

# MOORFIELD PRIMARY SCHOOL



# SEND Information Report

<b>Term of Staff Review:</b>	<b>Spring 2024</b>
<b>Reviewed &amp; Approved by Governing Body:</b>	
<b>Committee:</b>	<b>Full Governors</b>
<b>Term of Next Review:</b>	<b>Spring 2025</b>

*Inspiring Creative Learners for Exciting Futures*

## THE STOCKPORT LOCAL OFFER

Since 2014, all Local Authorities must publish, in one place, information about provision they expect to be available in their area for children and young people from 0 to 25 years of age who have Special Educational Needs and/or Disabilities. This is called the Local Offer.

The Local Offer must include both local provision and provision outside the area that the local authority expects is likely to be used by children and young people with Special Educational Needs and/or Disabilities for whom they are responsible.

The Local Offer has two key purposes:

- **To provide clear, comprehensive and accessible information about the support and opportunities available.**
- **To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and carers, and service providers.**

The Local Offer forms a significant part of the new SEN Code of Practice and focusses on statutory duties for local authorities. The Local Offer is what goes on every day to support children and young people with SEN and how we ensure quality around this. This includes what we expect to be available in schools, colleges and other educational provision.

This Statement sets out the responsibilities of the school, Governors and the Local Authority for meeting the needs of pupils and their parents/carers who have been identified as having Special Educational/Needs and Disabilities (SEND).

By law, the Local Authority has to publish the arrangements for children with Special Educational Needs and/or Disabilities and further details are available in the Local Authority Local Offer. All schools receive funding in their budget to allow them to provide for pupils with SEN and have the freedom to make the necessary arrangements using existing staff or look for advice and support from outside the school. When a child has a special need, the school and its Governing body is required to fulfil the requirements set out in the Children and Families Bill, 2014.

Stockport's Local Offer [www.stockport.info.co.uk](http://www.stockport.info.co.uk) enables parents and carers to see more clearly what services are available for children with SEND in the Stockport area, how they can access these services and what they can expect from them. It also shows how schools and colleges can support them and what they can expect from their local settings. Within this Local Offer, each school is required to put forward a 'School Offer' which outlines the systems available within their school to help children with SEND.

Schools have a duty to publish SEN Information on their website which is updated every year.

## THE SCHOOL OFFER AT MOORFIELD PRIMARY SCHOOL

### *What type of special educational provision does Moorfield provide for?*

Moorfield Primary School is a fully inclusive school and aims to provide support to children with a diverse range of special educational needs and disabilities (SEND). A child is considered to have a special educational need when provision is made, or is needed to be made, that is different from, or additional to, the provision made available to all pupils. In line with the Equalities Act, 2010, Moorfield Primary School provides support for pupils within the 4 areas of special educational needs and disability identified in the SEND Code of Practice, 2014. These areas are:

- **Cognition and Learning**, for example, dyslexia, dyspraxia
- **Sensory and/or Physical, (including visual and hearing impairment)** for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- **Communication and interaction**, for example, Autism Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties.
- **Social, Emotional and Mental health Difficulties** for example, Attention Deficit Hyperactivity Disorder (ADHD)

We pride ourselves in offering the best possible learning opportunities for all children, regardless of their level of need, from mild learning difficulties all the way through to children whose needs are additional and complex. We also work hard to intervene at an early stage and will provide support and interventions to pupils for whom we have minor concerns, with the expectation that their difficulties will not escalate to becoming a special educational need. We term this a 'Graduated Response'.

A child can be considered to have a disability if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (Equalities Act, 2010).

We do not consider children for whom English is not their first language as having SEND, but we do acknowledge that special provision may be required to overcome language barriers to learning.

