



## Moorlands Primary School

“Anything is Possible!”



### SEND Information and Policy 2024-2025



SEND



Information Report

#### **Vision:**

Our vision is to be an inspiring school which has a significant role in our pupils developing into children who are academically and emotionally ready to maximise their learning and become effective citizens of a culturally enriched community.

#### **Steps to achieving the vision:**

- Evolving teaching practices which deliver new ways of learning to deliver the curriculum
- Readiness for the digital age / world
- Building of resilience
- Happy and successful children
- Making mistakes is recognised as a stepping stone to being successful
- Holistic approaches across the school to help develop children’s knowledge, skills and strategies to cope emotionally with the modern day challenges
- A passion for reading which excites and develops children’s imagination
- Through the values ethos across the school, children develop as responsible citizens
- Embracing the cultural diverse community and celebrating differences

#### **Introduction**

Moorlands Primary School works to embed an inclusive ethos to allow every pupil to achieve their potential. To do this, the school has progressive steps to support individual needs.

Firstly, we believe high quality teaching is vital and Moorlands Primary School has an in-depth system to support staff to deliver this and monitor progress of all pupils; however, for some children, there may be times when further additional support is needed. Moorlands Primary School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum; regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

Children with Special Educational Needs will be identified and supported by the Class Teacher and Special Educational Needs Co-coordinator. The curriculum and provisions will be adapted to meet their needs. The school will strive to support children and the families of those with needs in the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Physical
- Sensory.

#### **How does Moorlands Primary School identify and assess pupils with SEN?**

At Moorlands Primary School, children are identified as having SEND (Special Educational Needs or Disabilities) through a variety of ways (usually a combination) which may include some of the following:

Liaison with previous school or pre-school setting

Child attainment outcomes being significantly below age expectations  
Child progression being less than expected over a period of time  
Concerns raised by a parent  
Concerns raised by a teacher  
Significant social and emotional needs requiring additional support  
Liaison with external agencies e.g. for a physical/ sensory issues, speech and language  
Internal observation by a member of the SEN team/senior leadership

### **Who is the Special Educational Needs Co-ordinator (SENCo) at Moorlands Primary School?**

SENCo: Miss L.Smith  
SEND governor:

If parents/carers feel that they would like to discuss their child's learning, please contact the school via the school office.  
School Office Tel: 0121 556 0352

### **What is our approach to teaching pupils with SEN?**

Each pupil's education programme will be planned by the class teacher; it will incorporate reasonable adjustments to suit the pupil's individual needs which may include additional support by the teacher or adult in class and access to appropriate resources e.g. concrete equipment or word mats, pre-teaching or same day intervention. It may require support at unstructured times to socially make suitable choices or emotional support from our school ELSA.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills, then the pupil may be placed in a small focus group. This will be run by the teacher, LSP or LSA. The length of time of these interventions will vary according to need, but will generally be for a term. The interventions will be reviewed to judge the effectiveness of the provision and to inform future planning at pupil progress meetings. These interventions will be captured on the Individual Provision Map (this is a record of the interventions, timings and impact of the intervention).

Monitoring of internal interventions, discussions with Parents/Guardians and Class Teachers will determine if correspondence with external support agencies will be set up.

#### **Assessment:**

Stage 1: Initial Concern (by the class teacher and/or parent)

Children will be discussed by school and parents and adaptations to provision shared (adapted lessons, resources, interventions) aimed to address concerns raised. Impact will be reviewed through a graduated approach.

Stage 2: External Consultation and Support Children whose progress is still of concern (through assessment, monitoring and review meetings in Stage 1), Sandwell's Inclusion Support Team can be requested to assess and inform our practice through a consultation request. Inclusion Support can aid with moderate learning difficulties; emotional, social and mental health difficulties; specific learning difficulties and complex communication needs. Children experiencing hearing or visual difficulties are referred to the Sensory Team. Targets and actions are agreed and reviewed. If progress is still of concern, a request for further assessments.

CAMHS can also be contacted if school or parents have increasing concern over a child's social or emotional skills. If it is agreed that a child needs extra support and/or resources to be made available above the notional budget given to schools for children with special education needs, statutory assessment is considered. This assessment will be child-centred and involve family and professionals working with the child, including the child themselves.

EHCP (Education Health Care Plan)

The child's special educational needs are assessed by the Educational Psychologist or lead key worker from Inclusion Support and subject to their agreement; a request for a community assessment meeting (CAM) is completed by all agencies involved. At this meeting, a decision to request for an Education Health Care Plan will be decided. The LEA (Panel) considers these submissions and if satisfied that the child fulfils the published criteria, instructs the agencies involved to carry out a formal

assessment. If a request is rejected, an additional meeting will be held similar to a CAM to create a new action plan to support the child's needs. The child will still be entitled to support by external agencies, including Sandwell's Inclusion Support Team.

