



# Moorside Primary Academy

## SEND Information Report

### Introduction

As part of the Children and Families Act 2014, all schools are required to make available their Local SEND Offer to families which details how they can support children and young people with a special educational need and/or disability (SEND).

#### **Dedicated contacts at the school**

Contact telephone – 0161 370 3614

Contact email – [admin@moorside-primary.org](mailto:admin@moorside-primary.org)

Website – [www.moorside-primary.net](http://www.moorside-primary.net)

- SENDco – Mrs Ellen Patel
- Pastoral Team – Mr Damian Turner, Mrs Andrea McGuire, Mrs Tracey Howe,
- Designated Safeguarding Lead – Mr Phil Dickson
- Deputy Designated Safeguarding Leads – Mrs Karen Rosenbloom, Mrs Paula Moses, Mrs Ellen Patel
- SEND Link Governor – Peter Greaves
- Principal – Mr Phil Dickson
- Vice Principal – Mrs Paula Moses

### Admissions

Our full admissions policy can be found in the Parents section on the school website. The extract below refers to children with an Education Health Care Plan (EHCP).

If the number of applications for places at the Academy is greater than the admission number set for that year group, applications will be considered against the criteria set out below. After the admission of children with statements of special educational needs/Education Health Care Plan (EHCP), where the Academy is named in part IV of the statement/recorded in the Plan, we will use the following factors in priority order to decide which students will be given places:

1. Looked after children (children in public care), or previously looked after children.
2. Pupils with brothers or sisters who are already at the Academy
3. Children of staff employed at the Academy
4. Distance will be measured as a straight line from the child's home address, using the address point assigned by the National Land and Property Gazetteer, to the main gate to the school property. Measurements will be made using the local authority's school admissions data mapping software, which uses a Geographical Information System based on Ordnance Survey. Where oversubscription occurs in applying either criteria 1, 2 or 3,

priority will be given to those pupils living nearest the school, measured as a straight line (as above).

## How we identify individual SEND

### Cycle 1

- If our staff think that a pupil has SEND, this may be because the pupil is not making the same progress as others. The teacher will monitor the pupil's progress in school, sharing concerns with all staff that work with the pupil. If concerns continue then the class teacher will discuss such concerns with the pupil's parents/carers and complete Cycle 1 of our Graduated approach. Parents will receive a copy of the Cycle 1 paperwork which outlines a description of a child's emerging needs and actions/strategies taken. It also importantly, takes into account the child's views and parent/carer views. A blank copy of this can be found on the SEND page of the school website
- If you tell us you think your child has SEND we will discuss this with you and investigate, using Cycle 1 of our Graduated Approach. We will share what we discover with you and agree with you what we will do next and what you can do to help your child. This may or may not result in your child being included on our SEND register
- Teachers will review their Good Quality Teaching, ensuring that it is inclusive and addresses all learning differences. This may involve the class teacher setting up some different or extra approaches to help address the child's difficulty e.g. extra reading sessions, targeted work for completion at home or school, individual reward charts, extra visual cues etc. This will be monitored over at least half a term and if the child still continues to make inadequate progress then it may be agreed by school and parents/carers that the pupil should go onto school's SEND register. This is when the Special Educational Needs and Disabilities Coordinator (SENDco) will become involved with the child. Our SENDco is Mrs Ellen Patel. She is currently undertaking the National Award for Special Educational Needs Coordination (NASENco) at Manchester Metropolitan University

### Cycle 2

- Once a pupil is on the SEND register, they will move onto Cycle 2 of the Graduated Approach
- The SENDco may observe the pupil; assess their understanding of what is being covered in school and if possible/appropriate use relevant assessments to identify what is causing difficulty

### Cycle 3

- If a pupil's needs cannot be met through Cycle 2, they will move onto Cycle 3. A meeting will be arranged with the pupil, parents, SENDco, class teacher and any other people involved, to discuss applying for an Education Health Care Plan (EHCP). For more information on the EHCP process, please see the short animations on the SEND page of the school website

- Information on how we ensure that children with SEND are treated inclusively, can be found in our Equalities Policy. Please see the SEND page of the school website to view this