**How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

Our graduated approach to assess, plan, do and review pupils' learning and progress (APDR) ensures that teachers and staff are able to quickly identify areas of need for individuals who may need additional provision. This early identification is a priority at Moorfield and we identify individual needs through a range of means. These include:

- Discussions with parents/carers,
- Discussions with previous teachers and other professionals; e.g. Stockport Inclusion Service, Sensory Support Services (SSS), Health Visitors, Key Workers, Doctors, Paediatricians, School Nurses, Educational and Clinical Psychologists (EP), Speech and Language Therapists (SALT), Occupational Therapists (OT), Social Workers, Healthy Young Minds (HYMs)/Child and Adolescent Mental Health Services (HYMs/CAMHS) and Educational Welfare Officers (EWO),
- Assessment of attainment in line with the National Curriculum end of year expectations,
- Teacher observations, termly assessments and analysis of tests administered in school,
- Screening tests/assessment tools e.g. Speech, Language and Communication Needs (SLCN), phonics, reading, spelling and maths.

Staff will make themselves available to meet with parents by phone conversation or have informal chats at the beginning and end of the day if possible. Parents/carers are always welcome to arrange a meeting with the class teacher to discuss their child's progress and areas of difficulty at any point throughout the year. If you wish to discuss your child's special educational needs, please contact Mr Swire our school Inclusion Lead.

**How will both you and I know how my child is doing?**

The 2014 SEND Code of Practice and the Stockport Entitlement Framework makes it clear that all teachers are teachers of pupils with special educational needs. Our curriculum has been designed to provide engaging, relevant and progressive learning experiences for our pupils. Our teachers are highly-skilled in meeting the needs of all our pupils through appropriately differentiated learning tasks. We term this 'quality first teaching' (QFT). This means the learning challenges across the curriculum are adapted to meet pupils' differing abilities and can include:

- Different learning challenges,
- Extending or reducing challenges,
- Varying the amount of adult or peer support given to complete the challenge,
- The way a learning challenge is delivered, completed and achieved e.g. visually (looking), kinaesthetic (practical/doing), orally (speaking), aurally (listening).
- Different resources to complete learning challenges,
- Different outcomes of the challenge.
- Extra time given for tasks (e.g. pupils with dyslexic tendencies)
- Brain breaks given during tasks. (e.g. pupils with ADHD)

Class teachers make regular informal and formal assessments of pupils' learning, in line with the National Curriculum guidelines, which build up a picture of individual strengths and highlight any area of need(s). We hold parent meetings which offers parents/carers an opportunity to discuss their child's strengths, learning and progress and any potential difficulties or barriers to learning. We believe a positive partnership between the school and parents/carers is essential for pupils to reach their full potential. Children who have additional educational needs (including those children who have an EHCP (Educational health and Care Plan) will have their own personalised SEN Support Plan which will be closely monitored, reviewed and co-produced with pupils and their parents/carers at least termly. For children who have an EHCP (Educational Health and Care Plan) one of these reviews will be in the form of a formal Annual Review of the EHCP and the progress towards your child's outcomes as stated in the plan.

### **How will Moorfield Primary School meet the needs of my child?**

At Moorfield Primary School we are committed to a fully inclusive school where we meet the needs of all pupils through a creative, engaging, immersive and relevant curriculum with regard to the National Curriculum guidelines 2014. Our focus on 'Inspiring Creative Learners for Exciting Futures' is interwoven through our curriculum and school life. All pupils have access to Inclusive Quality-First Teaching (IQFT) through a curriculum with breadth and depth, which is appropriately differentiated to meet individual learner needs. This is achieved through:

- Highly skilled, creative teachers and well-trained support staff who are dedicated to your child's academic, personal and social potential
- Appropriate learning challenges, incorporating the National Curriculum guidelines
- Differentiated learning challenges through:
  - Extending/reducing challenge where appropriate,
  - Use of adult/peer support given to complete a challenge
  - The way a challenge is delivered, completed and achieved (E.g. visual (looking), kinaesthetic (practical/doing), orally (speaking), aurally (listening)).
  - Different resources to complete a learning challenge,
  - Different outcomes.
- Multi-sensory approach to learning challenges,
- Visual aids to support attention and listening skills, classroom organisation and language and concept development,
- Reward charts (where appropriate),
- Modelled language through repetition, emphasis and expansion,
- Additional thinking time,
- Additional time to complete assessments,
- Resources such as: Writing slope boards, pencil grips and coloured overlays for reading,
- Appropriate seating position,
- Talk partners & Peer support,
- Early identification of needs through a graduated approach to teaching and learning,
- Effective Accessibility, Anti-bullying, Relationships & Behaviour, Equalities, SEND & Inclusion, Teaching & Learning and Safeguarding policies.

