

Moss Park Primary School

Special Educational Needs Information Report



Welcome

My name is Richard Boyer and I'm the SENDCO at Moss Park Primary School. I'm incredibly passionate about contributing to a truly inclusive environment.. This is the central ethos that runs through our school from the top down and one that all staff, from the teaching team to office staff and midday supervisors, strive for.

If you have any questions about the information in this report, whether your child is already a pupil at MPPS or you are thinking of it as a future placement for your child, whether your child is currently on the SEND register or has an identified need or not, I encourage you to call me or set a meeting for a chat. I'd love to hear from you and answer any questions that you might have.

At MPPS we recognise the importance of working closely with our parents, especially those parents of children with SEND. As such, this report has been completed through a process of co-production.

~ January 2024

1. What kind of special needs does the school provide for?

Moss Park Primary School prides itself on inclusion at every opportunity and as such we work tirelessly to accommodate all Special Educational Needs in line with the Equality Act 2010. We have in place provision to accommodate all 4 areas of Special Educational Need outlined in the 2014 SEND code of practice:

Communication and Interaction

The school provides support for pupils with Speech, Language and Communication Needs (SLCN), including children with Autistic Spectrum Condition (ASC).

Cognition and Learning

We offer targeted intervention for pupils with cognition difficulties who require learning at a slower pace than their peers, even with appropriate differentiation. In addition to this, the school provides support for children with Specific Learning Difficulties (SpLD), which may affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia.

Social Emotional and Mental Health

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. The school has a structured support pathway for these individuals and we undertake a whole school approach to promoting positive mental health as well as a range of specific interventions delivered by trained staff members and outside agencies.

Sensory and/or Physical Needs

The school has a number of pupils who require adapted provision because they have a recognised disability which prevents or hinders them from making use of the educational facilities without appropriate adjustments or support. The school works alongside Trafford's SENAS and other relevant health care professionals to ensure that the appropriate support, resources and reasonable adjustments are made. Sensory needs provided for include visual impairment (VI) and hearing impairment (HI). Additionally, we are very familiar with providing support for pupils diagnosed with other conditions such as hypermobility and those presenting sensory seeking or avoidant behaviours.

Children with medical conditions will have Individual Healthcare Plans which specify the type and level of support required to meet their medical needs.



2. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

Class teachers are responsible for the monitoring and tracking of their own classes attainment and progress and every child is monitored closely as an individual. If a child is not making expected progress, or displays signs of a Specific Learning Difficulty, then teachers will provide evidence of this to Mr Boyer, the school SENCO, and together they will monitor and consult on the child's progress for an agreed duration, in line with the Trafford Graduated Approach (one term). If their progress after this period of observation is still causing concern then further consultation will take place with the school SENCO and the child's parents/carers. The school may decide to run an in-house, online diagnostic test called a "CAT4" to advise their next steps and provide specific information about the child's areas of relative strengths and weakness to discuss with parents and inform next steps. It may be decided that the child will then be put on targeted support which involves interventions, separate from the quality first teaching strategies to support the child with specific difficulties. Following on from little progress being made on target support, the parents/ carers agree the child will be added to the SEN register and receive support as detailed in an Individual Education Plan (IEP). It is not always necessary, but it may be appropriate to refer to outside agencies for additional assessment and recommendation for support if a child meets particular, defined thresholds. If this is deemed necessary, parental permission will always be sought.

If as a parent/carer you have concerns about your child you should initially speak to the class teacher who will refer those concerns accordingly onto the SENCO or alternatively, you are welcome to attend one of the regular SENCO Drop In sessions which are advertised in the school newsletter.

3. How will school staff support my child/young person?

First and foremost, pupils are supported in class by Quality First Teaching. Teachers will oversee, plan for and work with each child with SEN in their class to ensure that appropriate progress across the curriculum as well as socially and emotionally. Teachers take into account the level that the child is working at as well as how they learn best to plan the content of lessons and learning activities to be undertaken. Children may be given tools, resources or scaffolds to support them. This is referred to as additionality.



One of the best and most effective ways to support learners with additional needs, especially those with ASC and ADHD, is through reasonable adjustments such as visual prompts and calm, structured learning environments.

Should an individual pupil be targeted for SEN support (i.e. added to our SEN register) they will benefit from a tailored plan for which they may experience additional support in class, tailored adjustments for their specific needs and/ or targeted interventions from either the class teacher or a teaching assistant (TA). It is proven to be detrimental for any child to be paired with a TA for a considerable amount of time (and this is reflected in LA funding no longer being allocated for this purpose) therefore we are mindful that pupils are given the right level of support to be successful whilst also fostering independence.

