

Moorside Junior and Infant Schools'
SEN Information Report: January 2018

Link to Local Offer:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Link to school's website and SEN policy:

In the Code of Practise for SEND child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Moorside Junior and Infant Schools - Vision and Aims

We believe that Moorside School should guide and support everyone who is part of the team to work together to be the best we can be. To be able to: demonstrate understanding and compassion towards others; challenge ourselves beyond our own expectations; enjoy learning and celebrate success.

What Kinds of Special Educational Needs do we provide for?

- ✓ All children are welcomed into our school. We provide an inclusive education for all pupils with a wide range of needs.
- ✓ If a parent of a pupil with an EHCP requests a place at our school, we will work closely with the child, parents and the previous school understand the child's individual needs and implement strategies to meet the child's needs as set out in the EHCP.

Who is the Special Educational Needs Co-ordinator and how can I contact them?

- ✓ Our SENCo is Miss Ryder
- ✓ She can be contacted at school by phone: **01765 604208**
or email: admin@moorside-jun.n-yorks.sch.uk

If you have concerns about your child's progress / behaviour, in the first instance, we encourage parents to speak to your child's Class Teacher (CT). The CT will listen to your concerns and explain any strategies we are using in school to support your child. The CT may also suggest activities you could do at home to help.

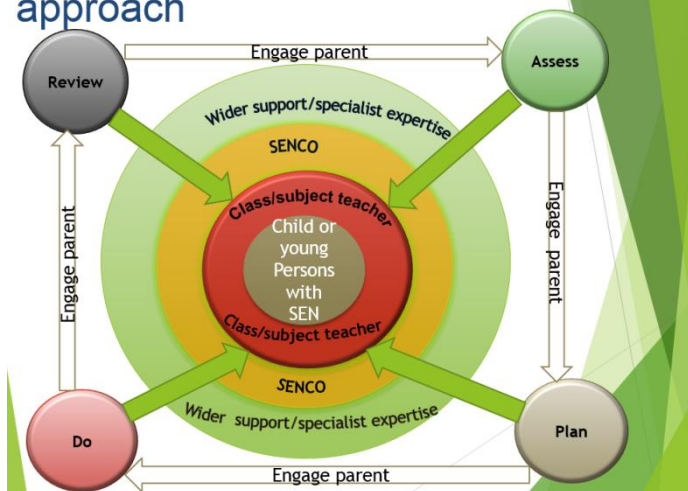
If, after additional strategies have been put in place, the CT feels there is a continuing cause for concern then he/she will arrange a meeting with you and the SENCo.

Alternatively you can approach the SENCo directly through the school office using the contact details above.

How do we identify children and young people with SEN and assess their needs?

- ✓ Special Educational Needs (SEN) is a **legal** term. It describes the **needs** of a child who has a difficulty or disability which makes **learning harder** for them than for other **children their age**.

The reform vision: A whole school approach



- ✓ As specified in the Code of Practise 2015 we follow the 'Assess, Plan, Do, Review' cycle for children who are not making the progress we would expect.

- ✓ Through careful observations, detailed assessment and an analysis of progress, staff will identify when a child requires additional support. This may take the form of booster groups / differentiated interventions or it may be that the child requires additional or different provision which is recorded in an Individual Education Plan.

- ✓ The Individual Education Plan will be written alongside parents and children. The IEP will outline provision and indicate time scales for achievement of targets.
- ✓ For children who require this additional or different support a School Inclusion Passport may also be written to outline the provision being put in place and the outcome hoped for as a result.
- ✓ For some pupils, where the additional and different provision has not enabled the child to make significant progress, the school (with permission of the parents) may consult with specialists from our Enhanced Mainstream Schools, Educational Psychologist or the medical services for a more specialist assessment of a pupil's educational / behavioural needs.
- ✓ For any child who requires high levels of support, in consultation with parents, a referral will be made for statutory assessment in the form of an EHCAR - Education, Health and Care Assessment Referral.
- ✓ The EHCAR is a request for the Local Authority to undertake a formal assessment of the child's needs. This assessment involves a process of gathering information from the relevant people or agencies, including the views, interests and aspirations of the parents and child or young person. This process may result in an EHCP being written.
- ✓ When deciding whether to issue an EHCP the Local Authority will take into account whether the needs of the child can reasonably be met from resources normally available to settings.

