



Moorpark Junior School SEND Information Report



SENCO: Mrs S Mills
SEND Governor: Mrs M Tabinor

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Moorpark Junior School's Local Offer:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/results.page?localofferchannel=0&qt=moorpark+juniors&term=&sorttype=relevance>

Stoke-on-Trent's Local Offer:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

SEDIASS- SEND Information, Advice and Support Service

Mon-Fri 10-5pm 01782 234538
www.sendiass-stoke.co.uk/



Definition

According to the Special Educational Needs Code of Practice (2015), SEND is defined as:

- *A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provisions to be made for him or her.*
- *A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
 - *has significantly greater difficulty in learning than the majority of others of the same age, or*
 - *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*



What kind of Special Educational Needs is provision designed for at our school?



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

Special Educational Needs are described in four broad areas;

- **Communication and Interaction;**
Speech, Language and Communication Need, Autistic Spectrum Condition
- **Cognition and Learning;**
Moderate Learning Difficulty, Severe Learning Difficulty, Profound and Multiple Learning Difficulty, Specific Learning Difficulty including dyslexia, dyspraxia, dyscalculia
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and Physical Needs**
Hearing Impairment, Visual Impairment, Physical Disability



How does the school know if my child needs extra help?



We know when pupils need help if:

- concerns are raised by parents/carers, teachers, or the pupil's previous school
- limited progress is being made
- there is a change in the pupil's behaviour/progress
- a pupil asks for help

For more detail about the school's graduated response please see the SEND Policy which can be found on the school's website.

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

The class teacher is the first point of contact to discuss your child's needs. In addition if you have concerns then you may also wish to speak to the Special Educational Needs Coordinator (SENCO) Mrs Mills.



How are the parents/carers of children with SEND involved?



At Moorpark, we want parents and carers to be involved in every stage of their child's education. We have an open door policy and welcome parents' and carers' views and ideas regarding school, the curriculum and any other ideas you may have. Parents' and carers' consultation meetings and SEND meetings take place three times a year.



How are parents of children with SEND involved?

If your child has a special need or disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs.
- Allocate time for you to meet the Special Educational Needs Coordinator who can offer support or advise so can learn in the best way for him/her.
- Talk to you about the range of programmes we have in school to help children who need extra support in an area of their learning and/or development.
- Invite you to a meeting to discuss your child's progress.
- Hold meetings with a range of colleagues from an educational psychologist, advisory teacher, speech and language therapist or health if we are unsure how to help your child make progress if appropriate and we will always keep you informed.
- Tell you how to get in touch with Parent Services who can offer advice and support
- Inform you about how to make a complaint if you are not happy with what we are doing to support your child.

How are children with SEND involved?



Pupils:

- Are encouraged to participate fully in the life of the school
- Have a role to play in voicing their suggestions as to how the teachers can help them to learn better, using different forms of communication so their thoughts are captured
- Comment on how they feel they are progressing when their Pupil Passport is reviewed
- 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 Pupil Passports.



How will you teach and support my child with special educational needs?

- All children receive quality first teaching (QFT) from their class teacher, as well as further support when needed from the teaching assistant.
- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- Parents/carers are invited to a parent/carer review meeting once a term where they are able to talk about the support that is offered.
- If a pupil has needs related to more specific areas of their education or social skills, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. This will be run by the teacher or teaching assistant.
- The length of time of the intervention will vary according to need but will generally be for a half term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO.



How will you teach and support my child with special educational needs?



- Interventions will be recorded on a Pupil Passport which will be drawn up by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs, setting individual targets. A copy of the targets will be given to parents. This may include additional general support by the teacher or teaching assistant in class or use of particular resources (e.g. a writing slope.)
- Occasionally, a pupil may need more expert support from an outside agency such as Inclusive Learning Service (ILS), Speech and Language therapy, School Nurse, Paediatrician, Educational Psychology, Younger minds etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

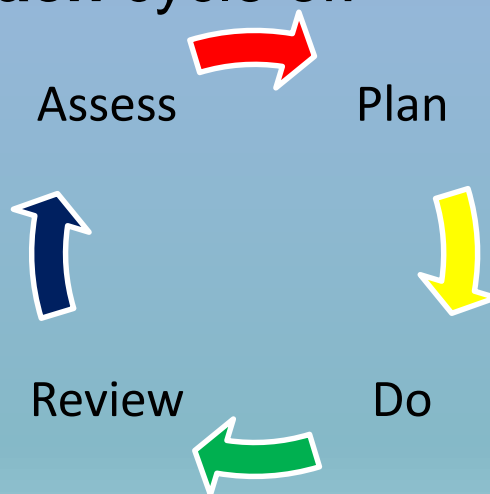


At times, it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Inclusive learning services
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- EWO (Educational Welfare Officers)
- Social Services
- Children's Occupational Therapy
- Speech and Language Therapy
- School Counselling services (Younger minds)
- Sensory Occupational Therapist
- School Nurse
- Dyslexia Assessor
- Hearing Impairment services
- Visual impairment services

How does the school assess and evaluate the effectiveness of its arrangements and provision for children and young people with SEND?

- Underpinning ALL our provision in school is the **graduated approach** cycle of:



- All teachers are responsible for every child in their care, including those with special educational needs.



