.

10. What activities are available for children with special educational needs and disabilities in addition to the curriculum?

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.

11. How will the SEND pupils be supported with transition to high 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. To further aid transition: -

- Children are supported to attend transition days and social stories are used to help children to prepare for these.
- Additional transition days are organised as required.
- Information is shared in line with the Local Authority guidelines.
- High school representative is invited to attend both parents' evenings we hold each year.

12. Who can parents contact for further information?



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Parents are encouraged to discuss any concerns they have about their child with their Class Teacher initially. 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).

The school SENDCO can be contacted either by request at the school office or by email on kim.bailey@moorsideprimary.net.