An EHCP will include:

- the views, interests and aspirations of the children and young people and their parent/carer
- an outline of the child or young person's special educational need
- outcomes covering education, health and social care
- the special educational provision needed to support the child or young person
- the name and type of current education setting
- personal budget information if applicable.

- ✓ An EHCAR will not always lead to an EHC plan. However, it may help to decide how the education setting can meet the child or young person's needs without an EHCP.

How do we work with parents of children with SEN and how do we involve them in their child's education?

- ✓ At Moorside School we have an open door policy and parents are always welcome to speak to members of staff about their children.
- ✓ We meet with parents of children with SEND regularly (at least termly) at a time convenient to them to discuss their child's progress towards their targets and what aspirations their child has for the future.
- ✓ We will offer support and guidance to all parents about how best to support their child in 1:1 meetings and also at our parent information evenings.
- ✓ Involvement of parents/carers and children is always sought.
- ✓ Pupils and parents are informed of the service provided by SENDIASS

For details, please see the SENDIASS contact information:

http://www.northyorks.gov.uk/media/29851/SENDIASS---staff-office-bases/pdf/SENDIASS_staff_office_bases_Nov_2014.pdf

How do we involve young people with SEN in their education?

- ✓ Pupils are involved in setting and reviewing their targets and goals and choosing their preferred strategies to reach them.
- ✓ Reviews follow a pupil centred format.

How do we assess and review the progress of pupils with SEN have made towards outcomes and how are they and their parents involved in this?

- ✓ Your child's progress is continually monitored by his/her class teacher in a variety of ways:
 - Daily marking of work indicates to the CT if the children have understood the concepts / skills taught within the lessons.
 - In the Early Years, daily observations are undertaken to build a picture of their learning. This information is collated in a personal Learning Journey which is regularly shared with parents.
 - In the EYFS assessments take a holistic approach and focus on all areas including their physical or social and emotional needs. This information is used to ensure that teaching is personalised.
 - Children's progress is reviewed formally every term through teacher assessment.
 - Emotional well-being assessments are also undertaken annually and support given to children who show low scores.
 - If your child is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
 - At the end of each key stage (i.e. at the end of year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the school results are published nationally.
- ✓ The SENCo regularly monitors the provision and progress of children with SEND.
- ✓ All children with SEN are monitored closely to ensure progress is happening.
- ✓ Some children have an inclusion passport, where appropriate, to demonstrate the support they have been given and the impact it has had on their learning.
- ✓ For pupils with an Individual Education Plan, a review will be held with parents during every term.
- ✓ In order to gain a full picture of the child we encourage parents to share achievements outside of school.
- ✓ Reviews are added to our Case Studies to track progress, achievements and shared views,
- ✓ The progress of children with a statement of SEND/ Education, Health and Care Plan is formally reviewed at an annual review. This is a pupil centred meeting where the child, parents and all of the professionals involved in the child's education are invited to attend.

What arrangements are there for supporting children in moving between phases of education and in preparing for adulthood? How does this help young people prepare for adulthood? Do our outcomes should reflect pupils' ambitions, including higher education, employment, independent living and participation in society?

- ✓ When children with SEND move to another school, staff involved with the child liaise closely with members of staff at the new school.
- ✓ We ensure the child and parents have a smooth transition by setting up meetings with staff from the new school and (where possible) arranging pre visits for the child so that they can be best prepared for their move.
- ✓ Relevant paperwork will be shared ahead of move to ensure that there is time for clarifications to be sought prior to the child's move.
- ✓ For SEND children moving into our school, meetings will take place prior to move so that staff involved can have a clear picture on how best to support the child in their new setting.
- ✓ In our pupil centred reviews, the pupil is given the opportunity to set their own goals and discuss their ambitions for the future. This will be used to inform future outcomes.

Year 2 transition to Year 3

- ✓ We continue to develop a robust transition system where: children with SEND may have extra visits to the school; parents are invited to meet with the SENCo prior to them starting in September; teachers liaise closely and have extra transition meetings to share information; the SENCo will ensure IEPs / children's information is transferred from the infants to the junior school.