### **How will school staff support my child?**

If your child requires additional provision as a result of a special educational need, then the class teacher will meet with you to discuss and co-produce the SEN Support your child will receive, following our Graduated Approach cycle.

If your child has complex needs and/or a high level of need, then advice and support will be sought from other professionals such as; Stockport Inclusion Service, Speech and Language Therapists (SALT), Doctors, Paediatricians, Educational Psychologists (EPs), Occupational Therapists (OTs), Social Workers or the School Nurse. If your child has an EHCP (Education, Health and Care Plan, then appropriate provision will be made in line with the specified outcomes identified in the plan.

Pupils with an EHC plan will have an Annual Review, in addition to the school's regular reviews. A person-centred approach to the review will be used to work collaboratively with you and other professionals to discuss your child's strengths, progress, SEN Support and to set new targets in line with the outcomes.

Across the school we have highly skilled Teaching Assistants (TAs) and Learning Support Assistants (LSAs) who are there to support the learning and development of our pupils, either directly or indirectly through supporting the class teacher. The class teachers will decide how the TA can best support your child, based on the information gathered during the co-production of the SEND Support Plan.

This may be 1-to-1, small group support in class or managing the class while the teacher works with your child. Depending on your child's area(s) of need, we offer a range of targeted interventions. We aim to keep our pupils in class wherever possible, although they may access some SEN Support away from their classroom. The class teacher remains responsible for each child in the class. Regular meetings between all staff involved in supporting your child ensure information is shared, progression is monitored and the effectiveness of the provision is reviewed and amended as necessary.

The school's Inclusion Lead Mr Swire, curriculum leads and Senior Leaders oversee all additional provision made for our pupils. They regularly review the provision made for our pupils with additional needs by tracking and monitoring pupils' progress. In-school data and regard to national guidelines of evidence-based interventions, inform decisions about the effectiveness of our SEND provision and which interventions are to be implemented.

### **How is the decision made about what type and how much support my child will receive?**

The area(s) of need and the level of need your child requires, will impact on the type and amount of support your child will receive. We adopt Stockport's Graduated Approach of assess, plan, do, review, to respond to individual learner needs and ensure the best possible outcomes.

#### **Assess**

Once an area(s) of need has been identified for your child, the class teacher, in collaboration with the Inclusion Lead, will make detailed assessments which are carefully analysed. This will be built on teacher observations, informal and formal assessments and tests carried out in school, discussions with you and other professionals. Formal assessments may need to be made by outside agencies and professionals in order to give a more detailed picture of your child's specific need(s). Consent from parents/carers will always be sought for external referrals.

#### **Plan**

With this detailed information and following discussions with parents/carers, the class teacher, in partnership with the Inclusion Lead, will plan appropriate SEN Support. This information will be recorded along with the agreed outcomes for the additional provision/SEN Support on your child's One Page Pupil Profile, SEN Support Plan and for pupils with EHCPs their annual review paperwork. These documents will also be shared with the key members of staff who will work with your child.

#### **Do**

The SEN Support will be implemented for a specified amount of time.

#### **Review**

Outcomes and progress towards meeting these will be reviewed at least termly by school staff. Parent Partnership meetings are held with parents/carers to feedback and seek your views. Any changes to the provision will be made as necessary, in collaboration with you and new outcomes will be set as needed.

If your child presents with complex needs and/or needs a high level of support in school then a request for an assessment for an Education Health Care Plan (EHC) can be made by the Inclusion Lead to the Local Authority. For more information about this process, please see Stockport's Local Offer.