**Multi-Agency Assessments:** For complex communication difficulties, a multi-agency assessment (MAA) may be requested to consider a formal diagnosis (for example, Autism). However, a diagnosis from an MAA does not automatically lead to a CAM or an EHC plan. The stage above would still need to be carried out. MAAs may be initiated through the school's speech and language support or Inclusion Support Team, if deemed appropriate. If a child is known to CAMHS, an MAA may be initiated by this service instead.

### **How does Moorlands Primary School adapt the curriculum and learning environment?**

All learning activities within class are planned and differentiated at an appropriate level so that all children are able to access learning according to their specific needs. The class teacher, alongside the SENCo or external Inclusion Support, will discuss a child's needs and what support will be appropriate.

SEND pupils may have access to the appropriate resources needed in order to help them to make progress e.g. increased visuals, phonic mats, Aided Language Displays, phonics prompts, task boards, visual enhanced environments, concrete resources, word mats etc. A lower-stimulus environment is considered in certain situations. Moorlands supports a Total Communication approach and uses Widgit to support vocabulary development.

The governors agree the SEN budget and the SENCo will prioritise spending to meet the needs of the pupils.

### **How does Moorlands Primary School enable pupils with SEN to engage in activities?**

SEND children are included in all parts of the school curriculum and we aim for all children to be included on school activities including trips and residential opportunities. We provide the necessary support to ensure that this is successful, and discuss this in advance with parents. It might be appropriate for a Parent/Carer or external support team to accompany a child on a school trip depending upon the child's individual needs.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety is considered. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided.

### **How does Moorlands Primary School consult parents of pupils with SEN and involve them in their child's education?**

Parents/Guardians are able to contact the SENCO to discuss their child at any time to arrange a meeting. When the school is providing SEN support for the pupil, this will be discussed by the class teacher initially. If the school feels it would be beneficial to involve Sandwell Inclusion Support, then parent consent along with pupil and parent voice will be gained. If further assessments are required, again parent consent and parent voice will be gained. If the child has complex special educational need then they may have apply to request a EHCP. In such instances, a formal meeting will take place to discuss your child's progress in a CAM and a report will be written annually.

### **How are pupils with SEN involved in their education plans?**

Children who have SEN are involved in discussions about their progress towards targets when these are reviewed. Additionally, children are routinely asked to reflect on their learning and share how they feel they are progressing during the course.

### **How do we assess and review pupils' progress towards their outcomes?**

At Moorlands Primary School, we formally track and analyse the children's progress in learning against national expectations on a termly basis where Pupil Progress Meetings are held between each class teacher, Senior Leadership Team and SENCo. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed. Progress of SEN children will also be discussed at this time.

The class teacher continually assesses each child and notes areas where all pupils are improving and where further support is needed. As a school, Moorlands Primary School tracks children's progress from entry at Year R through to Year 6, using a variety of different methods. This includes assessment against the EYFS expectations, WellComm assessments and phonics assessments within reception progressing to teacher assessment supported by the outcome of Nfer assessments adjusted to a child's academic standard on a termly basis from Year 1. Phonic assessments continue until the pupil becomes secure in their phonic ability and this assessment then progresses to the PM Benchmark system to appropriately correlate

### **How does Moorlands Primary School support pupils moving between different phases of education?**

Moorlands Primary School liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. If the pupil has additional needs, then further liaison or an EHCP review will be used as a transition planning meeting to which staff from both schools will attend.

At any point where a child with SEND is preparing to leave our school, the SENCo will seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher. Where pupils have significant needs, additional support will be put into the transition process which may include photos in advance of the next classroom/teacher and additional visits prior to transition.

### **How do we support pupils with SEN to improve their emotional and social development?**

The school offers varying interventions to support pupils with emotional and social needs – the intervention selected depends greatly on the needs of that pupil. Social and emotional support is central to the Moorlands curriculum; however, in addition, children are supported and individual needs are addressed in a small group or one-to-one situation. The buddy squad (comprised of year 5 and 6 pupils) support social and emotional needs of Reception and KS1 pupils at lunchtimes along with adults. Interventions, such as ELSA support and Play Therapy, are used to support social inclusion across the school.

Alternatively, small intervention groups may be set up to develop communication skills with other pupils; this is a particular focus within EYFS. With the older pupils, this may be done through interventions such as Lego Therapy or a bespoke curriculum design.

Each class has a worry box where pupils are able to inform teachers of their concerns. In addition, a weekly Jigsaw PSHE session supports mental well-being.

