



SEN information report

KeyDoc

This report is intended for parents and carers. It will tell you about the types of support that we provide for children with SEN (Special Educational Needs) at Moorthorpe Primary School. Moorthorpe Primary is an inclusive school, we ensure that pupils are included in all aspects of learning and school life throughout our school. We adhere to Wakefield LA's admissions policy that we do not discriminate against any child.

From time to time some children require additional support to help meet their needs or improve their ability to access the curriculum in a way which suits their learning style. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/Carers will be informed when this happens. Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/Carers will be kept informed about this support. Children who require support in terms of their acquisition of English are not considered SEND pupils but as they may require additional support, their needs are reflected in our local offer. Our Local Offer describes the range of provision and support available to support identified children as and when appropriate. This Offer is subject to change depending on budgetary constraints and policy review. Please use the link below to access Wakefield's local offer to find out what support is available across the district.

<http://wakefield.mylocaloffer.org/Home>



What types of SEN do we provide for?

At Moorthorpe Primary we cater for all types of SEN. A child has special educational needs or disabilities (SEND) if they have a learning difficulty or disability which means that they find it significantly harder to learn, or to do activities which children the same age are able to do. The types of SEN are identified as:

1. Communication and interaction Speech, Language and Communication Needs (SLCN)
2. Cognition and learning Specific Learning Difficulty (SpLD) Moderate Learning Difficulty (MLD) Severe Learning Difficulty (SLD) Profound and Multiple Learning Difficulty (PMLD)
3. Behavioural, emotional and social
4. Physical and sensory Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI A physical or mental impairment includes: Medical conditions, including epilepsy, diabetes, more severe forms of asthma and eczema If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

What will school do if they think that my child has special educational needs?

If your child is identified as making limited progress within any area of need, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning



What should I do if I think my child has special educational needs?

If you are concerned that your child has a special educational need (SEN), in the first instance we ask that you speak to your child's class teacher who will then follow up your concerns. Concerns can be discussed at parents' evenings, or by making an appointment to meet with your child's class teacher at any point throughout the school year. A meeting with the Special Educational Needs Coordinator (SENCO) can also be arranged. Mrs Emma Jackson is the SENCO at Moorthorpe Primary School

The SENCO is responsible for:

- *Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- * Ensuring that you are involved in supporting your child's learning kept informed about the support your child is getting involved in reviewing how they are doing
- * Liaising with all the other people who may be coming into school to help support your child's learning.
- *Updating the school's register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- *Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress



	possible
<p>How will the school respond to my concerns?</p>	<p>The class teacher will listen to any concerns you may have at a pre-arranged meeting. If your concern cannot be met at that meeting then the class teacher will take some time to look into the concern and liaise with the SENCO and/or Head of School. A follow up meeting will be arranged to ensure your concern is addressed and to plan any additional support your child may receive. If relevant at this stage, possible referrals to outside professionals to support your child's learning will be discussed.</p>
<p>Who is the SENCO ?</p>	<p>Mrs Emma Jackson is SENCO. She is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies, Medical and Psychology Services. She will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENDCO will also be responsible for overseeing the maintenance of the Special Needs Register.</p> <p>When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place specialist expertise will be secured</p>



How do we identify and assess pupils with SEN?

We refer to the term "Special Educational Needs" if a child:

a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.

(See SEND Register)

b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- behavioural emotional and social development
- sensory or physical conditions.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Nursery through to Year 6.

If a child is not making the expected progress, then we identify a need and determine the reasons why.

Adequate progress is defined as that which:



- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

CHILDREN WITH DISABILITIES

Some children in our school have disabilities and need additional resources. The school is committed to providing an environment that allows these children access to all areas of learning. The designated points of entry for our school allow wheelchair access.

The Reasonable Adjustments Duty for schools and education authorities includes a duty to provide auxiliary aides and services for disabled pupils. The Act extends to make reasonable adjustments to cover the provision of auxiliary aids and services for disabled pupils. It identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with Asthma or Diabetes for example may not have special educational needs but may still have rights under the Equality Act. We will assess each child as required and make the appropriate provision based on their identified needs. (See Single Equality Scheme)

DISAPPLICATION AND MODIFICATION

The school makes every effort to meet the learning needs of all its children



	<p>without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child. In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.</p>
<p>How will school support my child?</p>	<p>All children, regardless of their need, receive excellent classroom teaching known as Quality First Teaching. This means:</p> <ul style="list-style-type: none">· That the teacher has the highest possible expectations for your child and all pupils in their class.· That all teaching is based on building on what your child already knows, can do and can understand.· Different ways of teaching are in place so that your child is fully involved in learning in class within well differentiated ability groups. This may involve things like using more practical learning. Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress. However, we recognise that each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs Co-ordinator (SENCO) and class teacher will decide which strategies and resources are appropriate to support your child's needs.



