

Special Educational Needs & Disabilities (SEND) information report

Moorside Primary School



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Welcome to Moorside Community Primary School SEND Information Report. This information report:

- Sets out how our school will support and make provision for our children with special educational needs and/or disabilities (SEND)
- Explains the roles and responsibilities of everyone involved in providing support for children with SEND.
- Aligns with the school's legal duty under the revised Code of Practice (2014) to publish information on their website about the implementation of their policy for children with SEND.
- Sits alongside our SEND policy that can be found on our school website. If you are unable to find a copy of this, please ask a member of staff to make a copy/send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Moorside Community Primary School is proud of its inclusion and diversity. It places great emphasis on its unique and varied community of learners. Everyone, regardless of faith, ability, ethnicity or background is valued and nurtured. Our school provides for pupils with the following needs:

AREA OF NEED	SPECIFIC NEEDS
Communication and interaction	Autism spectrum condition (ASC)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

At Moorside Primary School, all staff understand that they have a role to play in supporting children with SEND. Your child will be supported by a range of different people within the school, depending on their individual needs. In addition to your child's class teacher, they may also receive additional support from learning support staff/teaching assistants, the Special Educational Needs & Disabilities Co-ordinator (SENDCo); our Child and Families Officer; and a wide range of external agencies and professionals.

All staff within the school receive training and support around identifying and supporting pupils with SEND, including adaptive teaching and Ordinarily Available Inclusive Practice (OAIP) and Autism & ADHD Awareness. Many of our staff have undertaken substantial SEND specific training, in response to the need within the school, including: Speech sound development, stammering awareness, selective mutism, Attention Autism and Colourful Semantics.

Our special educational needs & disabilities co-ordinator, or SENDCO

Our SENDCO is Dr. S. Thompson, who can be contacted via the main office on (0161) 808 0182, or by emailing SEND@moorsideprimary.net

They have over 20 years' experience in education and have worked as a teacher and senior leader in both mainstream and special education settings, as well as in Higher Education. They are a qualified teacher and have a substantial teaching and research background in SEND.

In addition to a master's degree in special education and inclusion, a master's degree in research and a PhD in education (autism and mathematics), they are currently working towards the NPQ in Special Educational Needs Co-ordination. They are also a trained Irlen screener.

As a non-class-based member of staff and senior leader, they have overall responsibility for the strategic leadership and management of SEND throughout the school.

Class teachers

All of our teachers receive in-house SEND training and are supported by the SENDCO to meet the needs of pupils who have SEND.

In addition to ongoing training and support from the SENDCo, all class teachers have received training in adaptive teaching and Ordinarily Available Inclusive Practice (OPIP), PIVATS for tracking progress, Widgit and Autism & ADHD Awareness.

Teaching assistants (TAs)

We have a team support staff, including teaching assistants, higher-level teaching assistants (HLTAs) and welfare staff who are trained to deliver SEND provision.

Many of our teaching assistants are trained to deliver specific interventions such as zones of regulation, Lego therapy, colourful semantics, precision teaching and attention autism.

In the last academic year, support staff have been trained in autism and ADHD awareness, speech sound development, stammering awareness, selective mutism, Attention Autism and Colourful Semantics.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Learning Support Services
- Hearing and Visual Support Teams
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services

3. What should I do if I think my child has SEN?

If you are concerned about your child, we would encourage you to have a conversation with us, as soon as possible, to share these concerns.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher. You can contact your child's class teacher via the main office to arrange a convenient time to meet them.

They will have a discussion with our SENDCO, Dr S. Thompson, to discuss your concerns. The SENDCO will liaise with the class teacher, and if necessary, the phase leader to advise on next steps.

You can also contact the SENDCO directly via the main office.

Either your child's class teacher, the phase leader, or the SENDCO will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what has been discussed and add this to your child's record.

If we feel that your child needs support, which is additional to, or different from that of their peers, we will notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

We aim to identify SEND at the earliest possible point and we will routinely and quickly put appropriate support into place. All our class teachers receive regular, in-house training around the identification of SEND and are on the lookout for any pupils who aren't making the expected level of progress across the curriculum or socially.