### **What support will there be for my child's overall wellbeing?**

Our Behaviour and Anti-bullying policies set high expectations for positive relationships between staff and pupils, between pupils themselves and identify clear boundaries for behaviour in and around school. We aim to ensure any incidents of bullying or discrimination are dealt with immediately and efficiently.

As a large school, we benefit from a team of people with a wealth of expertise and experience from whom our pupils can seek support. Pastoral support and guidance is available from our Pastoral Lead (Miss Jones), our trained Emotional Literacy Support Assistant (ELSA) Mrs Howarth, our Turn the Page Councillor and our Play Therapist. These professionals support our pupils with social, emotional and mental health needs or pupils who have experienced a period of upheaval and emotional distress. We have quiet, welcoming areas around school where pupils are nurtured and can talk to key members of staff whenever necessary.

Following the Covid-19 pandemic, our staff are acutely aware of the social, emotional and academic issues pupils and families may have faced during this difficult time. Our curriculum places a strong emphasis on mental health well-being to help our pupils feel physically and emotionally safe in school and to reconnect with their friends, teachers and the wider school community. Should your child have more complex needs, as a school, we also have access to expertise from our Social, Emotional and Mental Health (SEMH) Teacher from the Inclusion Service and Primary Jigsaw for specialist advice.

We will hold awareness days for several areas of SEND each year to raise the profile of these needs and encourage a celebration of neurodiversity within our school and wider community. Planned for this year so far include:

- National No PENS Day – celebrating the importance of communication and listening skills,
- World Down Syndrome Day,
- Neurodiversity Awareness week (dyslexia, dyspraxia, ADHD and ASD)

We have had, in previous years, a highly effective and very active Student Council (PLT – Primary Leadership Team) who met regularly to discuss issues that are important to our pupils. Each class selects a Student Representative for the year and all pupils can express their voice on key issues, which the Student

Representative takes to the PLT meetings. This enables all pupils to feel valued and be active members of our school community. We encourage and support all pupils to have the opportunity to represent their class on the PLT.

### **How do you support children with medical needs?**

Moorfield Primary School's Medicines in School policy is in line with guidance from the Local Authority and can be found on our website.

Staff have regular training and updates of conditions and medication so that they are able to manage medical situations that may arise. This includes asthma management training, epilepsy training and diabetic training and has included training on the use of Epi-Pens when needed.

Children with sensory support needs such as visual or auditory impairments will also be supported by Stockport Sensory Support Team (SSS).

If a pupil has a life-threatening condition, then a detailed Health Care Plan is compiled with the school nurse and in consultation with parents/carers.

All classrooms have access to the medical needs register.

We also recognise and understand that long periods in hospital and regular hospital appointments can impact on absence levels and learning. This can also impact on children's emotional wellbeing and self-confidence and also have a psychological impact. Our pastoral team and Inclusion Team work hard to ensure these children are fully supported on their return to school.

### **How accessible is Moorfield Primary School?**

Our school environment is three buildings. In line with the Equalities Act 2010, our buildings are wheelchair accessible. We have designated disabled parking spaces close to the office and Resource Base for ease of access. We have accessible toilets. Resources are provided, as required supported by OT e.g. adapted chairs, cutlery. Advice is also provided by the physiotherapist service.

We ensure reasonable adjustments are made for the needs of our pupils, which includes specialist equipment for pupils with hearing or visual impairments, mobility difficulties, motor coordination difficulties or poor hand/eye coordination. Our Accessibility Plan is available on the school website and is anticipatory; thought is given in advance to what disabled children, young people, parents/carers and staff might require and what adjustments might need to be made to prevent any disadvantage, with regards to financial, design and practical constraints. Specialist advice can be sought regarding reasonable adjustments for an individual's specific needs.

Our inclusive values, the Relationships and Behaviour policy, Anti-bullying policy, the PSHE curriculum and an effective PLT ensure disabled pupils are not treated negatively. We have a link with the Ethnic Diversity Service to enable us to support children with English as an Additional Language (although this is not considered to be a special educational need). We are committed to adapting our provision to individual needs.