Children with the highest level of needs may be considered for assessment by the LA. If successful, they will receive a statutory document called an Education Health Care Plan (EHCP) which is a statutory document setting out provision and funding for targeted support.

The SENCO or parents can refer a child to the LA for assessment for EHCP (more information for which can be found on the Trafford Local Offer website). It is at the discretion of Mr Boyer and the Senior Leadership Team, following the Trafford Graduated Approach, as to whether they will refer to the panel or not. Any complaints in this regard may be raised with the Board of Governors in line with the school Complaints Policy (available on the school website).

4. How will the curriculum be matched to my child's needs?

Teachers plan lessons that incorporate different learning styles with the addition of specific scaffolds, to meet the needs of all pupils. If a child has been identified as having a special educational need, we will do our best to support them and provide access to the curriculum. Teachers make use of both formative and summative assessment to inform their planning so that every child can access the curriculum at their own level with the appropriate amount of challenge or support.

Learning strategies are matched to the child's individual needs. These strategies include: high aspirations for the achievement of all pupils, ensuring an appropriate classroom learning environment matched to the needs of the pupils, highly trained and skilled staff who are experienced in working with children with a wide range of learning needs and disabilities, the provision of a range of teaching and learning strategies and breadth of quality resources to match the individual needs of all learners, a differentiated curriculum which is matched to the needs of all of our learners. Differentiation may be by task, support, resources, objectives set or the expected outcome.

5. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

If a child has an Individual Education Plan the class teacher and SENCO will hold regular meetings to discuss progress and outcomes. Parents/Carers will be invited into school to discuss their child's plan termly, in line with our assessment calendar. As well as detailing specific SMART targets, desired outcomes and how the child will be supported in school to meet them, the plan will offer advice on how to address the targets at home as evidence shows that children make better progress this way. Progress will also be discussed at Parents' Evenings and parents/carers are encouraged to communicate regularly with the class teacher.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has more complex needs. We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and to discuss how your child is making progress.



If your child has complex SEN they may have Education Health Care (EHC) Plan which means that a formal meeting (at least annually) will take place to discuss your child's progress and a report will be written and sent to the LA.

Children who are not making expected progress are identified through Pupil Progress Meetings with the class teachers and a member of the Senior Leadership Team. In this meeting, a discussion takes place around the reasons why an individual child might be experiencing difficulty or slow progress and what further support could be reasonably given to aid their progression. If your child has Social, Emotional and Mental Health needs that result in behavioural concerns then your child may have a Behaviour Target book to aid communication between the parents, pupil and teacher. This will be sent home on a daily or weekly basis and reviewed regularly to ensure that any targets set are appropriate. If the child's behavioural needs are significant then the school, in collaboration with parents, may decide to start a Pastoral Support Plan (PSP) or Early Help Assessment (previously CAF). These meetings focus on improving behaviour by setting clear outcomes (please see the school's Behaviour and Discipline Policy).

6. What support will there be for my child's/young person's overall wellbeing?

At Moss Park Primary School we pride ourselves on being an inclusive school who celebrate diversity. We have zero tolerance for bullying or discrimination. All staff believe that children's self-esteem is crucial to their overall well-being and as such we take a whole-school approach to Mental Well-being which can be seen from the wide range of after-school clubs offered every term, lunchtime clubs, school councils, assemblies, the PSHE Education curriculum and beyond.

The class teacher has overall responsibility for the care of every child in their class. If additional provision is required, the class teacher will liaise with the SENCO for further advice and support. This may, at the schools discretion and with parental permission, include consultation with outside agencies.

If a child is placed on an Individual Education Plan appropriate members of staff are made aware of the targeted outcomes in place for that child. To support behaviour, we employ a carefully considered system of rewards and consequences and children's achievements, both in and out of school, are celebrated in a weekly assembly (see separate Behaviour and Discipline Policy). Children can also be targeted to join specific clubs or teams to provide pastoral or social support.

As the well-being of every child in our school is of the utmost importance to us, we offer a wide range of afterschool and lunchtime clubs, including but not limited to: girls' and boys' football, choir, cross-country, coding, sewing, art, dodge ball and drama. These are open to all pupils and we offer priority to those pupils who would benefit from the chance to learn new skills and enhance their confidence.

Mrs Nunwick (head teacher) meets with parents of children with more complex medical/ physical needs and jointly writes a Health Care Plan which outlines the child's needs and what to do in an emergency situation. These are shared with staff on a need to know basis.

Attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported to the head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school e.g. weekly attendance in Celebration Assembly, end of year rewards.

