Moorside Primary Academy

SEND Information Report

**For information** **on the school’s implementation of the SEND system during the Corona virus outbreak, please see Annex A below this document.**

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| **Introduction** |
| As part of the Children and Families Act 2014, all schools are required to make available their Local SEND Offer to families which details how they can support children and young people with a special educational need and/or disability (SEND).  **Dedicated contacts at the school**  Contact telephone – 0161 370 3614  Contact email – [admin@moorside-primary.org](mailto:admin@moorside-primary.org)  Website – [www.moorside-primary.net](http://www.moorside-primary.net)  • SENDco – Mrs Ellen Patel  • Designated Safeguarding Lead – Mrs Karen Rosenbloom  • Deputy Designated Safeguarding Leads – Mrs Mandy Taylor, Mrs Fran Bradshaw and Mrs Ellen Patel  • Principal – Mrs Mandy Taylor  • Vice Principal – Mrs Fran Bradshaw |
| **Admissions** |
| Our full admissions policy can be found in the Parents section on the school website. The extract below refers to children with an Education Health Care Plan (EHCP).  If the number of applications for places at the Academy is greater than the admission number set for that year group, applications will be considered against the criteria set out below. After the admission of children with statements of special educational needs/Education Health Care Plan (EHCP), where the Academy is named in part IV of the statement/recorded in the Plan, we will use the following factors in priority order to decide which students will be given places:   1. Looked after children (children in public care), or previously looked after children. 2. Pupils with brothers or sisters who are already at the Academy 3. Children of staff employed at the Academy 4. Distance will be measured as a straight line from the child’s home address, using the address point assigned by the National Land and Property Gazetteer, to the main gate to the school property. Measurements will be made using the local authority’s school admissions data mapping software, which uses a Geographical Information System based on Ordnance Survey. Where oversubscription occurs in applying either criteria 1, 2 or 3, priority will be given to those pupils living nearest the school, measured as a straight line (as above). |
| **How we identify individual SEND** |
| Cycle 1   * If our staff think that a pupil has SEND, this may be because the pupil is not making the same progress as others. The teacher will monitor the pupil’s progress in school, sharing concerns with all staff that work with the pupil. If concerns continue then the class teacher will discuss such concerns with the pupil’s parents/carers and complete Cycle 1 of our Graduated approach. Parents will receive a copy of the Cycle 1 paperwork which outlines a description of a child’s emerging needs and actions/strategies taken. It also importantly, takes into account the child’s views and parent/carer views. A blank copy of this can be found on the SEND page of the school website * If you tell us you think your child has SEND we will discuss this with you and investigate, using Cycle 1 of our Graduated Approach. We will share what we discover with you and agree with you what we will do next and what you can do to help your child. * Teachers will review their Quality First Teaching, ensuring that it is inclusive and addresses all learning differences. This may involve the class teacher setting up some different or extra approaches to help address the child’s difficulty e.g. extra reading sessions, individual reward charts, extra visual cues etc. This will be monitored over at least half a term. After this time, if school feel that the pupil needs further support, then it may be agreed by school and parents/carers that the pupil should go onto school’s SEND register. This is when the Special Educational Needs and Disabilities Coordinator (SENDco) will become involved with the child. Our SENDco is Mrs Ellen Patel. She has received the National Award for Special Educational Needs Coordination (NASENco) from Manchester Metropolitan University.   Cycle 2   * Once a pupil is on the SEND register, they will move onto Cycle 2 of the Graduated Approach * The SENDco may observe the pupil and carry out relevant assessments to gain further information * The SENDco may also referral to outside agencies for specialist support   Cycle 3   * If a pupil’s needs cannot be met through Cycle 2, they will move onto Cycle 3. A meeting will be arranged with the pupil, parents, SENDco, class teacher and any other people involved, to discuss applying for an Education Health Care Plan (EHCP). For more information on the EHCP process, please see the short animations on the SEND page of the school website * Information on how we ensure that children with SEND are treated inclusively, can be found in our Equalities Policy. Please see the SEND page of the school website to view this |
