



# Moorside Primary Academy

## SEND Information Report

### 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)

- SEND Lead – Miss Laura Grindrod (NASENCO)
- Designated Safeguarding Lead – Mrs Ellen Patel
- Deputy Designated Safeguarding Leads – Mr Sam Ismail, Mrs Maria Northey, Mrs Stephanie Cicchirillo and Mrs Andrea McGuire
- Principal – Mr Sam Ismail

### Admissions

Our full admissions policy can be found in the 'Important Information' section on the school website. <https://moorside-primary.net/>

The extract below refers to the oversubscription criteria.

All children whose Education, Health and Care (EHC) Plan names the school will be admitted before any other places are allocated.

If the school is not oversubscribed, all applicants will be offered a place.

In the event that the school receives more applications than the number of places it has available, places will be given to those children who meet any of the criteria set out below, in order until all places are filled.

- 1. Children who, at the time of admission, are in the care of a local authority or are provided with accommodation by the authority (looked after children). Also children who were previously looked after but ceased to be so because they were adopted, or became subject to a residence order, child arrangements order or a special guardianship order. This includes children in these situations outside of England.*
- 2. Priority will next be given to children with siblings at the school. Siblings include step siblings, foster siblings, adopted siblings and other children living permanently at the same address. Priority will not be given to children with siblings who are former pupils of the school.*

3. *Pupils whose main residence is within the catchment area. Parents can view each academy catchment area through their local authority website. NB; criterion 3 is not applicable in full to Lincolnshire or Tameside academies because they do not have catchment areas.*

4. *Priority will next be given to children of staff at the academy, in either of the following circumstances:*

*a) The member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, or*

*b) The member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage*

5. *Distance*

*For all Tameside Academies 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.*

*The Enquire Learning Trust and its academies work within all Local Authority Fair Access Protocols.*

### **How we identify SEND**

We identify SEND by following the Moorside Graduated Approach. The flow chart on the next page outlines each stage of the graduated approach.



# Moorside Graduated Approach



## **Class teacher and/or parents have concerns about a child who is not making the same progress as others**

The class teacher will monitor the child's progress in school, sharing concerns with all staff that work with them. If concerns continue then the class teacher will discuss further with the pupil's parents/carers and complete cycle 1 of our Graduated approach.



## **Cycle 1**

The cycle 1 paperwork outlines a description of a child's emerging needs and actions/strategies taken to support the child. It also importantly, takes into account the child's views and parent/carer views. 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, extra visual cues etc. This will be monitored over at least a term. After a term, the class teacher will review the child's progress. The cycle 1 paperwork is shared with parents and all adults in school who work with the child. After this time, if school feel that the child needs further support, then it may be agreed by school and parents/carers that the child should go onto school's SEND register. This is when the SEND Lead will become involved with the child. Moorside's SEND Lead is Miss Laura Grindrod.



## **Cycle 2**

Once a child is on the SEND register, they will move onto cycle 2 of the Graduated Approach. This is known as SEN support. The SEND Lead may observe the pupil and carry out relevant assessments to gain further information. The SEND Lead may also refer to outside agencies for specialist support. Class teachers will set desirable outcomes and plan strategies and provision to support the child. This will be reviewed termly with parents. If a child makes accelerated progress whilst on cycle 2, it may be appropriate for them to be taken off the SEND register. If this happens they will be monitored through termly whole class pupil progress meetings.



## **Cycle 3**

If a child's needs cannot be met through cycle 2, a meeting will be arranged with the pupil, parents, SEND Lead, 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. Once a child has an EHCP, they will move onto Cycle 3 paperwork. This is similar to the Cycle 2 paperwork and should reflect the outcomes and provision on the EHCP.

### **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.
- The safeguarding team will work closely with Miss Laura Grindrod 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 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. 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 at the heart of every teachers' practice at Moorside. We have high aspirations 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, communication and language needs (SCLN) 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
- Emotional wellbeing sessions
- We are a dyslexia friendly school. We use visuals, neutral backgrounds, first/then boards, Clicker 7 (Literacy programme), IDL (Literacy/Numeracy programmes) and Nessy (Reading and spelling 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 desirable outcomes. These may be attainment outcomes, or outcomes based on their primary area of need.
- Where a pupil is working below their year group, we will assess them using objectives from the year group they are working on.
- If a pupil is working significantly below their year group, they will be assessed using PIVATS. PIVATS measure small steps of progress and help teachers to plan for next steps.
- We have a tracking system in place, that highlights pupils with SEND, so that staff, including the SEND Lead, can monitor the progress of these pupils more closely and action more support/changes to support accelerated progress where needed.
- Our senior leadership team check the progress of pupils every term and discuss what we are doing to make sure all pupils make good progress. Our senior leadership team look very closely at tracking data for all vulnerable groups, including the Cycle 1 group. These children are monitored closely by the SEND Lead 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.

### **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, countdown timers, ear defenders and weighted blankets.
- We use a range of technology including iPad Apps for pupils with communication difficulties.
- We use 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 a lift 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 have a dedicated intervention room 'The Den'.

### **Specialist services**

We have access to a wide range of specialist services. These include:

- CAMHS – (Child and Adolescent Mental Health Service)
- Sensory Support Team (Visual and Hearing Impairment)
- Applied Psychologies (Educational Psychologist, Communication and interaction specialists and other services)
- Integrated Services for Children with Additional Needs (ISCAN) - Speech and Language therapists, Physiotherapists, Occupational therapists
- Paediatricians

We also have access to a range of specialist teachers who work throughout the Enquire Learning Trust.

### **Extra-curricular activities**

- We offer a wide range of extra-curricular 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, relationships and Anti-bullying**

- We have comprehensive behaviour and relationships and anti-bullying policies which can be found in the 'Policies' section of 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 at risk of suspension or permanent exclusion, we endeavour to work closely with parents/carers and any appropriate external agencies to introduce strategies to reduce the risk.
- The Enquire Learning Trust have a dedicated SEND team, where SEND leads can seek further advice and support.

### **How we support pupils with transition**

- We arrange additional visits to our own school and other schools so that children can familiarise themselves with their new settings.
- Where appropriate, we set up transition books with the child that includes all information and photographs of their new setting.
- We have good links with the local private nurseries and secondary schools.
- We arrange transition meetings between our year 6 teachers and the local secondary schools.
- We support transition between year groups by arranging visits to new classrooms with the child's new teachers. We also provide transition books and/or social stories for children, which include; pictures of the teacher, teaching assistant and classroom.

### **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 Academy. In addition to parents' evenings, reports and 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, SEND Lead 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 happy with the support your child is receiving at school

- Your first point of contact is always the relevant member of staff. This may be the class teacher, the SEND Lead 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 out in the complaints policy from The Enquire Learning Trust. This is available in the 'Policies' section of the website.  
[www.moorside-primary.net](http://www.moorside-primary.net)

### Further Information

School Website

[www.moorside-primary.net/statutory-information/send](http://www.moorside-primary.net/statutory-information/send)

Tameside's Local offer

<https://www.tameside.gov.uk/localoffer>

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