



**Moorside Community Primary School
Special Educational Needs and/ or Disabilities
Information Report**

Date of report: September 2024

Review date: September 2025

Approved by:

Headteacher/ Interim SENCo:

SEND Governor:

Moorside Community Primary School

SEND Information Report 2024 - 2025

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

Set out how our school will support and make provision for our children with special educational needs and/or disabilities (SEND)

Explain the roles and responsibilities of everyone involved in providing for children with SEN

All schools have a 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.

This information report sits alongside our SEND policy that is found on our school website.

What kinds of Special Educational Needs does the academy make provision 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.

We cater for children across the four broad areas of need:

Communication and Interaction e.g Autism, speech and language difficulties

Cognition and Learning e.g Dyslexia, Dyspraxia

Social, Emotional and Mental health (SEMH) e.g Mental health, Attention Deficit Hyperactivity Disorder (ADHD)

- Sensory and/or physical e.g Visual Impairments, Hearing Impairments, Sensory Processing

Moorside Community Primary School academy has a comprehensive SEND Policy. This policy is regularly reviewed and incorporates advice and procedures recommended by Salford Local Authority (LA). We are proud of the relationships that we have with our Local Authority and work closely with them to ensure positive outcomes for children with a special educational need and/or disability.

Identifying children with SEND and assessing their needs

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

- Ensure that at entry to EARLY Years, key staff meet with parents and previous providers to ensure that any already identified needs are shared.
- Assess Attainment on entry
- 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.
- Assess Speech and Language needs using the Early Years Wellcomm tool.
- Observe children to support identification
- Continuously review data throughout the child's school journey, with this information being monitored by the SENCo and discussed, with all key staff, at termly pupil progress meetings to help identify any SEND.
- Use a range of screening tools as appropriate to support early identification of SEND

- Use a range of other assessment and observational tools eg sensory questionnaire, tracking tools to understand child's area of needs/ difficulties.

Consulting and involving children and parents/ carers

We will have an early discussion with the child and their parents/ carers when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the child's areas of strength and difficulty

We take into account the parents'/ carers concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the child's school record and a copy provided to their parents/ carers.

SEND Register

We currently have children recorded on our SEND register.

Of those;

[insert %] are registered as School Support (K coding)*

[insert %] have an EHCP in place *

Children on roll at Moorside Community Primary School with Special Educational Needs/ Disabilities (SEND) are recorded on the school's SEND Register. The register identifies individual children and highlights their specific needs.

The register is the responsibility of the SENCo. The SENCo has the responsibility of updating and sharing information from the register with parents and professionals working within the school.

Parents are informed in writing if their child is placed on the SEND Register and can expect regular feedback from class staff and more formal discussions through parent's evenings and/or reviews.

All Educational, Health and Care (EHC) Plans are reviewed annually. This gives the opportunity to consider whether the EHC Plan is still appropriate and to review the progress the child has made over the previous period. Other relevant professionals will be invited to these meetings to provide an external view on the child's progress and to provide advice and guidance if necessary.

*Correct at time of report publication

Our approach to teaching children with SEN

In the spirit of the SEND Code of Practice and latest research, we agree that high quality teaching that is adapted for individual children is the first step in supporting children who have or may have SEND. Teachers are responsible and accountable for the progress and development of all the children in their class.

We have high ambitions for all learners and teachers adapt their lessons and /or environment to enable all children to access the curriculum at a suitable level. Teaching assistants offer support to specific individuals and small groups

We have the following in place to ensure that children with SEND can access the curriculum and the learning environment:

- Altering the pace of delivery.
- Utilising concrete materials to support understanding.
- Individual workstations
- Providing further opportunities for repetition eg key word banks.
- Providing resources to support learning such as visual timetables, laptops, overlays.
- Alternative methods of recording.
- Providing additional adult support to guide the learner as required.
- Utilising technology to support understanding.
- Our Phase Leaders delivering small group teaching of core subjects.
- Streaming in maths lessons in Key Stage

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.

Occasionally it is appropriate to offer separate group or one to one interventions away from the classroom and this is tailored around the child's needs. Below is a selection of some of the interventions on offer however a full list of interventions we run can be provided on request.

- Attention Autism
- Story Time
- Yoga/ meditation
- Hive – Fine motor
- Stride Ahead
- Reading: Targeted readers
- Word wasp
- Maths: targeted intervention groups
- Nurture group
- SaLT
- EAL

Assessing and reviewing children's progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** (APDR)

The class/ subject teacher and other professions across school will work with the SENCo to carry out a review of the child's needs. This will draw on:

The teacher's assessment

Teacher and teaching assistant interactions and work with the child

Their previous progress and attainment and/or behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The child's own views where and when possible.