How will the school prepare and support my child to transfer to their next education setting?

- Moorpark Junior School understands what a stressful time moving schools can be, therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

Transition within School:

- All pupils attend a transition session where they spend time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new class or time with new teachers.
- Time is allocated for the previous teacher to meet with the child's new teacher.
- The school is always willing to meet parents/carers prior to their child joining a new class.



Transition to Moorpark Junior School from an Infant school setting:

- Information exchange between the previous school prior to the pupil joining.
- Jackfield Infant School is Moorpark's main feeder school, therefore the SENCOs and senior leaders endeavour to ensure a smooth transition is possible.
- Year 3 teachers at Moorpark visit the Year 2s in the summer term to get to know them.
- An additional programme of visits in the summer term is arranged for pupils starting in September.
- Parents/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- The school is always willing to meet parents/carers prior to their child joining the school.
- Where a pupil may have more specialised needs, a separate meeting is arranged with the class teacher, the SENCO, the parents/carers and where appropriate, the pupil.
- The class teacher is always willing to meet parents/carers prior to the child moving to their class.



Transition to High School:

- The Year 6 teachers and teaching assistants work with children who are anxious about the move. This provides them with the opportunity to discuss any concerns they may have.
- Information exchange between the previous school prior to the pupil joining.
- All pupils attend transition sessions dependent upon the high school's transition process.
- Additional visits are also arranged for pupils who need extra time in their new class or school.
- Secondary school staff visit pupils prior to them joining their new school.
- The SENCo at Moorpark Junior School is in discussion with SENCos from the secondary schools to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting is arranged with the SENCo, the new secondary school, the parents/carers and where appropriate, the pupil.
- Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them (e.g. Cookery activities, English and Numeracy activities)



How will the school staff support my child?

- The class teacher will suggest ways of supporting your child's learning on a regular basis through homework, parents/carers' evenings or by arranging a meeting with you.
- The SENCO may meet with you to discuss how to support your child.
- Staff including the class teacher, SENCO, Head of School or Head teacher may meet with you to discuss strategies to use if there are problems with a child's social, emotional and mental health needs.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are sometimes provided that can be used at home.
- If the Educational Psychologist is involved with your child, you will be invited to speak with them, to ensure your views are captured.
- Mrs Findler, our Family Support Worker (FSW) also operates an open-door policy and can arrange regular meetings to check in with both parents/carers and the child/ren.



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

- Teachers plan based on children's needs, against age related expectations, differentiating/scaffolding work to closely match children's ability and learning needs. When a pupil has been identified with special needs, their work will be further differentiated/scaffolded by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- If a child is identified as having a special need, they will be given a Pupil Passport. Targets will be set according to their area of need. These will be monitored by the class teacher weekly and the SENCo three times per year.
- Support staff may be allocated to work with the pupil in a 1:1 or in a small focus group to target more specific needs.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.
- The school are also able to consult outside agencies such as School Counselling, the school nurse, SEND services or the Educational Psychologist if more specialist support is required.



What expertise is available in the school in relation to SEND?

All staff have received training related to SEND. These have included sessions on:

- QFT for SEND pupils
- General support for all learning difficulties and strategies to help.
- How to support pupils with early reading and Phonics
- The teaching of spelling
- Differentiation for SEND pupils
- Accelerated reading
- Maths differentiation and reasoning and applying
- Managing challenging behaviour training and the schools behaviour policy
- SEN code of practice and SEN reforms
- Attachment awareness training



What expertise is available in the school in relation to SEND?



In addition some staff have had training on:

- Word Aware training
- Asking More Specific Questions
- Inference training
- MAPA training
- Talk boost KS2
- DCD/Hypermobility training
- Autism Acceptance training
- The SENCo ensures staff receive training on aspects of SEND, strategies for support and specific interventions, depending on the current needs of the school.
- The SENCo has completed the National SENCo Training Award.
- The SENCo has Autism Advocate status.
- The SENCo has completed L1, L2 and L3 Sensory training.



How will my child be included in activities outside the classroom, including school trips?

- Activities and school trips are available to all, and all children are encouraged to participate.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If the school, parents/carers or a health and safety risk assessment suggests that a child requires 1:1 support due to their particular needs the school endeavour to provide this.



What support will there be for my child or young person's overall wellbeing?

The school offers a wide variety of support for pupils who are encountering emotional, social and behavioural difficulties.

These include:

- Members of staff such as the class teacher, teaching assistants, SENCo and Family Support Worker are readily available for pupils who wish to discuss issues and concerns.
- Social skills, self-esteem, emotional wellbeing and anger management group work can be run by experienced teaching assistants. For some children individual programmes of support for social skills are more appropriate.
- School benefit from using the Younger Minds Counselling and Mental Health Support Team to support our young people.



What other support is available to parents and how can I contact them?

Outside of school there are a variety of people who you can contact for further help and support:

- The Safeguarding Board – 01782 235100
- Your health visitor
- School Nurse – 03001240362
- Inclusive learning Services – 01782 232538
- Stoke-on-Trent City Council, local offer information;
www.stoke.gov.uk/localoffer
- SENDIASS- 01782 234701
- Social Care – 01782 235100



Other information

Complaints

- 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.