### **Interventions offered by Moorlands Primary School (these continuously adapt to meet the need of the pupils and is a range of interventions but not an exhaustive list):**

#### Social and Emotional Health Interventions:

- ELSA support
- Peace Makers
- Building Blox
- Garden nurture group
- Worry Box support
- Buddy Squad
- Lunch playtime support
- Lego Therapy
- Sensory interventions in sensory tent or nurture room.
- Teacher mentoring
- Growth Mindset support
- Emotional Toolkits and Permission To Feel strategies
- Social stories
- Referral to Murray Hall programmes (led by external therapists)

#### Literacy Interventions:

- Read, Write Inc phonics
- Same-day phonics intervention

- Precision Teaching
- One to one reading for target readers
- Reading skills intervention group (Year 5 and 6)
- Fresh Start phonics
- Pobble Group Interventions/ class focus to target inference
- Dough Disco (Fine Motor Skills) and handwriting (Write Away).
- Reading Recovery
- Multiplication Booster
- Small group teaching
- Year 6 Booster Sessions
- Class Teacher identified support
- Phonics after school group

Numeracy Interventions:

- 5 minute Number Box
- Basic Skills target group
- Multiplication target group following Moorlands Multiplication Progression
- Small group maths teaching (Year 4)
- Sandwell Numeracy Intervention
- Catch-up Numeracy
- Year 5 and 6 Booster Sessions
- Class Teacher identified support

Other Interventions offered:

- Bespoke ELSA support
- WellComm
- SLCN – speech and language support
- Speech and Language Therapy (S.A.L.T)
- Visual Impairment Support
- Medical Support
- NELI early language development
- Bespoke support from CCAT Team
- Individual behaviour programme
- Moorlands Primary School purchases an enhanced SLCN provision to support class teachers and pupils.

**What expertise and training do our staff have to support pupils with SEN?**

- Training is addressed by following and responding to the needs of the children or responding to new initiatives. Whole school training may take place, or teachers and LSPs delivering interventions are trained. When the intervention is put into place, impact is monitored. When possible, all training and information is disseminated through the team to upskill as many people as possible.
- Teachers and LSPs work closely with the local authority Inclusion Support team drawing on their expertise when setting targets and next steps for pupils.

**What specialist services and expertise are available at or accessed by the school?**

We are supported by an outside team of experts from Inclusion Support – Sandwell’s SEND Support Service.

They include:

- Miss Zara Shah – Educational Physiologist (EP)
- Mrs Sarah Arrowsmith – Special Educational Needs Advisory Teacher Learning (SENAT-L)
- Mrs Kerry Fazey- Special Educational Mental Health (SAT\_SEMH)
- Mrs Diane Lloyd – Specific Learning Disabilities
- Ms Clare Farrel – Complex Communication and Autism Team (C-CAT)
- Ms Elizabeth Horne – Enhanced SLCN
- Various – Speech and Language Therapist

At times, it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Child Protection Advisors
- Complex Communications team
- CAMHS (Child & Adolescent Mental Health Service)
- Hearing impairment Team
- Inclusion Support Team
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- School Nurse
- Autism West Midlands
- ADHD foundation
- Helping Hands

### **How do we evaluate the effectiveness of our SEN provision?**

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area. The SENCo and Senior Leadership Team oversee the progress of any child identified as having SEND. There may be an LSA (Learning Support Assistant) or HLTA (Higher Level Teaching Assistant) working with the pupil either individually or as part of a group. The content of this support will be explained to parents when support begins as part of a child's bespoke programme of learning, and is reviewed and shared during termly parents' evenings. Parents, or staff, may arrange additional meetings if required.

Every child is closely monitored by their Class Teacher. Assessment of pupil progress may consider whether the child is making progress academically and whether the gap is narrowing between them and their peers.

### **Involvement of Governing Body**

Inclusion of all pupils is central to the vision of Moorlands Primary School and the Governing Body. A member of the Governing Body is identified as having responsibility for SEN. This person meets with the SENCo on a termly basis to review the SEND policy in action and the progress of the SEN action plan. The Governing Body ensures that SEN priorities are prominent within the whole school development plan. SEN progress is communicated with the governors on a termly basis within the pupil progress report; SEN progress is monitored at a more in-depth level at the termly meeting between the SENCo and the SEN governor. Individual pupil progress and intervention impact will be discussed within this meeting as well as strategic next steps.

### **Pupils with medical needs**

If a pupil has a medical need then a Care Plan is compiled with support from the school nurse in consultation with Parents/Carers. These are discussed with all staff that are involved with the pupil. Where necessary, and in agreement with Parents/Carers, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member. Additional staff training will be arranged if necessary.

Please note: The school can only administer medication in line with the Administering Medication policy.

All staff have basic first aid training and there are designated 'First Aiders' in school. In addition, designated members of staff have the full paediatric first aid training. The school engages in administering emergency medicine training termly.

### **How do we handle complaints from parents of children with SEN about provision made at the school?**

The school has a complaints policy, which is available on the policy page of the school website.

#### **SEND TEAM:**

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|----------------|---------------|
| Head Teacher:  | Mrs K.Roberts |
| SEND Governor: | Ms E.Benbow   |
| SENCo:         | Miss L.Smith  |