### **How we involve pupils and their parents/carers**

- We are child and family centred, so you will be involved in all decision making about your child's support
- Where a pupil is in looked after care, we will liaise closely with carers and the local authority, ensuring they are fully informed of the pupil's needs and current targets. Mr Phil Dickson (Principal/Designated Safeguarding Lead), Mrs Karen Rosenbloom (Deputy Designated Safeguarding Lead) and Mrs Paula Moses (Vice Principal/Deputy Designated Safeguarding Lead) will also work closely with Mrs Ellen Patel (SENDco) to ensure relevant information is shared. At Moorside, we believe it is hugely important to keep strong links between all parties, to achieve the best outcomes for the pupil.
- When we assess SEND, we discuss if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to make progress
- We are well aware that parents and carers know their child best, so we listen carefully to and value all contributions
- As part of our Graduated Approach, we find out the pupil's views and the parent/carer views and this is represented in their paperwork. The pupil voice sheet is tailored to their interests. If a pupil is pre-verbal or struggles to communicate, we gather their views in other ways e.g. by filming them taking part in an activity.
- When requested we will support, give advice and model to parents and carers to show them how they can best support their child with learning at home

### **How we adapt the curriculum**

- All our staff are trained to adapt resources and work, so that every child is able to learn at their own pace and in their own way. Staff do this whilst still providing an appropriate level of challenge.
- We use additional schemes/materials so that we have something at the right level for pupils with SEND
- Further information on interventions can be found on the SEND page of the school website
- We have a Pastoral Team who offer support in social and emotional development. This includes:
  - One to one support
  - Mentoring sessions to talk about worries/feelings
  - Lego Therapy for team building and communication
  - Hot shots for emotional wellbeing

### **How we modify teaching approaches**

- All staff are aware of the SEND Code of Practice, September 2014

- Quality first teaching is endeavoured to ensure that lessons are differentiated accordingly, to provide support and challenge for all pupils, including pupils with SEND
- All our staff are trained so that we are able to adapt to a range of SEND. This includes:
  - Communication and Interaction needs, such as speech and language needs or Autistic spectrum condition (ASC)
  - Cognition and learning needs, such as specific learning difficulties (SpLD) like dyslexia, dyspraxia and dyscalculia
  - Social, emotional and mental health difficulties (SEMH), such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder (AD). SEMH also encompasses a variety of mental health issues such as anxiety and depression
  - Sensory and/or Physical needs, such as visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or a physical disability (PD)
- We are a dyslexia friendly school. We use visuals, neutral backgrounds, first/then boards, Clicker 7 (Literacy programme)
- Staff regularly attend training internally and externally so that they can further support the ever changing needs of specific pupils with SEND
- Interventions/extra support take place within the classroom where possible, either on a one to one or small group basis and where appropriate out of the classroom in a small, quiet room

### **How we assess and review pupil progress**

- Pupils will be assessed against their targets. These may be attainment targets or social, emotional targets
- Where a pupil is working below their year group, we will assess them using objectives from the year group they are working on
- From September 2018, we will use pre-key stage standards (as recommended in the Rochford Review Government consultation, 2017)
- From September 2019/20 we will use the 7 areas of engagement for cognition and learning, for some children, as well as pre-key stage standards (as recommended in the Rochford Review Government consultation, 2017)
- We have a tracking system in place, that highlights pupils with SEND, so that staff, including the SENDco, can monitor the progress of these pupils more closely and action more support/changes to support accelerated progress where needed
- Our leadership team check the progress of pupils every term and discuss what we are doing to make sure all pupils make good progress. Our leadership team look very closely at tracking data for all vulnerable groups, including the Cycle 1 group. These children are monitored closely by the SENDco (although they have no identified SEN), to ensure that appropriate good quality teaching, 'catch up' and 'booster' interventions/support are working
- We check how well a pupil understands and makes progress in each lesson, using assessment for learning (AFL) strategies

- For pupils with identified SEND, teachers discuss progress with parents three times per year, in accordance with the Code of Practice. The SENDco will be present at each meeting. Person centred approaches are used in these review meetings, which means that child and parent/carer voice are at the centre of everything we discuss

