

# MOORLANDS PRIMARY SCHOOL SEND Local Offer



## Information Report for Special Educational Needs and Disability (SEND)



Moorlands Primary is a fully inclusive school and as our School Motto states **“Every Learner Matters”**. We therefore strongly believe that:

- Every child has the right to a broad, balanced and engaging curriculum which is effectively differentiated to meet their needs, whatever these may be.
- Every child has a right to reach his or her full potential, regardless of additional needs or abilities.
- Every child has the right to feel happy, safe and secure at school.
- Every child has the right to a high quality education that enables them to become confident, successful and enthusiastic learners.

Our school currently includes pupils with Special Educational Needs and Disability in the following areas:

- Speech, language and communication
- Physical disabilities, including those requiring physiotherapy and occupational therapy
- Asperger and Autistic Spectrum Disorders
- Social, emotional and behavioural difficulties
- Visual and Hearing Impairments
- Specific learning difficulties
- Children Looked After identified as SEND
- Range of learning disabilities




***Date Agreed: September 2022***


***Review Date: September 2023***


The Inclusion and Safeguarding Leader at Moorlands Primary School is: **Miss S Roughton** and she can be contacted via the school office at [info@moorlandsprimary.net](mailto:info@moorlandsprimary.net) or on 02380 464404.



The School's Inclusion Policy can be found on the school website at [www.moorlandsprimary.com](http://www.moorlandsprimary.com)

**This Information Report been developed in line with the SEN Code of Practice 2014 and contributes to the Southampton Local Offer for SEND provision. Southampton City Council's Local Offer for SEND Provision can be found at: [www.sid.southampton.gov.uk](http://www.sid.southampton.gov.uk)**

	What is available for every child? <b>QUALITY FIRST PROVISION</b>	What is available for individuals and small target groups? <b>WAVE 2 PROVISION</b>	What is available for support for individuals with specialised needs? <b>WAVE 3 PROVISION</b>
<p><b>Learning and curriculum</b></p> 	<p>Children have full access to the Foundation Stage and National Curriculum; and locally agreed Religious Education syllabus.</p> <p>Where necessary, adaptations are made to the curriculum for those children who need it, to suit their preferred learning styles.</p> <p>Planning is adapted to meet individual pupil needs and is broad, rich and balanced.</p> <p>Children are set targets which are appropriate, challenging and achievable whatever their ability or need.</p>	<p>Children in need of additional support are identified in a variety of ways. They are regularly assessed and gaps in learning are targeted through use of assessment for learning (AFL) and action planning.</p> <p>Children who are at risk of falling behind or being suspected of having special educational needs may be referred to the Inclusion Leader. Parents are kept informed of additional provision and updated on progress more regularly.</p> <p>These children may work individually or in small groups with class teachers or teaching assistants, where appropriate, in supporting areas of specific difficulty.</p>	<p>Curriculum adaptations are made for those children who may struggle to access the curriculum in its entirety.</p> <p>Children in need of such provision are given a carefully planned Individual Support Plan (ISP) and targeted support; which is closely monitored.</p> <p>For those with very specific needs, personalised provision may include adaptations to the curriculum or timetable or support from outside agencies.</p> <p>Some children with this level of need may have or require an Education, Health and Care Plan (EHCP)</p>

