

# MOORFIELD PRIMARY SCHOOL



## SEND Information Report

Term of Staff Review:	Spring 2025
Reviewed & Approved by Governing Body:	Summer 2025
Committee:	Full Governors
Term of Next Review:	Summer 2026

*Inspiring Creative Learners for Exciting Futures*

## What is our goal?

**Our goal is to enable all children to feel they belong and enable them to make the very best of who they are, whatever their strengths and needs. We aspire for all our children to become resilient and independent learners and effective communicators.**

## **Definition of Special Educational Need and Disabilities**

Special educational needs and disabilities (SEND) refers to difficulties that make it harder for a child to learn compared to their peers. It may also refer to a disability which prevents or hinders a child from making use of educational facilities of a kind generally provided for their peers. These needs can affect a child's ability across the four areas of learning:

communication and interaction;  
cognition and learning;  
social, emotional, and mental health;  
sensory and physical.

SEND provision refers to additional or different support beyond that which is typically provided to all students.

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.

## Identification of needs

At the heart of our offer for all children are the relationships that we build. Getting to know your child, means that we are able to understand what they need to learn and thrive. Day-to-day teaching and learning, interactions and observations enable us to appropriately tailor our curriculum

We use a **graduated response** to meeting need:

**UNIVERSAL PROVISION** refers to provision that is available for all. Quality First Teaching is at the core of this offer. Should we suspect your child requires support which is above and beyond this universal offer, we have access to assessment tools, linked to the four areas of learning, which help to pinpoint need so that we can provide a more **TARGETTED PROVISION**. This process will include the development of a support plan, which will be coproduced with parents and the child. Everyone's voice is important so we can create a detailed picture of strengths and needs.

We have access to our Inclusion Service and other professional services, including Speech and Language, Occupational Therapy, Educational Psychology and the Child and Adolescent Mental Health Service (CAMHS) to support us in identifying and supporting children's needs. Further advice from these services may lead to a more **SPECIALIST PROVISION**, offering an even more bespoke teaching and learning offer. Should a child's needs prove to be persistent and complex, a request for an assessment for an **Education and Health Care Plan** (EHCP) can be made by the Inclusion Lead to the Local Authority. For more information about this process, please see Stockport's Local Offer.

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

The 2014 SEND Code of Practice and the Stockport Entitlement Framework makes it clear that all teachers are teachers of pupils with SEND.

All pupils have access to Inclusive, Quality-First Teaching (IQFT) and a curriculum that has been designed to cater to the needs of all children.

Teachers and teaching assistants access continued professional development linked to meeting children's needs within the four areas of learning. 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 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.

Adaptive teaching techniques and environmental adaptations are used to ensure we are catering to the wide variety of potential and need that lies within each classroom. This might include scaffolded learning, multi-sensory opportunities, access to resources, including visual cues, and pre-teaching, for example.

Teaching and teaching assistants are at hand to deliver targeted and specialist interventions. This might include 1-1 and small group learning opportunities, including provision that has been recommended by professional services.

Most importantly, should children require additional support or adaptations, we will collaborate with parents to ensure that the provision we put in place appropriately targets need and draws upon strengths. All of this information will be recorded on a support plan, along with our aspirations and SMART targets:

Specific	
Measurable	
Achievable	<b>TARGETS</b>
Realistic	
Time-bound	

### **Effectiveness – How will I know if the provision is working**

As part of our graduated response to meeting need, we utilise what is known as the **Assesses, Plan, Do, Review** cycle. We hold termly meetings with parents, providing the opportunity to review progress and to determine SMART targets

**Assess** – what are the needs we are targeting?

**Plan** – what are we going to do to meet these needs?

**Do** – let's put the plan into action

**Review** – how effective has the plan been? What are the next steps?

For children who have an EHCP (Educational Health and Care Plan) one of these meetings will be the EHCP Annual Review.

If there are concerns linked to progress we can explore further avenues of support, including that which is offered by professional services.

The school's Inclusion Lead, Mr Swire, Curriculum Leads and Senior Leaders oversee all additional provision made for our children. They regularly review this provision by tracking and monitoring children's progress.

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

Our Behaviour and Anti-bullying policies set high expectations for positive relationships between everyone at school. We aim to ensure any incidents of bullying or discrimination are dealt with immediately and efficiently. Our curriculum also places a strong emphasis on developing good mental health and well-being.

We are fortunate to have a range of professional who are dedicated to supporting the wellbeing of our children:

Amy Jones – Pastoral Support

Louise Howarth - Emotional Literacy Support Assistant (ELSA)

Fiona Daly – Play Therapist

Teachers can refer children to be able to access this support.

We also have access to expertise from our Inclusion Service who can offer advice linked to Social, Emotional and Mental Health (SEMH), CAMHS and Primary Jigsaw offer further specialist advice and support.

Our Primary Leadership Team (PLT) meet 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.

### **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 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 comprises 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. Advice is provided by the Occupational Therapy Service, Physiotherapy Service and the Sensory Support Service, on a needs basis.

Our Accessibility Plan is available on the school website and is anticipatory.

Our inclusive values, the Relationships and Behaviour policy, Anti-bullying policy, the PSHE curriculum and an effective PLT ensure disabled pupils are appropriately included into all aspects of school life. 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?**

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) with the intention of including all children. Where collaborative 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.

### **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?**

#### **Joining Moorfield**

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.

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 regarding the admissions process for all children, including those with SEND.

### **Moving year groups**

A thorough transition process is put in place towards the end of the academic year, to ensure all our children feel safe and secure about moving into their new class.

In July each year, the whole school holds a 'Transition Day' where pupils spend time with their new class teachers and teaching assistants. 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.

A graduated approach is employed whereby additional supportive measures are put in place for identified children. This might include, for example, more opportunities to access the classroom they will be in and to spend time with the adults who will be working with them.

### **Transition to high school**

We have a well-established transition programme for our Year Six pupils transferring to local Secondary Schools, which includes a clear and thorough process for handing over information and face-to-face meetings with high school representatives.

Again, there is graduated approach to meeting the needs of individual children so that they are prepared for this significant change in their lives. This may, for example, include transition sessions with a member of the Primary Jigsaw team and additional visits to the named school. The Neurodevelopmental Team are also offering support for identified children.

All records are transferred adhering to GDPR requirements.

For more information, please see Stockport's Local Offer, or contact the Inclusion Lead, Gareth Swire.

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

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

Moorfield's resource base caters to the needs of 27 children who have EHCPs, across three classes.

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

Children with an EHCP can potentially secure an official place within Moorfield's Resource Base. A Resource Base place is assigned by the Local Authority, in collaboration with Moorfield Primary School. Places are offered based upon need and the suitability of the provision. Parents and carers of children who have an EHCP, can consult with the Local Authority for a place. If successful, this will be confirmed in Section I of your child's Education, Health and Care Plan.

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

Small class sizes and a higher ratio of adult support enables a more bespoke approach to teaching and learning.

Children who are based in Kaleidoscope are provided with a curriculum which is more highly attuned to individual children, based upon their needs, as outlined in their EHCP.

Our speech and language therapist visits on a weekly basis, supporting teaching staff in meeting language and communication needs.

The teaching team have accrued a great deal of experience working with children who have wide-ranging needs.

The children in Kaleidoscope also have 'Forest Thursdays', where they engage in additional collaborative outdoor learning opportunities.

At Moorfield, we place great importance on inclusion. In collaboration with parents and carers, we aim to provide appropriate opportunities for children to access learning within the mainstream classroom they are attached to, where we feel it is appropriate.

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

The Resource Base is divided into three main classrooms, across two buildings, with smaller intervention spaces available for small group and 1-1 learning, sensory activities and to support emotional regulation.

There are two disabled toilets in the main building, one of which also has a shower.

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.

All classrooms are adapted over time, based upon the needs of the cohort.

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

All staff in Kaleidoscope have considerable experience working with children with a wide range of additional needs. They provide a total communication environment to support effective development of communication skills. They have had additional training on autism and a variety of other needs, (as required). All staff are also trained in using positive behaviour management approaches. Dependent upon need, the children can access support from Physiotherapy, Occupational Therapy, Speech and Language Therapy and Educational Psychology. Additionally, we can access support from the Stockport Inclusion Service and the Child and Adolescent Mental Health Service.

## **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 SEN Code of Practice and focusses on statutory duties for local authorities. The Local Offer represents the support that is available for children and young people with SEND and how this is quality assured. 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 .

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 children 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.

### **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://www.stockport.gov.uk/landing/send-local-offer>

Empowering Parents Empowering Communities (EPEC)  
<https://www.stockport.gov.uk/groups/stockport-empowering-parents-empowering-communities>

Stockport Neurodiversity Support for Children and Young People  
<https://padlet.com/autismprogrammestockport/stockport-neurodevelopmental-support-for-children-young-peop-vsray0kgugoivc6g>

Mental Health and Wellbeing Support for Children and Young and Young People  
<https://padlet.com/CYPMentalHealthStockport/mental-health-and-wellbeing-support-for-children-and-young-p-o941fuc4mdkk2mht>