| **How we involve pupils and their parents/carers** |
| * We are child and family centred, so you will be involved in all decision making about your child’s support * Where a pupil is in looked after care, we will liaise closely with carers and the local authority, ensuring they are fully informed of the pupil’s needs and current targets. * Mrs Karen Rosenbloom (Designated Safeguarding Lead), Mrs Mandy Taylor (Principal/ Deputy Safeguarding Lead) and Mrs Fran Bradshaw (Vice Principal/Deputy Designated Safeguarding Lead) will also work closely with Mrs Ellen Patel (SENDco/Deputy Safeguarding Lead) to ensure relevant information is shared. At Moorside, we believe it is hugely important to keep strong links between all parties, to achieve the best outcomes for the pupil. * When we assess SEND, we discuss if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to make progress * We are well aware that parents and carers know their child best, so we listen carefully to and value all contributions * As part of our Graduated Approach, we find out the pupil’s views and the parent/carer views and this is represented in their paperwork. The pupil voice sheet is tailored to their interests. If a pupil is pre-verbal or struggles to communicate, we gather their views in other ways e.g. by filming them taking part in an activity. * When requested we will support, give advice and model to parents and carers to show them how they can best support their child with learning at home |
| **How we adapt the curriculum and modify teaching approaches** |
| All staff are aware of the SEND Code of Practice, September 2014   * Quality First Teaching is endeavoured to ensure that lessons are differentiated accordingly, to provide support and challenge for all pupils, including pupils with SEND * All our staff are trained so that we are able to adapt to a range of SEND. This includes:   + Communication and Interaction needs, such as speech and language needs or Autistic spectrum condition (ASC)   + Cognition and learning needs, such as specific learning difficulties (SpLD) like dyslexia, dyspraxia and dyscalculia   + Social, emotional and mental health difficulties (SEMH), such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder (AD). SEMH also encompasses a variety of mental health issues such as anxiety and depression   + Sensory and/or Physical needs, such as visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or a physical disability (PD) * All our staff are trained to adapt resources and work, so that every child is able to learn at their own pace and in their own way. Staff do this whilst still providing an appropriate level of challenge * Where appropriate, we use interventions tailored to the pupil’s needs. Interventions/extra support take place within the classroom where possible, either on a one to one or small group basis and where appropriate out of the classroom in a small, quiet room * We have a Pastoral Team who offer support in social and emotional development. This includes:   + One to one support   + Mentoring sessions to talk about worries/feelings   + Lego Therapy for team building and communication   + Hot shots for emotional wellbeing * We are a dyslexia friendly school. We use visuals, neutral backgrounds, first/then boards and Clicker 7 (Literacy programme)   Staff regularly attend training internally and externally so that they can further support the ever changing needs of specific pupils with SEND |
| **How we assess and review pupil progress** |
| * Pupils will be assessed against their targets. These may be attainment targets or social, emotional targets * Where a pupil is working below their year group, we will assess them using objectives from the year group they are working on * We have a tracking system in place, that highlights pupils with SEND, so that staff, including the SENDco, can monitor the progress of these pupils more closely and action more support/changes to support accelerated progress where needed * Our leadership team check the progress of pupils every term and discuss what we are doing to make sure all pupils make good progress. Our leadership team look very closely at tracking data for all vulnerable groups, including the Cycle 1 group. These children are monitored closely by the SENDco to ensure that they are making progress and that appropriate strategies and provision are in place * We check how well a pupil understands and makes progress in each lesson, using assessment for learning (AFL) strategies * For pupils with identified SEND, teachers discuss progress with parents three times per year, in accordance with the Code of Practice. Person centred approaches are used in these review meetings, which means that child and parent/carer voice are at the centre of everything we discuss |