<p><b>Teaching approaches</b></p> 	<p>Children's progress is regularly assessed and monitored by all Senior Leaders. Tracking of progress is a key focus and is updated at least half termly. Assessment information is used to support planning; ensuring that all children's needs are being met and planning is adapted accordingly.</p> <p>The Senior Leadership Team, Inclusion Team and Phase Leaders carry out regular monitoring and observations to ensure that the quality of teaching and learning across the school is high.</p> <p>Parents are invited into school on a half termly basis, either to attend parents evening or a gallery, sharing their children's work with them. An annual report is also sent home informing parents of their child's progress.</p> <p>Professional development for staff ensures that knowledge is up to date and current research and guidelines are meeting the needs of every child, in every class. This can take many forms including coaching and collaboration projects with other schools.</p>	<p>Teaching assistants are employed to support within the classroom for core lessons as well as provide individualised and small group support work for those children identified as having additional learning needs.</p> <p>We also employ additional teachers to focus on booster sessions, precision teaching and focussed intervention work to accelerate progress.</p>	<p>Children identified with specific needs are supported by teaching assistants; in small groups and 1:1 where appropriate and recommended by outside agencies. Where possible however, children are encouraged to work as part of their class, supported by staff as appropriate to ensure that they do not become over reliant on 1:1 support. These children are likely to have an EHCP.</p> <p>Where high levels of 1:1 support are required, this may be with a number of different adults in order to reduce dependence on any given person.</p> <p>Outside agencies and support are drawn upon for these children who require additional support, where necessary.</p>
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<p><b>Support</b></p> 	<p>A visual schedule / timetable is in every classroom to support all pupils, especially those with additional needs. In addition to this, prompt cards or visual aids to support learning are present in each classroom.</p> <p>Classroom 'learning walls' share what is being covered with the children to support their learning.</p> <p>Children are taught about and use learning objectives to explain what they are learning and make use of success criteria as a way of reflecting on their own learning, identifying what they need to be successful. Children are encouraged to be reflective in all aspects of their learning through 'Secrets of Success', feedback marking and up levelling of work. We encourage children to take risks and foster independence, while providing the support that they may need.</p>	<p>Planning and work is differentiated according to the needs of groups and individuals, with differentiated success criteria if appropriate.</p> <p>Action plans are developed half termly by class teachers, identifying gaps in learning for groups and individuals. These action plans are monitored by the school's Senior Leadership Team.</p> <p>Individual Support Plans are utilised on a small group and 1:1 basis as needed.</p> <p>Individual Support Plans and personalised curriculum plans are overseen and monitored by the Inclusion Team and other Senior Leaders within the school.</p>	<p>Children with high levels of personalised support may have personalised provision, which may include visual timetables or workstations within the setting. The Inclusion Leader monitors this and ensures provision for individuals is appropriate through the support and advice of outside agencies, including outreach services and Educational Psychology.</p> <p>The Assistant Head for Inclusion is the designated adult responsible for monitoring the provision for those children who have an Individual Education, Health and Care Plan and is also the designated teacher for Children Looked after. Assistant SENCos, who also work to support teachers in the management of Individual Support Plans or ISPs, also support the Assistant Head for Inclusion.</p> <p>The Head Teacher and Senior Leadership Team (SLT) are responsible for monitoring Child Protection issues.</p>
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<p><b>Behaviour and emotional support and well being</b></p> 	<p>We strive to promote a positive ethos at Moorlands, and utilise a praise and reward based system in all classrooms. There is a clearly structured behaviour policy which all staff follow.</p> <p>The school employs an Emotional Literacy Support Assistant (ELSA) who works with individuals and groups across the school who may need additional support to manage their behaviour, emotions or social needs. The ELSA and Attendance Team also works closely with Educational Welfare Officers to ensure that all children and families are engaging with school, have good attendance and are punctual.</p> <p>As a school we apply the Jigsaw materials throughout our Relationships and Health (RSHE) Education and curriculum in order to support our pupils in becoming emotionally and socially literate.</p> <p>While the ELSA is available for all pupils, this is on a needs basis via referral to ensure the maximum benefit for those who most need it.</p>	<p>The ELSA, Inclusion Leader and other Senior Leaders within the school support families in the management of behaviour, emotional and social needs for groups and individuals. This may also include Children Looked After, who may or may not identify as having SEND.</p> <p>The ELSA works with children who may need support in the following areas:</p> <ul style="list-style-type: none"> <li>• Self esteem</li> <li>• Friendship groups and social skills</li> <li>• Bereavement</li> <li>• Anger management</li> <li>• Managing behaviour appropriately through work on feelings.</li> </ul> <p>The ELSA is not a therapist or counsellor and does not replace what is otherwise available from other external health services.</p>	<p>The ELSA works with children on a 1:1 or small group basis.</p> <p>Those with 1:1 support who have such needs are provided for through differentiated planning and support, as overseen by the class teacher, Assistant Head for Inclusion and other Senior Leaders as appropriate.</p> <p>Individual children with behavioural or emotional difficulties are planned for through the use of an Individual support plan. These are monitored by the Inclusion Leader.</p> <p>Outside agencies are drawn upon for advice and support for specific individuals where appropriate. This is managed by the Inclusion Leader.</p>
<p><b>Environmental and physical resources</b></p> 	<p>Moorlands Primary School is fully inclusive and we are committed to the inclusion of all children, irrespective of gender, culture, ethnicity, faith, ability, background or disability. Reasonable adjustments are made to include all members of the school community.</p> <p>We are a fully accessible site for those with limited mobility and/or physical disabilities.</p>	<p>We are able to provide a range of small group and 1:1 work for a variety of needs utilising a wide range of skills amongst our talented staff.</p> <p>Our buildings provide spaces for these sessions to be carried out in a comfortable, distraction free and engaging environment.</p>	<p>Children who require 1:1 support as part of their provision are catered for within their classroom environment and in the wider school community; including lunch and playtimes as appropriate. This may include a workstation in the classroom or quiet area to play or reflect.</p> <p>The ELSA, Phase and Senior Leaders within the school also provide support to individual children, when necessary.</p>

