

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) INFORMATION REPORT

Moorside Community Primary School



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Welcome

Welcome to Moorside Community Primary School SEND Information Report.

This information report:

- Sets out how our school will support and make provision for 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 Children and Families Act 2014 and the SEND Code of Practice (0-25 years) to publish information about the implementation of its SEND policy.
- Sits alongside our SEND Policy, which can be found on the school website.

If you are unable to find a copy of the SEND Policy, please contact the school office.

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

Moorside Community Primary School is proud of its inclusive ethos and diverse community. We believe that every child should feel valued, respected and supported to achieve their full potential.

Our school provides for pupils with a range of special educational needs and disabilities, including:

Area of Need	Specific Need
Communication and Interaction	• Autism Spectrum Condition (ASC) • Speech, Language and Communication Needs (SLCN) • Social communication difficulties
Cognition and Learning	• Dyslexia • Dyscalculia • Dyspraxia • Moderate Learning Difficulties (MLD) • Specific Learning Difficulties (SpLD)

Social, Emotional and Mental Health (SEMH)	• Attention Deficit Hyperactivity Disorder (ADHD) • Attention Deficit Disorder (ADD) • Anxiety-related difficulties • Emotional regulation difficulties • Attachment needs • Trauma-informed needs • Other social, emotional and mental health needs
Sensory and/or Physical Needs	• Hearing impairment • Visual impairment • Multi-sensory impairment • Physical disabilities • Medical needs impacting learning

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

At Moorside Primary School, all staff play an important role in supporting pupils with SEND.

Your child may receive support from:

- Class teachers
- Teaching assistants
- Higher Level Teaching Assistants (HLTAs)
- The SENDCO
- The Assistant SENDCO
- Child and Family Support Staff
- Members of the Senior Leadership Team
- External agencies and professionals

All staff receive regular training in SEND and inclusive practice, including:

- Adaptive teaching
- Ordinarily Available Inclusive Practice (OAIP)
- Autism awareness

- ADHD awareness
- Speech and language development
- Social communication needs
- SEMH support strategies

Many members of staff have received additional specialist training in:

- Attention Autism
- Colourful Semantics
- Precision Teaching
- Lego Therapy
- Zones of Regulation
- Selective Mutism
- Stammering Awareness
- Speech Sound Development

Our SENDCO

Our SENDCO is **Ryan Douglas**.

Ryan can be contacted through the school office on:

Telephone: (0161) 808 0182

Email: SEND@moorsideprimary.net

Ryan is a qualified teacher and member of the Senior Leadership Team and is currently studying towards his NPQSENDCO. As a non-class-based leader, he has overall responsibility for the strategic leadership, development and management of SEND provision throughout the school.

The SENDCO works closely with pupils, families, staff, governors and external agencies to ensure pupils with SEND receive effective support and achieve positive outcomes.

Our Assistant SENDCO

Our Assistant SENDCO is **Emily Topping** who has completed her NPQSENDCO

Emily works closely alongside the SENDCO to support:

- Identification of SEND
- Intervention planning
- Monitoring SEND provision
- Supporting families

- Liaison with external professionals
- Pupil transitions

Our SEND Team is further strengthened by several of our Phase Leaders who also hold their NPQSENDO qualification.

Inclusion Governor

The school's named Inclusion Governor is Edward Kirk.

The SEND Governor works closely with the SENDCO, senior leaders and Governing Body to help monitor the effectiveness of SEND provision throughout the school. They ensure that the school fulfils its duties under the Children and Families Act 2014 and SEND Code of Practice and that pupils with SEND receive appropriate support and provision.

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 (OAIP), PIVATS for tracking progress, Widgit and Autism & ADHD Awareness

Teaching assistants (TAs)

We have a team of 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, R. Douglas, 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.

When pupils join our school, we gather information from previous settings, nurseries, schools, parents/carers, external professionals and Local Authority records where appropriate. We use assessment information, transition meetings, professional reports and ongoing observations to ensure that any SEND needs are identified as early as possible.

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.

What is not SEND?

The SEND Code of Practice makes clear that a pupil should not automatically be identified as having SEND solely because they are making slower progress than their peers, have poor attendance, have English as an Additional Language (EAL), or are experiencing temporary difficulties. Before identifying SEND, we will consider whether there are other factors affecting progress and whether further adaptations to teaching and learning may address any concerns.

