



**MOOR PARK
PRIMARY SCHOOL
AND NURSERY**

SEND INFORMATION REPORT

September 2023

'Moor Park Primary is a Happy, Caring School Where Everyone Matters'

Policy	SEND Information Report
Blackpool Council model policy	None available Blackpool procedures and guidance followed
Reviewed by	Claire Singleton & Jane Rhodes
Date	September 2023
Approval level	Full Governing Body
Adopted	03/10/2023
Next review due	September 2024

Special Educational Needs and Disability

What is the Local Offer?

The Local Offer shows links to all the services available to support children with special educational needs and disabilities and their families. The information provided will enable parents and carers to make decisions about how best to support their child's needs. Moor Park Primary School is an inclusive school, where we ensure that pupils are included in all aspects of learning and school life. At Moor Park Primary School, we strive to support all children to enable them to achieve their full potential. Quality teaching is vital; however, for some children there are occasions where additional and different support may be needed to help them achieve their targets.

Who works in the SEND team?

The Special Needs Co-ordinator (SENCo) at Moor Park Primary School is Miss Claire Singleton.

You are able to email Miss Singleton at: claire.singleton@moor-park.blackpool.sch.uk.

Alternatively you can phone the school on 01253 353034 and ask to speak to her.

Working alongside Miss Singleton is Mr Shaun Kellett- Learning Mentor, Mrs Sue Quinn- Family Support Worker, Miss Charlie Holden- SEND Support Assistant, Miss Collins and Miss Brewster- Complex Needs Support Assistants and Miss Olivia Bolton, Mr Hanslip, Miss Memmott and Miss Crompton our Behaviour / SEMH (Social Emotional and Mental Health) Team.

How are children with special educational needs or disabilities identified and supported at Moor Park?

At Moor Park Primary School, all teachers have high expectations in order to meet the needs of the children in their care. Lessons are differentiated, planning is adapted and teaching styles are varied in order to meet the different learning styles of the children. If there is a barrier to a child's learning, the class teacher will initially try to overcome this by making reasonable adjustments to their teaching. If despite these reasonable adjustments, the child's needs are still not being fully met, the child will move to SEND support where they will receive regular monitoring and assessments by the SENCO and advice from Advisory Teachers and outside agencies within Blackpool will be sought. At this stage, the Teachers will hold regular assess, plan, do, review meetings to enable everyone involved with the child (teacher, parent, child, adviser or outside agency) to assess the progress the child is making and plan how to overcome the barriers they may be facing. In a few cases, where a child's needs are still not being met and their needs appear to be presenting as complex and long term the advise of an Educational Psychologist will be sought and an application for statutory assessment may be made.

The SENCo maintains strong links with local advisers and external agencies in order to support the children and teachers. Within school, regular training is provided for teachers and teaching assistants to ensure their continuous professional development and where appropriate staff attend training that is provided by the local authority.

How does Moor Park Primary develop its teaching and adapt the curriculum so that children with special needs or disabilities are included?

Teachers use differentiation in their lessons so that all children, including those with special educational needs or disabilities, have access to it and make progress towards the learning objectives for example – longer processing times, pre teaching key vocabulary, reading instructions aloud.

Differentiation is the process by which differences between learners are accommodated so that all pupils in a group have the best possible chance of learning; this may involve differentiation by outcome, differentiation by resource, differentiation by support or differentiation by task. Clear learning objectives and success criteria are identified for all pupils or groups of pupils. Our marking policy allows for all children to see what they have achieved and how they can move their learning forward. Regular gap tasks are given to ensure a child's understanding or to extend their learning.

How do I know how my child is progressing towards any targets set?

At Moor Park Primary School, children's learning is continually monitored, and formally assessed 3 times a year in reading, writing and mathematics. For SEND children a SEN Support Plan is created and reviewed 3 times a year. Both the plan and the review is shared with the child and parent to enable them to fully understand the progress they are making and to allow them to contribute to the targets being set and reviewed.

At Moor Park Primary School, all parents and carers have the opportunity to attend parents evenings three times a year and are provided with a written progress report at the end of each academic year. The SENCo is available in addition to the class teacher on these occasions to meet with parents. Moor Park Primary School has an 'open door policy', in that the SENCo and class teachers are also available at other times throughout the year to discuss concerns with parents at a mutually convenient time. If appropriate, other professionals may be invited to attend.

How is my child supported when entering or leaving Moor Park Primary?

At Moor Park Primary parents and carers of new Reception children are encouraged to visit school prior to applying for a place, to look around and hear about the life and work of our school. This is the same arrangement for non-routine admissions into other year groups. For any children with Special Educational Needs and Disabilities starting or leaving Moor Park, the school will endeavour to hold or attend any transition meetings involving all the professionals working with the child in order to share essential information. In some cases, this will be done over the phone.

Our local secondary schools make arrangements to see their pupils before transfer and our children visit their new high school during their last term with us. Any children with Special Educational Needs, disabilities or medical conditions, have the opportunity to make additional visits so that they are well prepared and feel comfortable in their new secondary school. Throughout the whole year we work closely with our colleagues in the local High Schools, and are involved in many shared activities. This helps to ensure that children's transfer to secondary education is as smooth and problem free as possible. In the second half of the Summer Term, Moor Park provides a thorough transition programme to support children moving into their next class, as this can be an unsettling time. Some children will have additional classroom visits in order to familiarise themselves in their new setting. They may also receive a booklet with key information and photographs to use over the Summer holidays.

How does Moor Park Primary request any additional services and expertise that may be needed?

For children with identified special educational needs or disabilities, Moor Park Primary follows an 'assess, plan, do, review' cycle. There may be occasions, with the agreement of parents/carers, when we need to request additional services and expertise through a referral system. The main services we access are -

SEND SUPPORT TEAM – for support and advise for children who may display needs with: cognition and learning, communication and interaction, sensory and physical (including hearing and visual needs) or social, emotional and mental health.

CAMHS – child and adolescent mental health service

CHILDREN'S WELLBEING PRACTITIONER

SCHOOL NURSE

SPEECH AND LANGUAGE THERAPY

EDUCATIONAL PSYCHOLOGY – for pupils who display more complex learning or behaviour needs.

NEURODEVELOPMENTAL PATHWAY- for complex cases or assessment of ASD

How is the success of special educational provision evaluated and reviewed? How are children and their parents/carers involved?

We actively seek parent and pupil views as part of the review process for those children identified at SEND Support. As part of the parental involvement in the review process, the SENCO regularly discusses pupil progress and the pupils / parents views within the meeting. From assessments undertaken, teachers attend pupil progress meetings with a senior leader in school; during this meeting individual children's progress will be discussed. For some children who may not be making as much progress as expected intervention programmes will be discussed and implemented in order to close the gap. For other children, it may be appropriate for school to seek advice of outside agencies, in these cases parental consent will be sought. The Senior Leadership Team at Moor Park take part in a thorough system for monitoring of provision throughout the school, with the SENCo having a key focus on

children with Special Educational Needs. This includes learning walks, work scrutiny and pupil interviews or questionnaires, Using provision maps to measure progress, monitoring by SENCO of the Graduated Approach and APDR Cycles, reviewing half termly intervention impact. SLT also use pupil data to track SEND pupil progress within school against non SEND pupils in school and, where possible, National non SEND pupils.

How does Moor Park Primary make sure the facilities they offer are available to everyone?

Please see our accessibility policy.

What expertise in relation to special educational needs, is available at Moor Park Primary? How is staff training identified?

At Moor Park Primary School, Teachers and Teaching Assistants have regular opportunities and are encouraged to update their skills and continuous professional development by attending a variety of training courses held in school and locally. Staff have the opportunity to feedback to their colleagues, usually via staff meetings and specific Teaching Assistant meetings. Staff training is linked to the needs highlighted on the School Development Plan. Arrangements are made for teachers to attend review meetings alongside the SENCo, to discuss and liaise closely with advisory teachers, in order to best support the children in their class. In addition, close links with the various Support Services ensures advice is close at hand and accessible

How are extra-curricular activities at Moor Park Primary made accessible for children with special educational needs?

Reasonable adjustments will always be made to promote access to all areas of the school curriculum and the wider school activities. Moor Park Primary School offers a variety of breakfast, lunchtime and after school activities which are available to all children, ranging from Science to Choir, Drama to Nurture and mentoring. All staff involved in the delivery of the sessions are made aware of any children who may encounter difficulty in accessing the club, and allowances are provided accordingly. Additional staff provide support at lunchtime, swimming and off site trips where necessary. Risk assessments are written to measure any potential dangers. Registers are kept for all the extra curricular activities. Parents are regularly informed about various clubs and activities for pupils with SEND within the community. All pupils are encouraged to take part in Sports Day / school plays etc. No pupil is excluded from taking part in these activities because of their SEN or disability.

If I'm not happy about the provision made by Moor Park Primary for children with special educational needs, how do I make a complaint?

Moor Park Primary follows the Local Authority's School Complaints Procedure which can be

found on our website.

In brief, if you are not happy, the following procedure should be applied:-

- Stage 1 (informal) – speak to the class teacher, SENCO or Headteacher. Usually, this results in the resolution of any issues you are not happy with.
- Stage 2 (formal) – speak or write to the Headteacher who will acknowledge your complaint within 5 working days and will fully investigate your complaint. She will then work with you to help resolve the issues you've raised.

At Moor Park Primary, we strive to develop a good relationship with our parents as we are all concerned about the children's needs, happiness and welfare. If after Stage 2, you are still unhappy, you can request a copy of the Local Authority's School Complaints Procedure from the School Office.

How do I find out how the Local Authority supports children with special educational needs or disabilities?

For information on how the Local Authority supports children with special educational needs or disabilities, please refer to the Blackpool Local Offer website by clicking on <https://www.fyidirectory.co.uk/kb5/blackpool/directory/localoffer.page?directorychannel=2&district=blackpool>

Monitoring Arrangements

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions