



Your learning journey to  
new horizons.

### **The White Horse Federation – Moredon Primary and Nursery School**

**Address:-** Moredon Road, Moredon, Swindon, SN2 2JG

**Website:-** [www.thewhitehorsefederation.org.uk](http://www.thewhitehorsefederation.org.uk)

**School opening hours for the children:-** 8:30 – 15:20 Mon-Thurs and 8:30-13:30 on Friday

**Point of contact:-** Claire Leach Principal 01793 600344 [head@moredon.swindon.sch.uk](mailto:head@moredon.swindon.sch.uk)

**Type of Provision:-** Nursery and Primary Education

**Age range:** - We cater for children aged 3 - 11

**Admission arrangements:** - The White Horse Federation subscribes to the Swindon Borough Council admissions procedures and policies. Parents can apply through Swindon Borough Council for Primary School admissions. For the Nursery, parents apply through the School Office to register their child for a place.

**Referrals:** - Children can be referred to the school if they are accommodated by the Local Authority or if they have an Education Health and Care Plan on parental request.

**Cost:** - Pupil Premium funding will follow the child as well as funding from Swindon Borough Council.

**Partnership agencies:** -

We work with;

- Educational Psychologists,
- Speech and Language Therapists
- Occupational Therapists,
- SpLD Advisory service
- ASD Advisory Service, (ARC)
- TaMHS CAMHS
- Visual impairment advisory services
- Hearing impairment advisory services
- Assistive technology Service
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- SIAS – Swindon SEND information, advice and support service
- MASH team (Multi-Agency Safeguarding Hub)
- Swindon Virtual School (Child in Care)
- Special Educational Needs Assessment Team (SENAT)
- Education Welfare Officer
- SEMH team (Social, Emotional and Mental Health)

- Young Carers
- Swindon Mental Health Trailblazers

**Curriculum:** - The Early Years Foundation Stage Curriculum and the 2014 National Curriculum are followed. Moredon Primary has a skills based, active approach to the curriculum with learning taught through a theme or topic which will excite and motivate the children. Developing a wide range of values is key to every day school life. The needs of the child could influence the curriculum they receive which would be tailored individually.

**Assessment:** - We assess the pupil's progress and attainment three times a year, reported to parents at Parent's Evenings and in the end of year school report. Parents of children with an EHCP receive termly updates. In addition to this, parents are also invited to annual reviews for children with an Education Health Care Plan for Special Educational Needs. If situations occur where the child's behaviour is of concern or needs the assistance of Positive Handling, these are reported to the parents the same day and recorded in a Bound and Numbered Book.

Any health concerns are reviewed as is appropriate and necessary and children with a care plan have these reviewed annually with the support of the School Nurse and other professionals as appropriate.

**Transition:** - Conversations with other professionals through formal meetings will happen prior to children starting at the school and on leaving the school. At these meetings with other professionals we will check funding, write any necessary plans and look at ways of employing staff. There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information that they can share; parental views are essential in the process. Pupils visit the school with their parents at least once before their start date. Any child moving on to another school from us will have a carefully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6. If child has an Education Health Care Plan, then transitional review will take place in term 3 of Year 5 or early in Year 6 and possible school options are discussed.

**Staff Expertise:** - The SENCO is a fully qualified teacher and holds the National SENCo Award, WHF expectations are that all teachers are responsible and teachers of SEN and have the support of the SENCO to ensure good progress and attainment of all children. All teachers are expected and committed to having a good understanding and awareness of SEND. This is achieved through on-going CPD. Through the school year, a number of staff training sessions are spent on SEND and new practices. Teaching Assistants are employed to support the learning needs of all the children with the exception of targeted support for children with high needs to enable them to access a mainstream curriculum. We also have pastoral support for all pupils when appropriate this includes a Learning Mentor who is ELSA trained and a Family Support Worker.

**Monitoring of the effectiveness of the provision:** - There are robust systems in place for SENCO to monitor the effectiveness of the school provision these include;

- intervention tracking
- book scrutiny
- progress meetings
- learning walks
- monitoring of planning
- provision mapping
- data analysis
- case studies

The SEN Governor will meet with the SENCO and quality assure both procedures and practices are

exemplary for children with SEND. Subject leaders/teams also monitor the delivery of their subject and the progress made. The Principal monitors and quality assures the impact of the SEN action plan/School improvement plan. Ofsted and the Local Authority moderate as part of a cycle for KS1 phonics monitoring/KS1 SATs monitoring/KS2 SATs monitoring visit and end of EYFS data to validate or challenge.

**Equal Opportunities:** - All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender, sexuality or disability determined by a thorough rigorous risk assessment procedure.

**Spiritual, Moral, Social and Cultural Curriculum:** - The WHF is a values based organisation and therefore recognises the contribution that all children can make to all aspects of school life including representation on:

- School council
- Pupil voice
- Pupil governance
- Community events
- Religious festivals
- Special school days
- Build strong meaningful relationships between staff and pupils
- Anti-bullying Ambassadors
- National initiatives, such as eco-weeks, charity events, religious celebrations

This list is not exhaustive

**From the parent carer's point of view:**

The Swindon Local Offer can be found using the link below. The Local Offer is a website in Swindon for children and adults who have support needs, giving you correct information and advice at any time.

<https://localoffer.swindon.gov.uk/home>

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

- *Once your child has settled into school, it may seem to the teacher that s/he needs extra help. This may be clear to them from observation, or they may do some assessments. It may be that later on s/he does not make the progress expected.*
- *If your child has been to a preschool, nursery or another school, they will pass on information.*
- *If you have concerns yourself, please talk to your child's class teacher. We have an open door policy at Moredon and you are welcome to express your concerns to the class teacher at any time however avoiding teaching time. After school is better than in the morning, if this is not possible please phone the school to make an appointment.*
- *If we in school identify any special educational needs, we will talk to you about it and tell you what support will be put in place following the Swindon Core Standards process. This will include needs under the following headings: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health needs and Physical and Sensory needs.*

**2. How will the school support my child?**

*The school has many options to enable your child to access mainstream learning, these include the following:*

- *A provision map that states how and when a child is supported with what resources are required to enable successful delivering of the support*
- *Pupil passports that outline a profile of the child's needs and support that works well for them*
- *Specialists TAs that are specifically trained in supporting specific and high needs children.*
- *Qualified and trained teaching staff including the SENCO who can advise on strategies to support and help your child to progress*
- *Access to other professionals for advice*

### **3. How will the curriculum be matched to my child's needs?**

*The curriculum is carefully differentiated to meet the needs of every child. That is, it is individually tailored to each pupil. The child is then able to learn at his own level and make the progress s/he needs to make. Children learn in different ways and the learning styles are also catered for, multi-sensory approaches are often used and some children work on a personalised curriculum that is time bound and reviewed regularly.*

### **4. How will I know how my child is doing and how will you help me to support my child's learning?**

*School will communicate regularly with you and this may include:*

- *Informal conversations between parent/carers with the teacher*
  - *Discussions around the child's individual learning needs and provision in place*
  - *Formal parent/teacher interviews twice a year. Discussions around how to support and help your child at home. As well as an end of year open evening to meet the new class teacher*
  - *A full written report at the end of the academic year, including targets for your child to progress*
  - *TA conversations with parent/teacher/school*
  - *Class dojo/informal reporting as required*
  - *School website with helpful links and strategies to support your child's learning*
- This list is not exhaustive*

### **5. What support will there be for my child's/young person's overall well-being?**

*We are a fully inclusive school and all staff are passionate about the well-being of each child. Our Values Curriculum, in which all adults try to model good behaviour to children, is used throughout the school by all members of staff. Health, safety and well-being are also taught through lessons and assemblies.*

*Continuous care, support and guidance in class and around school may also include:*

- *PSHE curriculum*
- *Fully inclusive school where every child matters,*
- *Enrichment activities (clubs, Pupil Premium activities, residential trips)*
- *Medical care plans/ personal care plans*
- *Staff trained in First Aid*
- *Some staff are trained in positive physical intervention (Team Teach). Any physical intervention is recorded appropriately according to safeguarding and LA guidelines and is reported to parents. Physical intervention is a last resort in order to maintain the safety of a child and others around them. It is always deemed to be reasonable and proportionate to*

*the circumstances they were intended to prevent.*

- Learning Mentor / Pastoral care

## 6. What specialist services and expertise are available at or accessed by the school?

- SENCO
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- SIAS – Swindon SWND information advice and support service
- ASD Advisory Service
- TaMHS
- Visual impairment advisory services
- Hearing impairment advisory services
- Assistive technology Service
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- MASH team (Multi-Agency Safeguarding Hub)
- Swindon Virtual School (Child in Care)
- Special Educational Needs Assessment Team (SENAT)
- Education Welfare Officer
- SEMH team (Social, Emotional and Mental Health)
- Young Carers
- Cognition and learning Advisory Service
- Swindon Mental Health Trailblazers

## 7. What training are the staff supporting children with SEND had or are having?

*All staff have access to CPD which is tailored to the needs of the children. These include:*

| <b><u>Training programme</u></b>                          | <b><u>When / Time</u></b>  | <b><u>Who</u></b>                     |
|---|--|---------------------------------------|
| Attachment training                                       | 2012-2013<br>4 hours theory and strategies                                 | All staff                             |
| Working Memory  | May 2014<br>2 hours  | All staff                             |
| CP training and Safeguarding                              | Yearly updates<br>2 hours  | All staff                             |
| Medical training  | Yearly updates<br>1 hour   | All staff                             |
| First Aid   | Yearly updates of basic training<br>3 year reviews for fully trained staff | All TAs                               |
| Team teach positive handling and de-escalation strategies | Reviewed every 2 years<br>6 or 12 hour course dependent on level           | Some teaching and TA staff            |
| ASD basic awareness training                              | 2016-2017<br>3 hours   | Some teaching and TA staff            |
| Advanced ASD level 3 training                             | May / June 2014<br>4 days  | SENCO                                 |
| NASCO – National Qualification of SEN co-ordination       | 2011-2012<br>One year  | SENCO                                 |
| Dyslexia training   | 2012   | SENCO<br>All Teaching Assistants have |

|   |                       |  |
|---|-----------------------|--|
|   |                       | basic awareness training                                       |
| ADHD  | 2014                  | SENCO  |
| Language to support positive behaviour                                | 2016                  | All lunchtime supervisors received training from EP            |
| CLICKER 6 – assistive technology and alternative methods of recording | 2013<br>3 hour course | SENCO and some other teaching staff<br>All Teaching Assistants |
| Better Reading Partners – reading programme to support children       | 2 day course<br>2012  | All Teaching Assistants<br>Some teaching staff                 |
| Letters and Sounds – training to support in the classroom             | 2013                  | All staff  |
| Numicon – maths support in the classroom                              | 2012                  | All Teaching Assistants<br>SENCO                               |
| Sensory processing and modulation                                     | 2011 - 2012           | SENCO  |
| Physical Impairments in the mainstream classroom and in PE.           | 2012                  | SENCO  |
| Signalong   | 2012                  | Some teaching and support staff                                |
| ADHD  | 2017                  | All staff  |
| Communication   | 2019                  | Some Teaching Assistants                                       |
| CLICKER 6 - assistive technology and alternative                      | 2018                  | Some teachers  |
| Effective teaching assistant (SEN specialist)                         | 2018                  | Some Teaching Assistants                                       |
| ASD basic awareness training  | 2018                  | Some teachers and Teaching Assistants                          |
| ADHD Foundation   | 2019                  | Some teachers  |
| Mental Health and Emotional Wellbeing                                 | 2019 – 6 sessions     | SENCO and PSHE leads   |
| Core standards  | 2019                  | All teaching staff   |
| ASD basic awareness training  | 2019                  | Some teachers and Teaching Assistants                          |
| Emotional Wellbeing – Self-esteem and resilience                      | 2019                  | All Staff  |
| BRISC training  | 2019                  | SENCO  |
| How to engage young children with communication differences           | 2019                  | SENCO  |
| Interaction and Behaviour   | 2019                  | SENCo and some Teaching Assistants                             |

|   |   |                                 |
|---|---|---------------------------------|
| Solution Focused Conversations                                | 2019  | Learning Mentor and FSW         |
| Comic Strip Conversations                                     | 2019  | Learning Mentor                 |
| Jigsaw Families   | 2019  | Family Support Worker and SENCo |
| ASC – intensive interactions                                  | 2020  | Specific TAs                    |
| Condition Specific introductory training                      | 2020  | All TAs                         |
| ELSA  | 2020  | Learning Mentor                 |
| Communication techniques                                      | 2020  | Specific TAs                    |
| Attachment Disorder   | 2020  | SENCo                           |
| Inclusion   | 2021  | All teachers                    |
| Sensory Processing Level 1                                    | 2021  | SENCo                           |
| Precision Teaching  | 2021  | All TAs                         |
| ACES  | 2021  | SENCo                           |
| PECS  | 2021  | Specific TAs                    |
| Neurodevelopmental Difficulties                               | 2021  | SENCo                           |
| Widgit  | 2022  | All staff                       |
| Engagement Model  | 2022  | Specific TA's                   |
| Metacognition and self-regulation                             | 2022  | SENCo                           |
| Condition specific medical training – diabetes and hemophilia | 2022  | Specific staff                  |
| Team teach positive handling and de-escalation                | Reviewed every 2 years 6 or 12 hour course dependent on level | Some staff                      |
| CP training and Safeguarding Yearly                           | Yearly updates  | All staff                       |
| Medical Training  | Yearly updates  | All staff                       |

**8. How will my child be included in activities outside the classroom including school trips?**

*We are a fully inclusive school, however, access to activities outside of the classroom / school trips will be determined through a rigorous risk assessment procedure.*

**9. How accessible is the school environment?**

*The school is wheel chair accessible and there is a disabled toilet. Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment. The Accessibility plan is available on the school website.*

#### **10. How will the school prepare and support my child to join the school or transfer to a new school?**

*Conversations with other professionals through formal meetings will happen prior to children starting at the school and on leaving the school. At these meetings with other professionals we will check funding, write any necessary plans and look at ways of employing staff. There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information that they can share; parental views are essential in the process. Pupils visit the school with their parents at least once before their start date. Where appropriate home visits take place. Any child moving on to another school from us will have a carefully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6. If a child has an Education Health Care Plan, then transitional review will take place in year 5 and possible school options are discussed. When children join from another primary school we transfer records and have meetings/ conference calls as needed and appropriate.*

#### **11. How are the school's resources allocated and matched to children's special educational needs?**

*The school has funding for all children including children with Special Educational Needs and Disabilities. In addition, additional funding can be requested to support higher needs children, children with Education Health and Care Plan. The Principal and the SENCO will discuss each child's needs in detail and then ensure that school based provision meets the needs of each child as detailed in the EHCP.*

*This may include access to:*

*Additional resources*

*Additional learning support*

*Support from outside agencies*

*OTHER SUPPORT*

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

- *Through initial assessments*
- *Through a cycle of plan, do review as outlined in the statutory guidance The Code of Practice 2014*
- *Where appropriate assessments may be sought from partnership agencies*
- *Meetings with teacher/parent and other professionals (where appropriate)*

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

- SENCO, Miss Angie Harris on 01793 600344 or [admin@moredon.swindon.sch.uk](mailto:admin@moredon.swindon.sch.uk).

*If you wish to discuss the curriculum offer please contact the SENCO, if you wish to discuss your child contact the class teacher, if you have queries or concerns, please contact the Principal who will be happy to meet with you or refer you to other agencies if they may be more helpful.*