Advice from external support services, if relevant

All teachers and staff who work with the child will be made aware of their needs, the support provided including any teaching strategies or approaches that are required, as well as agreed outcomes. We will regularly review the effectiveness of the support and interventions on the child's progress. All children on the SEND register will have a Learning Support Plan (LSP) as a One Page Profile.

Supporting children moving between phases

We recognise that transitions can be a challenging time for children with SEND and we take steps to ensure that any transition is as smooth as possible. All children with SEND have a transition plan in place during a period of transition and this will be shared with parents/ carers as required and depending on the the complexity of their needs.

Moorside has strong links with many Salford high schools. 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

Expertise and training of staff

The SENCo is an experienced teacher with relevant qualifications, who is supported by a range of other stakeholders across the school.

We have a large team of highly experienced teaching assistants who provide high levels of specialist support, guidance and deliver interventions as needed.

An ongoing programme of Continuing Professional Development in place to ensure that all teachers and support staff have appropriate skills and knowledge to support our children with SEND. Our SENCo actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support children with SEND. Teaching staff seek support and guidance from the SENCo as required

Some or all of our staff have received training in:

- Every Child a Counter/Numbers Count Teachers
- A highly knowledgeable, trained and experienced Safeguarding and Inclusions lead.
- Key staff who are Team Teach trained.
- ELKLAN (Speech and Language) trained staff.
- WELLCOMM (Speech and Language) trained staff
- Dyslexia.
- Attachment Difficulties
- Mental Health First Aiders
- PIXL intervention.
- Attention Autism intervention.
- 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.

Evaluating the effectiveness of SEND provision

We are a school that has 'Inclusion' at the heart of its ethos. We are continuously evaluating the effectiveness of our SEND provision by:

- Reviewing children's individual progress towards their goals each term
- Reviewing the impact of interventions on a regular basis and making adaptations if and when required
- Using provision maps to measure progress and ensuring that we are meeting the needs of our children
- Holding annual reviews for children with EHC plans and listening to external recommendations
- Using staff, parent/carers and child friendly questionnaires to understand what is working well and areas for development
- Monitoring of the SEND Provision by the SENCO, SLT, Headteacher, Governors and our school improvement partners. This includes carrying out learning walks on a regular basis, book trawls as well as deep dive SEND reviews as required.

How will a child with SEND be included in activities outside the classroom, including school trips?

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. In addition to this and in all we do, we will consider the needs of our children with SEND alongside all children e.g. visits, trips, access to additional activities/experiences. In this way we attempt to ensure that children with SEND are not treated less favourably than others.

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

Accessibility of the school environment/ equipment and facilities to support children with SEND

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.

Support for improving emotional, mental and social development

All staff endeavour to ensure that pupils, especially those who are Looked After 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 SENCO, 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

We recognise that parents and/or carers know their child the best and encourage you to contact the class teacher, SENCo or Headteacher if you have any concerns.

We have a zero tolerance approach to bullying.

Working with other agencies

We seek advice and work with a range of external agencies to ensure that we are providing our children with the best opportunities to succeed. The agencies we work with are specific to the Child and their level of need.

- Educational Psychology Service: Local Authority and Independent
- Sensory Service for children with visual or learning needs
- Ask Me, Parent Partnership Service
- Learning Support Team: VI and HI
- SALT (Speech & Language Therapy Service)
- School Nursing team
- Occupational Therapy
- Physiotherapy
- CAMHS
- MHST
- LAC Support agencies

Complaints about SEND provision

We will always be here to listen with an open door policy however we are aware that in rare circumstances a complaint will be made. Any complaints received are dealt with in a confidential and sensitive manner and we will work with you to address your concerns and resolve where possible. We all want the best for the children at Moorside Primary School.

Complaints about SEND provision in our school should be made to the SENCo and Headteacher in the first instance who can be contacted at moorside.primaryschool@salford.gov.uk

Any complaint will follow the schools complaints policy. The Complaints Policy can be found on the school website or please contact the school office.

Who can I contact for further information or if I have concerns?

If you have any concerns around your child's progress and/or a possible SEND need please speak to your child's class teacher in the first instance as they will know your child the best.

Should you need to contact the SENCo please use details below:

SENCo Name: S Howard

Contact Number: 0161 808 0182

Email address: SEND@moorsideprimary.net

Where can I access further information?

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

Other useful links:

National Association of SEN: www.nasen.org.uk

Department for Education: www.dfe.gov.uk

Review of this report

Our SEND information report will be reviewed by the named SENCo **every year**. It will also be updated to reflect any significant changes made during the year.

It will be approved by the governing board as required. .

Links with other policies and documents

Our SEND Information Report sits alongside the following policies:

SEND Policy

Equality Scheme

Behavior Policy

Supporting children with medical conditions

All of the above policies can be found on our website or by contacting the main reception.