Year 6 transition to Year 7

- ✓ Children who have SEND will be offered extra transition dates to their new schools.
- ✓ Teachers and SENCos liaise closely to ensure a smooth transition.
- ✓ Relevant information is shared between schools.
- ✓ When appropriate, secondary school staff may come into Moorside Junior School to work with children prior to the transition.

How do we adapt the curriculum and the learning environment of children and young people with SEN?

Most children with SEND can be best supported inclusively through Quality First Teaching.

This means:

- ✓ Personalised learning planned and delivered by the class teacher in an ordinary classroom setting.
- ✓ Different ways of teaching are in place so that your child is fully involved in learning in class.
- ✓ Specific strategies (which may be suggested by the SENCo or outside specialists) are in place to support your child to learn.
- ✓ Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. All children in school are entitled to this as a part of excellent classroom practice.

If a child has a specific learning difficulty, a programme of study which is proven to support children make accelerated progress in that specific area, will be employed as an intervention. The intervention may take place in a small group with a trained Teaching Assistant (TA) or on a 1:1 basis with a TA.

This involves:

- ✓ A targeted programme of study designed to close gaps in learning.
- ✓ Time out of class to attend the group for a limited period of time (usually half an hour for three days for six to eight weeks).

For children who require specialist support, outside agencies may be involved to recommend specialist provision.

These services include:

- ✓ Local Authority central services such as the Enhanced Main Stream Provision (schools who specialise in SEND)
- ✓ Outside agencies such as the Speech and Language Therapy (SALT) Service.

This would mean:

- ✓ You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. As a result of the meeting, you may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself better understand your child's particular needs and how best to support them.
- ✓ The class teacher would make changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better.

**How are staff trained and given the expertise to support children and young people with SEN?
How is specialist expertise secured?**

- ✓ Staff attend relevant training to ensure they can provide children with SEND a broad learning experience and skilfully deliver specific interventions.
- ✓ SENCO attends regular networks and liaises with other SENCOs in area.
- ✓ For staff members working with children with specific needs additional training will be sought to ensure they can provide the most appropriate support.

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

- ✓ All children with SEND are enabled to access our curriculum and extra-curricular activities as much as is possible.
- ✓ All lessons are differentiated to ensure every child has access to the learning opportunities.
- ✓ Where a child requires specialist equipment to access learning, school will ensure the equipment is made available.
- ✓ Reasonable adjustments will be made to ensure inclusion.

How do we support pupils in improving their emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying?

- ✓ Moorside School has a very caring ethos where children are nurtured, supported and encouraged.
- ✓ We have a dedicated Pastoral Mentor who supports children with specific emotion / social difficulties. She delivers individual interventions including; Lego Therapy and Mindfulness training as well as group interventions, developing play time leaders and leading restorative practice sessions.
- ✓ If teachers are concerned about a child's emotional wellbeing they will always talk to the parent before beginning any intervention / support.
- ✓ Parents are welcome to discuss any worries about their child's wellbeing at any time. If the behaviours are evident in school we can discuss a package of support or, where the behaviours are more evident at home, we can signpost parents to other avenues of support such as the Prevention Service or Healthy Child Team.
- ✓ We have a clear anti-bullying policy in our school and any reported incidents are taken seriously and followed-up appropriately.
- ✓ Worry boxes are placed around school for children to use at any time. Class teachers / Pastoral Mentor will then follow-up on these worries.
- ✓ We seek the children's opinions and views in discussions and reviews.

How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, to help children with SEND and support their families?

- ✓ If, after support and intervention from within school, a child continues to struggle to make progress a referral will be made for support/advice from a specialist agency.
- ✓ We work with a range of outside agencies when supporting children with specific difficulties

(speech and language, educational psychologists etc).

- ✓ Parental permission is always sought before involving anyone from outside of school.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school, including the arrangements for supporting children who are looked after by the authority and have SEN?

- ✓ Designated SEND governor - can be contacted through school
- ✓ Disputes and complaints are endeavoured to be dealt with quickly so that both parties are satisfied with the outcome.
- ✓ We have a clear complaints policy available on the school's website.