**Frequently asked questions for Parents / Carers of children with Special Educational Needs**

<b>Question</b>	<b>Answer</b>
<p><b><i>How are Special Educational needs identified at Moorlands?</i></b></p>	<p>We carefully monitor the progress of all children in the school, through a range of different assessment techniques. Where a child appears to be having a difficulty or is at risk of falling behind, initially the teaching staff would liaise with the Assistant SENCos and Assistant Head for Inclusion. They will then advise on possible provisions or interventions that might support that child with their difficulty. If these interventions and provisions do not appear to be working, then we may draw on support from other agencies; including Educational Psychologists and Southampton Inclusion Partnership.</p> <p>Educational psychologists work in schools to support teachers and staff on how to cater for individual children with specific needs. While The term psychologist can be scary, they are experienced professionals who have extensive expertise in how to support children within the mainstream classroom; giving tips and hints to those working with these children.</p> <p>Where a child has been identified as having an additional or Special Educational need or disability, they will be placed on the school’s SEND Register for close monitoring and may be provided with an Action Plan or Individual Support plan (ISP) outlining the support to be put in place. This will be reviewed regularly and only utilised for the length of time deemed necessary.</p>
<p><b><i>What is the school’s approach to teaching children with Special Educational Needs?</i></b></p>	<p>As a school we take a variety of approaches to supporting all children, including those with additional needs. We take the needs and interests of the children into account to ensure that they are motivated and engaged in what they are learning, as well as taking different learning styles into account. Some children are ‘practical’ learners and others very visual and this is taken into account when staff are planning what the children are going to do.</p> <p>Where pupils have additional needs, this may need further differentiation and need to be personalised to their needs. This may include differentiated planning and provision, if they are not working at the same level as their peers, or by making adaptations to the classroom or resources used. For example, some pupils may require a specific area to work in or visual prompts and resources to support learning, such as timetables or task boards. Where required, planning for individuals is linked to what the class are doing wherever possible.</p>

	<p>For children who may need short term ‘boosting’ or support, a range of interventions are available and adapted to meet the needs of the children. This may involve 1:1 work or working in a small group with other pupils with similar needs. Wherever possible, we encourage children who have additional needs to work alongside their peers in order to develop their confidence, self-esteem and social skills. This is especially relevant in a range of foundation subjects, such as art, music and PE.</p> <p>Where pupils require specialist resources, the Assistant head for Inclusion will secure this as appropriate; for example, equipment to support with visual or hearing impairments or sensory materials for those with Autism. Where required, the Assistant Head for Inclusion liaises with specialist agencies to secure resources needed; particularly for those with physical disabilities.</p>
<p><b><i>What about my child’s emotional wellbeing- how do you support this?</i></b></p>	<p>All of our pupils are entitled to teaching, support and provision to develop and improve their emotional, mental and social development. Some pupils find learning difficult where others find social interaction more challenging. Some children struggle with their emotions and don’t know how best to express this. All classes undertake specific planning in Personal, Social, Health and Emotional (PSHE) and the school also follows the Jigsaw programme which covers a range of learning related to emotional health and wellbeing and social relationships. The school now fully implementing the new statutory programme of study for Relationship, Sexual and Health Education (RSHE).</p> <p>The school also employs a full time ELSA, who supports specific children with specific pastoral, social or emotional needs and every class also has a system where pupils have the opportunity to speak to their class teacher; in the form of a ‘talk token’ or ‘worry box’. The school as a whole follow Secrets of Success which are designed to develop children’s Growth Mindset and personal resilience to handle challenging situations in all aspects of their life.</p>
<p><b><i>What types of Special Needs to you have experience of as a school? Can you cater for my child?</i></b></p>	<p>Moorlands have experience of supporting children with a very wide range of needs and we are very proud of our highly skilled team of teachers and teaching assistants. We support children who have speech and language difficulties, including those requiring speech therapy, as well as those with a range of physical, visual and hearing impairments. We are a fully accessible site with ramps and disabled toilets. Please see our Accessibility Plan for more information in how we cater for disabled pupils.</p> <p>We also support children who have a range of social, emotional or behavioural needs including those on the Autistic Spectrum.</p>