Where outside agencies are involved, they will provide advice about how best to support your child's needs. Any pupil identified as having a special educational need and/or disability is on the SEND register. Extra help will be given to these pupils to help them to make progress. Some examples of ways we may support your child further may include:

- Specific group work within a smaller group of children
- This group or one to one support may be: run in the classroom or outside /run by a teacher or a Teaching Assistant who has had training to run these groups SEN Support
- Your child may engage in group sessions with specific targets to help him/her to make more progress.
- A Teaching Assistant/teacher or outside professional may run these small group/individual sessions.
- You may be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist (SALT), learning support service (LSS) or Educational Psychologist (EP). This will help the school and yourself understand your child's particular needs better and be able to support them better in school. If your child needs extra support then they may have what is called a one page profile. This document will set targets for your child and show the support that school will put in place to help your child reach those targets.



What is an ECHP (Educational and Health Care Plan)

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/ SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services.
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and they will then write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the amount of money from the LA which will be provided to the school to be used to support your child. It will also recommend how the support should be used and what strategies must



be put in place. It will also have long and short term goals for your child. · The additional funding will then be used to support your child with whole class learning, run individual programmes or run small groups including your child.



How is SEN identified and assessed?

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognizes that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessment and Staff consultation a child's special needs are identified and the needs are recorded on the SEN Register.

Some children that are on the register will have a one page profile .The Class Teacher is responsible for managing and keeping the one page profile updated.. Teachers are supported by specialists from outside school who meet with parents and school staff for *review meeting which are reviewed 3 times per year.*



What is our approach to teaching pupils with SEN?

TEACHING AND LEARNING

Raising children's achievement is our main focus. We do this by constantly reviewing provision and creating an enjoyable and exciting curriculum placed within relevant contexts for learning. Teachers use a wide range of data to measure the impact of teaching on the children's learning. When planning their work, teachers take into account the abilities of all of their children and tailor teaching and learning to their individual needs of their pupils using a personalised learning mentoring system. The National Curriculum and the EYFS Outcomes are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children;
- working in partnerships with parents and other agencies.

Furthermore, the curriculum is enriched to provide pupils with quality, real life experiences and we are committed to ensuring that all children are fully included. All lessons are differentiated and Staff employ a variety of teaching and learning styles. Staff work closely with the Head Teacher to track progress, set realistic targets, create IEPs and evaluate the impact of intervention programmes. A high level of support is provided by a strong team of Teaching Assistants and our Learning Mentor.

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:



- plan appropriate work / activities for their pupils
 - ensure that support is available for all children (inclusive 'quality first' teaching)
 - differentiate the curriculum to take account of different learning styles, interests, abilities
 - ensure that all children can be included in tasks / activities
 - monitor individual progress
 - celebrate achievement
 - identify those children who require additional or different support in order to make progress
 - set targets and discuss these with parents and pupils
- Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age. (See Single Equality Scheme)
- Support Staff
- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
 - support the teachers in enabling children with SEND to have access to an appropriate curriculum
 - encourage and promote independence in the children
 - liaise with the Class Teacher
 - help to prepare resources and adapt materials
 - lead interventions to close the gap for children experiencing difficulty
 - Promote the inclusion of all children in all aspects of life at school.
- Pupils
- are encouraged to participate fully in the life of the school



- understand the success criteria to enable progress to take place
 - are expected to behave in a responsible and respectful way within a learning context
 - have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
 - comment on how they feel they are progressing when the IEP is evaluated
- Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their IEPs. Personal Mentoring meetings also provide an opportunity for personalised provision.

INTERVENTION:

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- Support Staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

FREQUENCY & TIMING OF SUPPORT

This is arranged and timetabled by the Assistant Headteachers. Teachers, generally provide the intervention so that they can adapt provision according to need.