If the teacher notices that a pupil's progress is limited, they will explore what strategies are currently in place to support their learning and identify any gaps in their learning. They will consider any additional adaptations that may be made within the classroom, or whether any specific targeted support, or interventions may be helpful for addressing gaps in learning or social development. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been addressed.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO to seek further advice and strategies.

Depending on the child's needs, and what strategies and support have previously been put in place, the SENDCO may observe the pupil in the classroom or in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to discuss or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

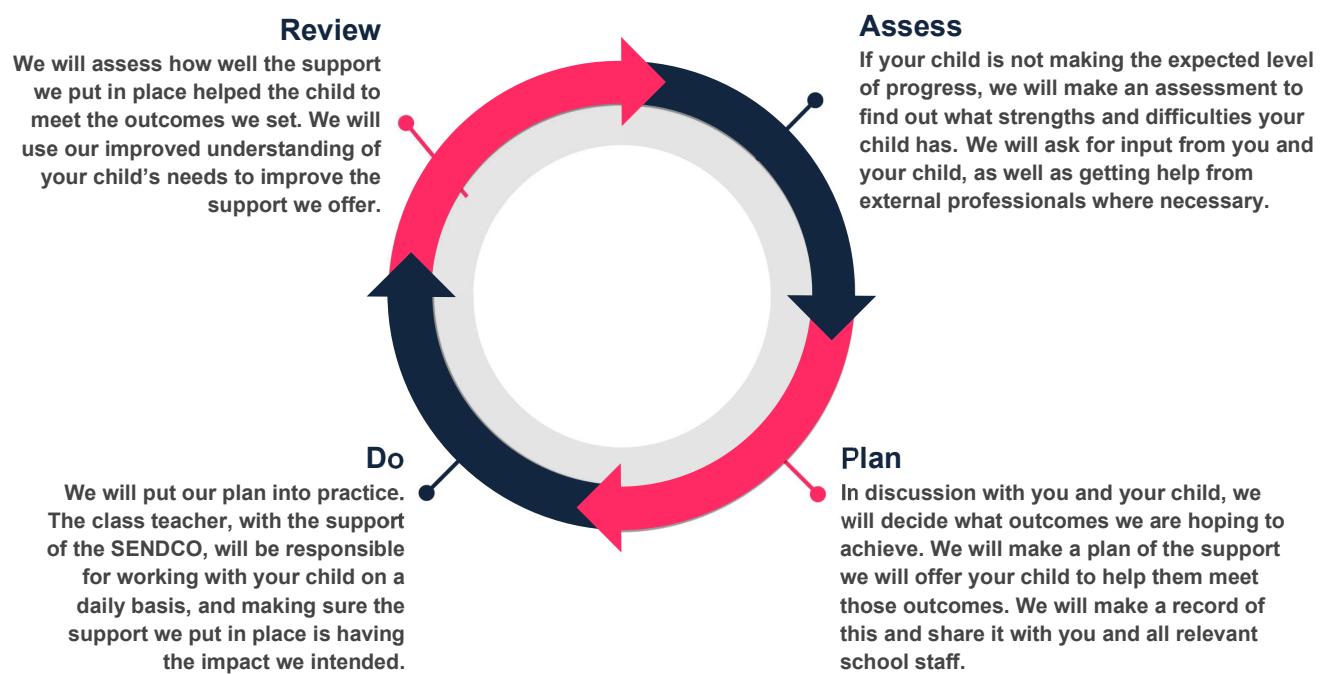
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will consider whether your child requires support, which is additional to, or different from that of their peers, at which point, they will be added to the school's SEND register, and the SENDCO will work with you and their class teacher to create a SEND support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs. Any support, meetings and additional interventions or input from external professionals, will be added to the graduated approach record for your child.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class teacher will meet you three times per year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations, therefore we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher by contacting the school's main office.

7. How will my child be involved in decisions made about their education?

At Moorside Primary, we pride ourselves on having pupils at the very heart of decision making and ensuring that SEND is a person-centred process. The level of involvement will depend on your child's age and level of competence, however we will always endeavour to gain an understanding of your child's views, wishes and feelings.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Express their views within a written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. This is addressed through a range of strategies, referred to as ordinarily available inclusive practice (OAIP) and personalised adjustments. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on an individual basis, following the assess-plan-do-review cycle to make sure the adaptations we make are meaningful to your child.