To support the overall well-being of our pupils, our school provides:

- A SENCO
- 3 trained ELSAs (Emotional Literacy Support Assistants)
- A large pupil support team of HTLAs/ TA level 3s trained to deliver Precision Teaching, Lego Therapy, nurture groups etc. who are also trained in the administration of reading tests such as NARAs
- A HLTA trained to support children with dyslexia
- A HLTA trained to support children with ASC (Autistic Spectrum Condition)
- An ELKLAN trained TA

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

Moss Park Primary School has cultivated strong working relationships with outside agencies who may be consulted to support the schools provision for children with SEN/D. These agencies include, but are not limited to the following:

- * Trafford SEN Advisory Service (SENAS)
- * Social Services
- * Parent Partnership
- * Healthy Young Minds (previously CAMHS)
- * Educational Psychologist
- * Speech and Language Therapist
- * Educational Welfare Officer
- * Play Therapy
- * Stronger Families
- * Engage
- * Youth Offending Team
- * Trafford Sensory Impairment Support Service (TSISS)
- * School Nurse Service
- * Multi Agency Referral and Assessment Team
- * Longford Park School

8. What training are the staff supporting children and young people with SEND had or are having?

Meeting the varied needs of our individual pupils is important to us. As such, the school SENCO attends termly SEN/D forums run by the LA, ensuring that school has the up to date information about provision surrounding SEND. All teaching staff have regular, up to date training in

school and they attend specific training in order to support the provision of individuals as appropriate to the needs of the children in their cohort. If staff are leading a particular intervention programme, the leadership team ensures that they are suitably trained. Currently, we have teaching assistants trained to support children with dyslexia, ASC and aspects of Speech and Language. Training has also been given in Lego Therapy, Precision Teaching, Emotion Coaching, etc. Most teaching staff have undergone online training through NASEN for Primary SEN in an effort to further their knowledge of how to support SEN children and to stay up to date with best practice. Developing staff training in supporting our most vulnerable pupils is a priority to us and this is reflected on the School Improvement Plan.

9. How will my child/young person be included in activities outside the classroom including school trips?

We strive to ensure that *all* children are involved in *all* activities outside the classroom. Activities are differentiated for the individual as required. If a child has a specific need, for example, physical or sensory impairment, an individual risk assessment will be made for that child and suitably trained staff will support.

10. How accessible is the school environment?

With inclusion for all pupils of paramount importance, adjustments to the environment are made regularly to include children with specific needs. The school has a disabled toilet, disabled parking spaces and ramp access. The building is on one level. To leave the school the main door is automatic and accessible for wheelchair users.

11. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Before starting at our school, all parents/carers and children are invited to look around the school and talk to any relevant staff. We host parent's meetings during the summer for children joining us or moving between year groups in the Autumn term. Our Early Years Lead works with previous early year settings to get relevant information to support the children with their transition into school. Our Nursery staff invite new children into school for a stay and play session in the summer and carry out home visits in September before the children start with us. Children with an EHCP before starting in our Early Years, the SENCO will meet with relevant professionals as part of supporting the child with the transition process. We have a whole school move up morning where children will all spend time in their new classrooms before finishing for the summer. Children who require it and who have SEND are invited for more frequent move up sessions to support them with the transition.

When transferring to a new school necessary paperwork is passed on to the school and transitional visits are arranged in line with the new school timetable.

With regards to children with possession of an EHCP, during the transition to KS3, the SENCO will liaise closely with the relevant high school to assist in a smooth transition. A Transfer Review Meeting will be held including the child (where appropriate), their parents/carers, the SENCO and class teacher and often a representative of the Local Authority. The SENCO will seek parental permission to pass on SEN information, such as reports, assessments or IEPs, about your child to their new KS3 placement.



12. How are parents involved in the school? How can I be involved?

At Moss Park Primary School we strive to cultivate strong relationships with parents/carers of SEN/D children so that we might work together in the best interests of the child. Teachers can be contacted before school from 8.30 am and after school until 4.30 pm to ensure a constant line of communication. Parents/carers are involved in agreeing the targets for their child's Individual Education Plans and are invited to Annual Reviews of Education and Health Care Plans. Should a parent/ carer wish to discuss their child with the SENCO or head teacher, an appointment can be arranged through the office staff. Furthermore, we hold regular SEN "drop in session" in which any parents with concerns can come at their convenience to chat with the SENCO.

13. Who can I contact for further information and what other support is available?

For further information, please contact:

Mr Boyer – SENCO / Assistant Headteacher
Mrs Nunwick – Headteacher

To find out more about the Local Offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053 Mon – Fri, 8.30am until 5pm

Email: fis@trafford.gov.uk