### **How will my child be included in activities outside the classroom, including physical activities and school trips?**

Our aim is for all pupils to be included in all areas of the curriculum, the school grounds and school activities. Through our Quality-First Teaching (QFT) at Moorfield, teachers and staff will differentiate these learning experiences to include all pupils irrespective of any disability or medical condition.

Risk assessments are made for any trips or activities that take place away from school (including swimming lessons and P.E lessons or sporting activities) and this will include ensuring accessibility for all pupils and any additional resources or measures are implemented regarding transport, availability of medicines and support during the trip or activity. Where joint decisions are made not to include a pupil, alternative provision will be put into place to enable pupils to access the curriculum in a safer, more individualised manner.

Risk assessments are also made for individuals if it is felt reasonable adjustments are needed to support a pupil's access to the curriculum, social activities, physical activities (including swimming lessons and P.E lessons) or to ensure their safety and that of others in school.

### **What training have the staff supporting children with SEND had?**

Our staff are well-informed and well-trained to support many areas of needs within the 4 areas of SEND. Training and Career Professional Development is a priority at Moorfield. Training is either provided as a whole school or for key staff members. Training has included (not exhaustively):

- Speech, Language and Communication Needs
- Safeguarding, including Safeguarding & SEND
- Lexia – for staff supporting this online reading intervention
- Dyslexia and Working Memory
- Positive Behaviour Management (Restorative Approaches)
- Autism in Schools Project
- Team Teach Positive Handling
- Medical – e.g. defibrillator, epi Pens, epilepsy and asthma
- Sensory Needs – Hearing Impairments
- Sensory Processing Difficulties
- Attachment
- Selective mutism
- Motivational Maths trained staff who support this intervention
- Makaton
- Using visuals.

We ensure that school is responsive to the needs of both children and staff and additional training is provided wherever necessary, so all staff are well-equipped to remove barriers to learning. The school's Inclusion Team offers optional, informal training and advice throughout the school year to all staff and arranges training where a need arises.

The school Inclusion Lead is responsible for overseeing the provision and support for pupils with SEND. The school Inclusion Lead is also a member of Nasen, UK SEND organisation, and keeps abreast of all current information regarding best practice for pupils with SEND in addition to regularly attending working parties (to improve provision within Stockport), network meetings and courses within Stockport.

### **What specialist services and expertise are available at or accessed by school?**

In school we have a wealth of highly trained staff who can support your child. These include:

- The National Award for Special Educational Needs Coordination completed by the Inclusion Lead, Mr Swire
- ELSA trained Teaching Assistant Mrs Howarth for Emotional Literacy and Active Listening support
- Learning Mentor, Miss Jones who supports our parents and pupils in a pastoral capacity.
- Therapeutic Play Practitioner Mrs Daly who supports children with their social, emotional and mental health.

At times it may be necessary to consult with outside agencies to receive more specialised expertise to help school and parents/carers to best support their child. These can include:

- GPs
- School Nurse
- Specialist Nurse
- Educational and Clinical Psychologists
- Paediatricians
- Speech and Language Therapists
- Occupational Therapists
- Sensory Support Service
- Physiotherapists
- Ethnic Diversity Service
- Signpost Young Carers
- Social Services
- Stockport Inclusion Service
- Primary Jigsaw
- CAMHs (Child and Adolescent Mental Health Services)

An Educational Psychologist is allocated to the School. They normally work with pupils who have significant additional needs. The Psychologist will provide advice to both parents/carers and the school once assessments and observations have been completed.

**How will the school prepare and support my child to join the school, transfer to a new school or the next stage in their education and life?**

We recognise that transitions are pivotal moments in a child's life and we use a range of strategies to enable a pupil's transition to be as smooth as possible.

Parents/Carers of children starting Moorfield Reception, along with children transferring from other schools, are encouraged to visit the school with their child prior to starting in order to meet staff, find out more about our school and ensure a positive start to school life at Moorfield. These visits are important as both pupils and parents can become familiar with staff and the school environment.

We recognise that additional transition opportunities may be required for children with special educational needs and aim to facilitate a personalised approach wherever possible.