### **Equipment or resources we use to give extra support**

- We use workstations; picture timetables; wedges; easy grip pencils; wedge cushions for sitting; first and then boards and countdown timers for pupils who need it.
- We use a range of technology including iPad Apps for pupils with communication difficulties.
- We use a range of software to: help pupils engage with subjects they find difficult, practise basic skills, become independent learners or record in alternative ways
- We are a fully accessible school, with lifts to get from one level to the next and we have disabled toilets on each level. We also have evacuation chairs in place, at the stairwells.
- We update our accessibility policy and audit annually. This is available to view on the SEND page of the website

### **Specialist services**

- At Moorside, we have access to Pupil Support Services. This includes:
  - CLASS (Communication, Language and Autistic Spectrum Support)
  - SPLD (Specific Learning Difficulties)
  - Sensory Support Team (Visual and Hearing Impairment)
  - BLIS (Behaviour for Learning and Inclusion Service)
  - Healthy Young Minds (Formally CAMHS – Child and Adolescent Mental Health Service)
- We also work closely with Speech and Language therapists, physiotherapists, occupational therapists and educational psychologists
- We get support from speech and language therapists to train our staff; advise on strategies and programmes. We refer pupils for assessment if we believe they need a period of therapy

### **Extra-curricular activities**

- We offer a wide range of after school and lunch time clubs. All children with SEND can access these and staff will adapt the activities to accommodate any child's needs
- We have regular educational visits and residential visits. Pupils with SEND are always included in these. We choose visits that are accessible to all

### **Behaviour and Anti-bullying**

- We have comprehensive behaviour and anti-bullying policies which can be found on the school website

- Pupils are given opportunities to reflect on their behaviour with an adult and if needed a referral to the Pastoral Team is made
- Where a pupil is perceived to be at risk or exclusion, we endeavour to work closely with parents/carers and any appropriate external agencies to introduce strategies to reduce the risk. This may include a behaviour plan

### How we support pupils in their transition into our school and when they leave us

- We work with the people who already know them and use the information already available to identify what their SEND will be in our school setting
- We draw up a transition plan with timed actions and accountability
- We arrange additional visits to our own school and other schools so that children can familiarise themselves with their new settings
- Where appropriate, we set up transition books with the child that includes all information and photographs of their new setting
- We work with neighbouring schools to arrange transition groups, enabling children with similar SEND attending different schools to establish relationships, before starting secondary school together

### Where pupils can get extra support

- Pupils have access to mentoring sessions in school with either a familiar member of staff or with a member of the Pastoral Team
- Pupils have access to a worry box, where they can share any concerns with a member of the Pastoral Team
- Staff are highly skilled in making sure that a child's well-being is a high priority
- Tameside's local offer can be found at <https://www.tameside.gov.uk/localoffer>

### Where parents/carers can get extra support

- A partnership between parents/carers and school is vital to the progression of every pupil's learning, particularly for pupils with SEND. There are numerous ways to achieve this at Moorside Primary Academy. In addition to parents' evenings, reports and Person Centred review meetings, parents and school staff can communicate by:
  - Commenting/asking questions on Class Dojo
  - Sending notes/letters to and from school
  - Requesting an appointment with the class teacher, SENDco or parent (class teachers may be available for a brief chat before or after school, without appointment)
  - Phone calls (0161 370 3614)
  - Email [admin@moorside-primary.org](mailto:admin@moorside-primary.org)
- Tameside's local offer can be found at <https://www.tameside.gov.uk/localoffer>

### What to do if you are not satisfied with a decision or what is happening (for parents)

- Your first point of contact is always the relevant member of staff. This may be the class teacher, the SENDco or the Principal. Explain your concerns to them first.
- If you are not satisfied that your concern has been resolved then you must follow the advice set in 'Making a complaint' from The Enquire Learning Trust (available at the school office)

### **Further Information**

School Website

[www.moorside-primary.net/special-educational-needs-policy](http://www.moorside-primary.net/special-educational-needs-policy)

Tameside's Local offer

<https://www.tameside.gov.uk/localoffer>

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