	<p>ORGANISATION OF SUPPORT</p> <p>Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately differentiated. Lessons are structured to provide a range of VAK activities. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:</p> <ul style="list-style-type: none">□ Direct or indirect support in the classroom□ Focused withdrawal support from the classroom <p>We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support.</p> <p>Bespoke pastoral and learning support is enhanced by 'Nurture Groups' and 1-1 sessions such as those on the ELSA (Emotional Literacy Support Assistant), PIMs (Peripatetic Inclusion Mentor) and FIM (Future In Mind) programme plus our learning mentor meets our most vulnerable children for 1-1 sessions arranged throughout the day to welcome them help develop self-confidence and self-belief.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Informal review and liaison between parents, Support Staff and Class Teachers occurs as frequently as is necessary, sometimes daily. Parents and outside agencies are invited to attend formal reviews which are conducted in line with LA guidance. Statements / EHC Plans are subject to annual review</p>



	<p>which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>All pupils (where appropriate) are involved in the targets set in their one page profiles. Targets are shared with pupils each term.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Targets are reviewed each term. In these meetings there are opportunities for parents and young people to be involved in this process.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>Excellent Links with our feeder and transfer schools is very good due to our close liaison with these schools. Staff from the schools which our pupils are transferring to are invited to all review meetings in the year prior to their end of Key Stage transition. This ensures that all Staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils. Staff from the Secondary Phase also spend time in our setting.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>School provides extra pastoral support arrangements for listening to the views of pupils with SEN . Children are able to access the worry box to record any worries that they have. School also has close links with CAHMs (Children's mental health services), and CAHMS additionally work alongside children in</p>



	<p>school.</p>
<p>How will we secure specialist expertise?</p>	<p>When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when:</p> <ul style="list-style-type: none"> □ a child continues not to make adequate progress □ continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness □ continues to have difficulty in developing Literacy and Numeracy skills □ has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme □ has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service □ has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning □ a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school <p>For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.</p> <p>A request for support from external services is likely to follow a decision</p>



	<p>taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.</p> <p>The external specialist may:</p> <ul style="list-style-type: none"> □ act in an advisory capacity to refine targets set by the school □ extend the expertise of the teaching Staff □ provide additional assessment □ be involved in supporting the child directly □ suggest that a statutory assessment is advisable □ consult with all parties involved with the child <p>Support Staff, including Teaching Assistants, Classroom Support Assistants and Pupil Learning Mentors are assigned across the whole school to support SEND pupils according to need. In Foundation 1 (Nursery) provision is met by the Early Years SEN Team.</p> <p>Links with outside agencies are well established and transition to and from our feeder and transfer schools is very good due to our close liaison with these schools. Colleagues from outside agencies continue to advise and support our Staff to better understand and address the needs of our pupils.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child,</p>



parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA - Wakefield) The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs

□ particulars of any special resources or arrangements put in place.

This information is included in the child's my support plan and includes:

- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures.

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is



	<p>gathered from all of the agencies who have involvement with the child. If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.</p> <p>REVIEWS</p> <p>Informal review and liaison between parents, Support Staff and Class Teachers occurs as frequently as is necessary, sometimes daily. Parents and outside agencies are invited to attend formal reviews which are conducted in line with LA guidance. Statements / EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>Interventions are regularly tracked in order to see if they are effective. We also take onboard the views of parents and pupil via regular meetings.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>We hope that complaints about SEND provision will be rare, however, if there should be a concern the process outlined in the school's Complaints policy should be followed.</p>



<p>Who can young people and parents contact if they have concerns?</p>	<p>Parents should initially speak to either the class teacher or the SENCO, who will do their utmost to resolve any concerns that they may have.</p>
<p>What support services are available to parents?</p>	<p>The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, Headteacher's letters, curriculum newsletters, annual reports, SEND reviews and informal discussions. We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.</p> <p>School Agency Partners include:</p> <ul style="list-style-type: none"> Education Psychologist Child and Adult Mental Health Service (CAHMS) Speech and Language Therapy Occupational Therapy Physiotherapy Social, Communication Outreach Service Hearing Sensory Support Visual Sensory Support Learning Difficulties and Disabilities <p>If you would like to know more information about these services contact us on</p>



Where can the LA's local offer be found? How have we contributed to it?

Wakefield's local offer can be found at
<http://wakefield.mylocaloffer.org/Home>