Stockport's school admissions policy is available on our school website for further information about the details of admissions for all pupils, including pupils with disabilities.

Key transition and Key Year groups meetings for parents/carers are held to share important information. This includes:

- EYFS Reception Transition,
- KS1 Phonics Screening,
- Year 2 (optional) and 6 SATs,
- Year 4 Multiplication Check,
- Residential trips.

In July each year, the whole school holds a 'Transition Morning' where pupils spend time with their new class teachers and teaching assistants. This is a wonderful opportunity for teachers and pupils to get to know each other and ease the transition into new classes and year groups. Furthermore, we have additional informal transition arrangements such as extra story times for children moving key stages. In addition, we run a 'Meet the Teacher' evening for parents/carers in September to meet their child's new teacher and this provides an excellent opportunity for parents to highlight any areas of concern or need(s) and to learn about the varied provisions that will be in place for their child.

For pupils who find transitions particularly difficult, an individualised programme is put into place with key members of staff who spend more time with the child and provide them with successful strategies that will help ease the transition process. We have found this personalised approach particularly effective and the positive outcomes are evident to teachers, parents/carers and above all, our pupils.

We have a highly successful and well-established transition programme for our Year Six pupils transferring to local Secondary Schools. We liaise closely with members of staff at Hazel Grove High School and other schools where our children are transferring to.

Meetings are held with staff from the high schools to discuss all pupils. The Inclusion Lead also has a detailed handover meeting for those children on SEND Support or who have an EHCP. Year 6 staff and in some cases the SEMH Teacher from the Inclusion Service will complete additional transition sessions in the summer term.

For pupils with complex needs and/or high-level needs who have an EHCP, the class teacher, with support from the Inclusion Lead and other professionals involved with the pupil, will support the transition to secondary school and in some cases, pupils are offered extra visits to facilitate a smooth transition. All records are transferred adhering to GDPR requirements. For more information, please see Stockport's Local Offer. Local high school have been allocated a member of the Stockport Autism Team who also hold transition sessions with our pupils who have a diagnosis of Autism.

**How are parents/carers and children involved in the school?**

Our pupils and their families are at the heart of everything we do at Moorfield and as such we seek and encourage their views and feelings about their school environment, learning and activities.

We have a highly effective and very active PLT who meet regularly to discuss issues that are important to our pupils. The MHSA (Moorfield Home School Association) works tirelessly to support our school, meeting regularly and arranging events, which raise valuable funds for enriching our pupils' learning and social experiences. Representatives meet with the Head Teacher, Mr Anderson, to discuss key priorities and issues about school life.

### **OUR 'KALEIDOSCOPE' RESOURCE BASE PROVISION**

We firmly believe that parents/carers are experts in their own child. Our vision is to embrace Stockport's Entitlement Framework and we value the importance of co-production with children and their families. Parent/carer and child voice are at the heart of what we do. Parents/carers are actively encouraged to arrange meetings with class teachers and/or the Inclusion Lead to discuss support and progress at any point throughout the year. Formal reviews will be arranged termly. Equally as important is your child's voice. Pupils will be invited to contribute to their SEND support plans and One Page Profiles ensuring their voice is heard throughout the whole process. We also complete pupil voice activities throughout the year to help us understand their viewpoints about their lived experiences in school.

Moorfield Primary School includes a Resource Base which we call 'Kaleidoscope'. We care for each and every one of our pupils and value the unique contribution they make to our school community. We pride ourselves in setting high standards for each and every child; encouraging them to strive to achieve their best.

#### **Which pupils can access Resourced Provision at Moorfield Primary School?**

Moorfield Primary School currently has a 20 place unit that provides Resource Provision for Primary School age children. The Resource Base provides this higher level of support for children with more complex needs/higher level of need, than might be met in a mainstream placement. All children in the Resource Base have an Education Health Care Plan (EHCP), or are going through the referral process. A Resource Unit place is assigned by the Local Authority when the panel is deciding the best provision to meet the child's needs.