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.

In addition to reviewing progress towards personal outcomes, we may use:

- Teacher assessment
- Standardised assessments
- Curriculum assessments
- Observation records
- Attendance information
- Behaviour and wellbeing information
- Pupil voice and parent feedback

These measures help us build a holistic picture of your child's progress and development.

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 two 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

At Moorside Primary School we follow Salford's Ordinarily Available Inclusive Practice (OAIP) guidance. This means that high-quality inclusive teaching is available for all pupils and adaptations are made within the classroom before additional SEND support is considered.

Examples of Ordinarily Available Inclusive Practice may include:

- Visual supports
- Adapted instructions
- Flexible seating
- Chunked learning activities
- Use of technology
- Pre-teaching of vocabulary
- Scaffolded learning
- Alternative recording methods
- Additional processing time

These approaches form part of our universal provision for all learners.

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.
- Cosy Corner (sensory room)
- Wiggle Room (soft play room)

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.

In some cases, where a child has significant and complex needs, the school may work with Salford Local Authority to seek additional funding through appropriate local authority processes. Any decision about additional funding will be based upon evidence of need and the outcomes being sought for the pupil.

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.

We carefully consider any reasonable adjustments required under the Equality Act 2010 to ensure that pupils with disabilities are able to participate fully in school life wherever possible. These adjustments will be discussed with parents and, where appropriate, the pupil themselves.

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 school provides a range of facilities, auxiliary aids and services to support disabled pupils in accessing education and wider school life. These may include:

- Specialist seating or furniture
- Enlarged print materials
- Hearing support equipment

- Visual supports
- Adapted resources
- Assistive technology
- Accessible routes throughout the school building
- Personalised risk assessments where appropriate

The suitability of these adjustments is reviewed regularly in partnership with parents, pupils and relevant professionals.

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.
- All children access daily 'check-ins' (via Mood Tracker) 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 robust Anti-Bullying Policy and take all incidents of bullying seriously. We actively promote positive relationships, mutual respect, inclusion and belonging throughout the school community.
- Where needed, we may seek advice and support from external professionals, including health and mental health services, to ensure pupils receive appropriate support for their emotional wellbeing.

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.

When pupils join Moorside Primary School from another setting, we will gather information from parents, previous schools and external professionals where appropriate. Additional visits, transition meetings or personalised transition plans may be arranged to support a successful move into school. For further information please see the schools Transition Policy on the school website.

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 cared-for and children who have previously been cared-for with SEND?

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

Children who are cared-for or previously cared-for will be supported much in the same way as any other child who has SEND. However, cared-for 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. Please find the schools Cared For Child policy on the school's website for further details.

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

Complaints about SEND provision should normally be raised with the class teacher in the first instance. If concerns remain unresolved, parents should contact the SENDCO. If concerns continue, they can then be referred to the Headteacher and, where appropriate, the Governing Body through the school's Complaints Policy.

This staged process helps ensure that concerns are addressed as quickly and effectively as possible.

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](#)

Other useful sources of support include:

- [Salford Information, Advice and Support Service \(SIASS\)](#)
- [Salford SEND Local Offer](#)
- [Early Help services](#)
- [Family Hubs](#)
- [Health services](#)

School staff can support families to access these services where appropriate.

19. How does the school support pupils with medical conditions?

Moorside Primary School recognises that pupils with medical conditions should be properly supported so that they can access education, including school trips and physical education.

Where appropriate:

- Individual Healthcare Plans will be developed.
- Staff will receive appropriate training.
- Relevant medical information will be shared with staff who need to know.
- Risk assessments will be completed where required.

- We will work closely with healthcare professionals and parents to ensure pupils can participate safely in school life.

The school follows its Supporting Pupils with Medical Conditions Policy.

20. Review of this Information Report

This SEND Information Report is reviewed annually by the SENDCO, senior leaders and Governing Body.

The report is produced in accordance with:

- The Children and Families Act 2014
- The SEND Code of Practice: 0 to 25 years
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010

The most recent version of this report is available on the school's website and can be provided in alternative formats upon request.

21. 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