<p><b><i>Who is responsible for Special Educational Needs at Moorlands?</i></b></p>	<p>At Moorlands, the Assistant Head for Inclusion is Miss Sarah Roughton. She is also a member of the Senior Leadership Team that supports the Head Teacher and Deputy Head Teacher in the running of the school.</p> <p>Miss Roughton manages the Inclusion team, which also includes:</p> <ul style="list-style-type: none"> <li>• Mr Ben Kill- Lower school Assistant SENCo</li> <li>• Mrs Lindsay Whittingstall-Bean- Upper school Assistant SENCo</li> <li>• Mrs Sarah Meenaghan- Specialist Assistant SENCo</li> </ul>
<p><b><i>How will my child's progress be assessed and reviewed?</i></b></p>	<p>All children's progress and attainment is monitored and reviewed on a half termly basis. Teachers use their day to day knowledge and assessment of the children, as well as examples of their written work. We carry out pupil interviews and alternative methods of collecting information for those who may have difficulty in writing things down, such as using scribes or recordings of children's work. Class teachers collate the progress of their class and identify where children may benefit from additional 'boosting' or what we call Interventions.</p> <p>The Senior Leadership Team, including the AHT for Inclusion oversee this process to ensure that the right children are receiving the right support for their needs. Not only will children with identified Special Educational Needs be provided with additional support, this is part of our Quality First Provision for all children in our care.</p> <p>Middle and Senior Leaders monitor books, planning, and quality of teaching through learning walks and lesson observations as well as pupil interviews to support with our ongoing monitoring and evaluation of progress for all pupils.</p>
<p><b><i>What expertise and training does your staff receive?</i></b></p>	<p>Teaching staff undergo regular training to ensure that they are up to date and providing the best quality teaching that they can. We do this through In-service Training (INSET), Continuing Professional Development (CPD) such as courses and research projects and in class support through observations; work with other schools and in class coaching. This is part of the Performance Management Cycle for all staff.</p> <p>Our Teaching Assistants are also provided with regular CPD opportunities, including training from outside agencies and training on current thinking and issues within education.</p> <p>Senior Leaders are trained appropriately under the supervision of the Head Teacher and the Inclusion Leader holds the National Award for SENCo Accreditation and Postgraduate Diploma in Education.</p> <p>The school are also developing Assistant SENCOs, to support as part of the wider Inclusion Team.</p>



<p><b><i>How will my child be involved and consulted with about their learning and progress?</i></b></p>	<p>We believe strongly in pupil voice at Moorlands and encourage children to be active participants in their own learning and education. We encourage children to be part of or work with our School Council and feedback messages, ideas and suggestions from the classes to the teaching staff and Leadership Team. They are taught about the purpose of their learning and how this will relate to their real life experiences and are encouraged to reflect on their progress across each lesson and subject, over each year.</p> <p>They are aware of and help set manageable and realistic targets to support them with learning in specific subjects and share this information with home so that you can support. The children contribute to their Annual Report and share their learning with parents at our Open Galleries that take place throughout the year.</p>
<p><b><i>How will I be kept informed of the progress and provision for my child?</i></b></p>	<p>Where those children with Special Educational Needs have an Action Plan or ISP, these will be shared with parents half termly as appropriate. We have an open door policy to book additional meetings with class teachers, phase and senior leaders (including the AHT for Inclusion) to discuss any concerns you may have regarding progress or provision. For those children with an Education, Health and Care Plan, we have annual meetings to review progress and provision formally and to set targets for the coming year.</p> <p>We have two formal parent's meetings each year and an annual report that informs parents of children's attainment and progress at the end of each year. In addition to this, we have open sessions where parents are invited into school to share in their child's learning in class. We update parents regularly through newsletters and the school website.</p>
<p><b><i>What do I do if I am unhappy with the provision for my child?</i></b></p>	<p>In the first instance, you should speak to the class teacher. If this is unresolved, then you may contact the phase leader for their year group and then the Inclusion Leader directly.</p> <p>The other Senior Leaders and Head Teacher will be available to discuss concerns, if these procedures are followed and you are still unhappy with the outcome. Please see our complaints policy for more information on this process.</p>

<p><b><i>How is the Governing Body involved in the school and the provision for children with Special Educational Needs?</i></b></p>	<p>The AHT for Inclusion reports directly to the Head Teacher and Governing Body about the provision made for those with Special Educational Needs, across the school. The AHT for Inclusion, Head and other Senior Leaders are actively challenged on the provision to ensure that it is the best that it can be. The school also has a Governor who is responsible for monitoring SEND and liaising with the school regarding provision for SEND.</p>
<p><b><i>Where can I go for additional support?</i></b></p>	<p>You may speak to your child's class teacher directly or the Inclusion Leader, who may be able to provide you with an organisation or agency that could provide additional support. Alternatively, the AHT for Inclusion can refer directly to other agencies for support, if appropriate.</p> <p>The school office may also be a point of contact along with our allocated Public Health Nurse, should you have behavioural or health concerns that do not present at school. Contact the school office for further information.</p>
<p><b><i>What happens when my child moves on to another setting?</i></b></p>	<p>We know that this can be a very challenging time and every effort is made to ensure that transitions between schools and settings remain as smooth as possible. We plan in additional visits, make use of social stories and arrange for the receiving setting to attend our school to manage these plans; which we make in advance of any such transition.</p>