#### **How does my child access this provision?**

The Local Authority allocates places in the Resource provision. If it is decided that your child should access our Resource Provision place, you will be informed in Section I of the Education Healthcare Plan.

#### **What is the Resource Provision at Moorfield Primary?**

At Moorfield Primary School we place a great emphasis on inclusion. We strongly believe that children should be educated alongside their peers, wherever possible. Children who are based in Kaleidoscope are provided with a curriculum which is highly differentiated in order to meet their needs and their unique learning styles. They may also access additional therapy, for example, speech and language, occupational therapy, attention autism etc. which are built into their timetable/provision map. This work follows the plan disseminated by the therapist. Children receive targeted and specialist teaching with their teacher and the other skilled members of staff in the unit. This may be on an individual basis or in small groups. The children in Kaleidoscope also have 'Forest Thursdays', where they engage in additional collaborative outdoor learning opportunities.

#### **What are the benefits for my child attending Resourced Provision at Moorfield Primary?**

As identified, we place great importance on inclusion in our school. All children are treated as equals and, as such, the balance to which they are in their mainstream classroom and the resource base, is determined by individual need and in a manner that will best fulfil their EHCP. This encourages the children's social skills, as they start to form relationships with their peers. The children develop self-confidence and social communication skills, as they see that they are a valued community member. Another advantage to the Resource model is the specialist teaching the children receive from their Kaleidoscope Teacher. This teaching is very individualised and targets specific skills your child needs to develop; this may relate to their Education Health Care Plan targets, Individual Behaviour Plan or SEND Support plan.

#### **Do you have any special facilities or resources?**

The Resource Base is divided into two main classrooms as well as smaller intervention spaces which lend themselves well to small group/1:1 work. It also has separate bathroom, shower and kitchen facilities. In the two classrooms, there is a large screen monitor for interactive teaching and their own computer facilities. All of these tools are used to enhance teaching. In addition, the intervention spaces include a low distraction room which is used for individual learning or therapy work, and a sensory room. In the sensory room there are different visual and auditory resources which are designed to simulate the senses or have a calming effect, as required. Adjacent to these classrooms is a secure outdoor space which we refer to as the 'Heart Garden'. All children in our Kaleidoscope provision access this space on a daily basis.

### **What specialist services or expertise do you access?**

All staff in Kaleidoscope have had some basic Makaton training, which is used to support effective communication with the children. They have had additional training on autism and a variety of other needs, (as required). All staff are also trained in using Team Teach approaches and on rare occasions they can ensure that safe restraint techniques can be used for children in crisis. Dependent upon need, the children can access support from Physiotherapy, Occupational Therapy, Speech and Language Therapy and Educational Psychology. Additionally, we can refer for support from the Stockport Inclusion Team and Healthy Young Minds (HYMs).

### **How do I know how well my child is doing?**

Throughout the school year you will be invited to meetings with your child's teacher. Alongside the Inclusion Lead, this will enable all stakeholders to contribute to how they feel your child is progressing towards their individual targets. In the summer term, you will receive an end of year report, which summarises their achievements over the year. There is an opportunity for parents to leave comments and feedback at each of these events and on all documentation.

### **Who can I contact for further information?**

Your child's class teacher is the best person to talk to regarding any concerns or questions you may have. Teachers are available at the end of the school day for brief conversations, however, meetings can be arranged if you would like more time to discuss your concerns privately.

For more information or support regarding special educational needs please refer to our Parent Page on the school website or contact the school Inclusion Lead who will be able to provide more detailed information for you. Email [gareth.swire@moorfield.stockport.sch.uk](mailto:gareth.swire@moorfield.stockport.sch.uk) or call the school office.

For more information on Stockport's Local Offer -

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page;jsessionid=0071348477BFD71E523%20B4A84A3D0B18F?localofferchannel=0>

For more information about Parent/Carer Support -

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page?localofferchannel=11>

For more information about Stockport's Network of SEND Champions

[https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=wemiAQVg\\_sq](https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=wemiAQVg_sq)