These adaptations may include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis on some occasions, where it is felt appropriate and necessary

- Teaching assistants may support pupils in small groups

We may also provide the following interventions and provision:

- Attention Autism
- Hive provision (predominantly EYFS)
- Fine motor
- Targeted readers
- Maths: targeted intervention groups
- Nurture groups
- Blossom Room (predominantly KS1)
- Treehouse Provision (predominantly KS2)
- Lego therapy
- Drawing therapy
- Speech and Language interventions
- Colourful semantics
- Sensory support through our school's Senso cube

These interventions are part of our contribution to Salford's local offer.

9. How will the school evaluate whether the support in place is helping my child?

Your child's progress, and the impact of any additional support or interventions, is monitored closely through the graduated approach.

We will evaluate the effectiveness of and provision or interventions for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions on a regular basis
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

Resources to support your child's needs are accessed from the school's overall budget, of which an amount is allocated for meeting the needs of pupils with SEND throughout the school.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours

- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will usually cover up to £6,000 of any necessary costs required to meet the needs of your child. If funding is needed beyond this, we will consult with Salford local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

Wherever possible we will endeavour to include all children in all activities regardless of whether they take place in or out of school. The benefit of the activity to the child and adult-child ratios focusing on child safety will be considered at all times in the event of any external trip. There will be a child specific risk assessments carried out when required.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in activities such as sports days, sports events, school plays and workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to ensure they can be included safely.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- All admissions to Moorside Primary school are made through Salford's School Admissions <https://www.salford.gov.uk/schools-and-learning/schools-admissions/>
- We welcome visits to our school for prospective parents and children and we also encourage you to meet the SENDCO during your visit
- Where a child has an EHCP in place and the school has been requested by parents, the Local Authority will process this request, and as long as the school are able to meet the needs of the young person, an offer of a place will always be made

13. How does the school support pupils with disabilities?

- At Moorside Primary School, we ensure that pupils with disabilities are able to access all areas of the curriculum
- Where required, adaptations to the learning environment are made to ensure a fully inclusive environment. This may include access to specialist equipment to support with hearing/vision. We work very closely with external agencies and professionals to ensure that all pupil's needs are met.
- The facilities you provide to help disabled pupils access your school, including the provision of auxiliary aids and services

14. How will the school support my child's mental health, and emotional and social development?

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 leads and Child and Families Officer.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Through 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
- Some children access daily 'check-ins' to consider 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
- Some pupils may access a 'soft start' to the day to help them manage anxieties around school and to have a calm and settled start to the day
- Some pupils access quiet lunch, where they can have their lunch in a small group, supported by an adult
- We have nurture provisions within the school for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Provide time for both the current teacher and the next year's teacher to meet to discuss the pupil's needs and the support required for that pupil
- Hold whole school transition days with the new teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between primary and high school

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Visiting the new school during transition days
- Working with key staff from both settings to prepare for the transition to high school
- Some pupils may have additional visits to support them with the transition
- Some pupils may access additional support and interventions to support them with the transition to high school.

16. What support is in place for children who are looked-after and children who have previously been looked-after with SEND?

Ms Howard, the head learner, is the named person responsible for any children who are looked after within the school. Ms Howard will work closely with Dr Thompson, our SENDCO, to make sure that all teachers understand how children who are looked-after or have previously been looked-after and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEND provision in our school should be made to the SENDCO and the head learner in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called mediation, where you try to resolve your disagreement before it reaches the tribunal.

Further support and advice can be sought through Salford Information Advice and Support Service (SIASS). They can be contacted on 0161 778 0343/0349 or email siass@salford.gov.uk.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Information on Salford Local Offer can be found on the local authority's website:

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

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to those families that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sector.

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)

- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENDCO** – the special educational needs and disabilities co-ordinator
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- › **SEND support** – special educational provision that meets the needs of pupils with SEND
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages