



SEN Information Report

Special Educational Needs and Disability
September 2014 (Reviewed September 2016)

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What is the Local Offer?

The Local Offer is to show all the services available to support disabled children and their families in each particular school. 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 further additional support may be needed to help them achieve their targets.

Who is our SENCO?

The Special Needs Co-ordinator (SENCo), Mrs Abigayle Palmer, is currently completing the National Award for Special Educational Needs and Disability Co-ordination. You are able to email Mrs Palmer using the link: abigayle.palmer@moor-park.blackpool.sch.uk

How are children with special educational needs or disabilities supported?

At Moor Park Primary School all teachers have high expectations in order to meet the needs of all 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 appropriate adjustments to their teaching. This will be supported by regular monitoring and following advice from various Advisory Teachers and outside agencies within Blackpool, and may include: adjusting the text/font size for Visual Impairments, seating arrangements for Hearing Impairments, specific classroom furniture and equipment to assist posture/writing support, coloured overlays or coloured whiteboards for Specific Learning Difficulties, use of ICT for word processing skills, pencil grips, easy to hold scissors, multi-sensory learning programmes to support reading and spelling etc.

The SENCo maintains very strong links with external agencies in order to support the teachers and in turn the children. 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 locally.

How are children with special educational needs or disabilities identified and how are parents and carers involved in this process?

If we notice that your child is not making progress, despite carefully differentiated teaching, then after a period of observation to help us gather some further information, we will meet with you to discuss plans for either further assessments or some additional special educational needs intervention. In our conversations with you we will clarify what progress we would expect to see after a period of time. Often, if we can identify a special need early on, and we get the intervention right, we can make a big difference to your child's learning and self-esteem. You will always be kept informed of your child's attainment and progress and we will always discuss ways that you can support at home. If your child has a special educational need or disability, we will arrange to meet up with you at least three times in the year so that we are both keeping each other informed about concerns or the progress

that your child is making. We will always share relevant information with all teachers and staff so that any adjustments which we know work for your child can be made in all areas of his or her learning.

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, make progress towards the learning objectives.

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. Pupils and staff are fully involved in deciding next steps in children's learning - our marking policy celebrates children's successes and identifies next steps using pink and green.

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.

There may be other times throughout the year that parents, carers or teachers have concerns regarding a child who may have or develop an additional need. In this case the teacher will discuss concerns initially with the SENCo and the situation will be monitored and discussed with the parent or carer.

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 starting or leaving Moor Park, the school will endeavour to hold a Transition meeting involving all the professionals around the child in order to share essential information.

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. These include the following:-

SPECIALIST ADVISORY AND RESOURCES SERVICES (SARS) – for physical and medical needs; sensory: hearing and visual impairment; cognition and learning; speech and language; autism/severe learning difficulties; early years SEN/LD including portage and special support assistant co-ordination.

SFSOs (STUDENT & FAMILY SUPPORT OFFICERS), EDUCATIONAL DIVERSITY OUTREACH TEAM – for pupil and family support and referrals to CAMHs.

BEHAVIOUR ADVISORY TEAM (WHICH COMES UNDER THE 'UMBRELLA' OF THE EDUCATIONAL DIVERSITY OUTREACH TEAM) – for advice on behavioural difficulties.

SCHOOL NURSE – for medical advice.

SPEECH AND LANGUAGE THERAPY – for referrals and re-referrals to speech and language therapy.

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

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 SEN 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 or 'catch up' 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 Special Education. This includes learning walks, classroom observations, planning and work scrutiny, levelling work and pupil interviews. 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 locally. Staff have the opportunity to feedback to their colleagues, usually via staff meetings and specific Teaching Assistant meetings. The school is part of the Blackpool Primary Partnership, which shares good practice with other local primary schools and joint school training events.

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?

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 1:1 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 SEN within the community.

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 see the area wide Local Offer by clicking on www.blackpool.fsd.org.uk/kb5/blackpool/fsd/localoffer.page.