| **Equipment or resources we use to give extra support** |
| * We use workstations; visual timetables; sloping boards; easy grip pencils; wedge cushions for sitting; first and then boards and countdown timers * We use a range of technology including iPad Apps for pupils with communication difficulties. * We us a range of software to: help pupils engage with subjects they find difficult, practise basic skills, become independent learners or record in alternative ways * We are a fully accessible school, with lifts to get from one level to the next and we have disabled toilets on each level. We also have evacuation chairs in place, at the stairwells. * We update our accessibility policy and audit annually. This is available to view on the SEND page of the website |
| **Specialist services** |
| * At Moorside, we have access to Pupil Support Services. This includes:   + CLASS (Communication, Language and Autistic Spectrum Support)   + SPLD (Specific Learning Difficulties)   + Sensory Support Team (Visual and Hearing Impairment)   + BLIS (Behaviour for Learning and Inclusion Service)   + Healthy Young Minds (Formally CAMHS – Child and Adolescent Mental Health Service) * We also work closely with Speech and Language therapists, physiotherapists, occupational therapists and educational psychologists * We get support from speech and language therapists to train our staff; advise on strategies and programmes. We refer pupils for assessment if we believe they need a period of therapy |
| **Extra-curricular activities** |
| * We offer a wide range of after school and lunch time clubs. All children with SEND can access these and staff will adapt the activities to accommodate any child’s needs * We have regular educational visits and residential visits. Pupils with SEND are always included in these. We choose visits that are accessible to all |
| **Behaviour and Anti-bullying** |
| * We have comprehensive behaviour and anti-bullying policies which can be found on the school website * Pupils are given opportunities to reflect on their behaviour with an adult and if needed a referral to the Pastoral Team is made * Where a pupil is perceived to be at risk or exclusion, we endeavour to work closely with parents/carers and any appropriate external agencies to introduce strategies to reduce the risk. This may include a behaviour plan |
| **How we support pupils in their transition into our school and when they leave us** |
| * We arrange additional visits to our own school and other schools so that children can familiarise themselves with their new settings * We draw up a transition plan with timed actions and accountability * Where appropriate, we set up transition books with the child that includes all information and photographs of their new setting * We work with neighbouring schools to arrange transition groups, enabling children with similar SEND attending different schools to establish relationships, before starting secondary school together |
| **Where pupils can get extra support** |
| * Pupils have access to pastoral sessions in school with either a familiar member of staff or with a member of the Pastoral Team * Pupils have access to a worry box, where they can share any concerns with a member of the Pastoral Team * Staff are highly skilled in making sure that a child’s well-being is a high priority * Tameside’s local offer can be found at <https://www.tameside.gov.uk/localoffer> |
| **Where parents/carers can get extra support** |
| * A partnership between parents/carers and school is vital to the progression of every pupil’s learning, particularly for pupils with SEND. There are numerous ways to achieve this at Moorside Primary Acadmey. In addition to parents’ evenings, reports and Person Centred review meetings, parents and school staff can communicate by:   + Commenting/asking questions on Class Dojo   + Sending notes/letters to and from school   + Requesting an appointment with the class teacher, SENDco or parent (class teachers may be available for a brief chat before or after school, without appointment)   + Phone calls (0161 370 3614)   + Email [admin@moorside-primary.org](mailto:admin@moorside-primary.org) * Tameside’s local offer can be found at <https://www.tameside.gov.uk/localoffer> |
| **What to do if you are not satisfied with a decision or what is happening (for parents)** |
| * Your first point of contact is always the relevant member of staff. This may be the class teacher, the SENDco or the Principal. Explain your concerns to them first. * If you are not satisfied that your concern has been resolved then you must follow the advice set in ‘Making a complaint’ from The Enquire Learning Trust (available at the school office) |
| **Further Information** |
| School Website  www.[moorside-primary.net/statutory-information/send](https://moorside-primary.net/statutory-information/send)  Tameside’s Local offer  <https://www.tameside.gov.uk/localoffer> |

