



Academic Year 2022 - 2023

We understand that supporting a child with Special Educational Needs (SEN) requires continued support from all parties involved. Within school we aim to provide additional and personalised support for all individuals, with strategically tracked and reviewed support provided for those pupils whom:

1. Have an identified SEN including a medical condition

or

2. Have an Educational Health Care Plan (EHCP)

Our inclusive approach to education encapsulates all areas of the SEN Code of Practice (2014) and as a dedicated team of educators we continuously work to support your child to enable them to reach their potential. A detailed description of support available for all SEN pupils can be found within the Moorside Inclusion Policy, School Offer, parent SEN flow chart and SEN Information Report. Below is a succinct overview of the type of SEN support your child may receive while at Moorside.

1. SEN

All professionals linked to your child will be consulted when developing strategies and individual support structures, which will ensure their needs are continually being met. They may receive additional support via an intervention or within the whole class teaching e.g., pre/post teaching. Class based support is usually discussed at parents' evening and does not necessarily require regular parent contact from the SENDCo for it to be facilitated successfully.

A parent may be contacted by the SENDCo if it was felt that the child required additional support, their behaviours had altered significantly, or if an external referral was required.

In addition, frequent support is given on site may include:

- Regular Class Teacher and SENDCo discussions
- Regular internal meetings (including Pupil Progress)
- Calls/emails/Correspondence with professionals
- Internal assessments e.g. Dyslexia, WELCOMM, Speech and Language ELKLAN (SALT) or Pyramid Club

(Strength and Difficulty Questionnaire/SDQ)

- Ongoing assessments/reviews by professionals e.g. SALT and EP (you will be advised of this if/when specific feedback or reports are produced). As we have onsite support for both SALT and EP support may be adlib depending upon needs, but they will only support pupils we have parental consent for.

2. EHCP

If it is agreed by all parties that a child's needs can no longer be met at SEN level then an EHCP may be the next step in their support journey. Any concerns will always be discussed with parents prior to actions taking place. Both during the lead up to applying for an EHCP and once a child is in receipt of an EHCP. This is long-term and an ongoing process, which often requires an increased level of contact with parents from both the Class Teacher and the SENDCo.

For some pupils with an EHCP, who are making progress and are currently settled while in school, contact may be less frequent. This is a positive sign as it shows that strategies and support structures in place are accurate and working well. However, the SENDCo will be available to meet parents at both the Autumn and Spring parents evening and will initiate all contact relating to the annual EHCP review. In addition, parent contact is always welcomed if a concern has arisen that the school may need to be made aware of. On occasions, the SENDCo may initiate additional parent contact if it is felt that a child's needs may have changed and together actions will be developed and reviewed.

In addition, frequent support is given on site may include:

- Observations by SENDCo and/or professionals
- Frequent Class Teacher and SENDCo discussions
- Onward/additional referrals to external agencies (permission will always be sought first)
- Regular meetings (including Pupil Progress)
- Frequent Calls/emails/Correspondence with professionals
- Increased number of internal assessments e.g., Dyslexia, WELCOMM, Speech and Language ELKLAN (SALT) or Pyramid Club (Strength and Difficulty Questionnaire SDQ)
- Frequent assessments by internal professionals e.g., SALT and EP (you will be advised of this and consent may be sought if an assessment is carried out)
- Increased parent contact
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This simplified overview of the support available for both SEN and EHCP pupils is just guidance and is by no means a comprehensive list of the support a child may receive while at Moorside. In addition, please remember that if any significant changes occur linked to a child's behaviour/demeanour or their personal and/or home circumstances, then

we would welcome such information being passed on. This should be translated to the child's Class Teacher in the first instance, and they will then triage this information accordingly.

If, after concerns have been discussed with the Class Teacher, and it is still felt that a meeting is necessary, then one can be arranged via Kim.Bailey@Moorsideprimary.net or via Miss. Turner at the main office.

Kind regards,

Mrs K Bailey
SENDCo