Updated: May 2020 To be reviewed: May 2021

**Annex A**

**Update on Moorside Primary Academy’s implementation of the SEND system during the Corona virus outbreak – May 2020**

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| **How is Moorside targeting support for pupils with SEND?** |
| Online work has been set and home learning packs have been posted for all pupils at Moorside, including those with SEND. Pupils with SEND have been set curriculum work in line with where they are working at, as well as work on their specific targets e.g. speech and language work or fine motor activities. |
| **How is school implementing the Graduated Approach (cycles 1-3)** |
| Children who are currently on cycle 1, will continue to be monitored closely when they return to school (as outlined in the main section of the SEND information report above). Children who are on cycle 2 or 3 will be set new targets soon after they return to school, so that provision can be appropriately planned for them. This provision may need to be different to what it was before school was closed. |
| **How are statutory assessments for EHCPs being requested and carried out?** |
| The SENDco is still able to make requests for EHCPs at this time (where appropriate). Tameside local authority are still able to assess children at this time, although there will be no face to face contact. Assessments will rely on professional, parent and child views. Mediation and appeals processes are still going ahead as usual. If you require more information about how the Tameside SEN team are carrying out assessments and responding to requests for mediation or appeals, please contact them on 0161 342 4433 or senteam@tameside.gov.uk |
| **How are annual reviews for children with EHCPs being carried out and submitted to the local authority?** |
| Any children who are due to have an annual review, will have one in the final Summer half term (beginning June 2020). The SENDco will contact the parents of these children via telephone or email to arrange a suitable date. The reviews will be done via video call or telephone call and will involve parents, professionals and local authority case workers, where appropriate. All professionals will have an opportunity to submit a report for the review prior to it occurring. If professionals are unable to give a full update on a child (i.e. if they were due to review the child, but have been unable to see them, due to the Coronavirus outbreak) then the SENDco will liaise with Tameside local authority and they will advise on next steps. |
| **How are risk assessments carried out to determine whether pupils with EHCPs are safer at home or at school?** |
| The SENDco carried out risk assessments on all children with EHCPs when school partially closed. An agreement was made with parents as to whether their child should attend school or remain at home. Risk assessment information was shared with Tameside local authority. The risk assessments have been kept securely on Moorside’s online system and can only be accessed by members of the senior leadership team. |
| **How will school communicate with parents of children with SEND?** |
| All children with EHCPs are receiving a weekly phone call from either the SENDco, the child’s class teacher or a member of the senior leadership team. All other children in school are receiving a fortnightly phone call from their class teacher. Class teachers and members of the senior leadership team are also regularly communicating with parents on Class Dojo and via the school website. School also use a text messaging system and Twitter for general updates. |
| **How is school communicating with pupils who have SEND?** |
| Class teachers and members of the senior leadership team regularly communicate with all pupils on Class Dojo and via the school website. Staff have also uploaded videos to the website, reading a variety of stories to the children. Furthermore, staff have sent a video message and photograph message out to all pupils. |
| **How is school involving other bodies including Health and Social Care?** |
| The SENDco is in regular contact (via email and telephone) with outside professionals including: doctors, physiotherapists, occupational therapists, speech and language therapists, the local authority SEN team, pupil support services and Healthy Young Minds. The SENDco, DSL and other members of the senior leadership team are attending meetings, via video calling for children with SEND. |
| **What are the arrangements for handling complaints from parents of children with SEND?** |
| Your first point of contact is always the relevant member of staff. This may be the class teacher, the SENDco or the Principal. Explain your concerns to them first.  If you are not satisfied that your concern has been resolved then you must follow the advice set in ‘Making a complaint’ from The Enquire Learning Trust. This can be sent to you via email. Please email: admin@moorside-primary.org |
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