



Moorgate Primary Academy

STAFFORDSHIRE UNIVERSITY
ACADEMY TRUST

Special Educational Needs and Disability (SEND)

Moorgate Primary Academy is an inclusive academy and may offer the following range of provision to support children with SEND.

Intervention

Social Skills programmes/support including strategies to enhance self-esteem:

- Tailored intervention programmes delivered by the school's allocated educational psychologist to children and their parents/carers, as appropriate.
- Intervention from the Targeted Family Support Service for children and their parents/carers on referral, delivered both in school and in the home.
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and their parents/carers on referral, delivered at CAMHS or in school as appropriate.
- Working in small groups or 1:2:1 with Mrs Shaw the school's Early Help Leader
- Forest School provision with Mrs Shaw

Access to a supportive environment – IT facilities/equipment/resources (Inc. preparation):

- Use of interactive whiteboards.
- Regular access to computers and iPads.
- Provision of specialist equipment, e.g. adaptation of the environment through the addition of grab rails, to promote independence and integration.
- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, colourful semantics folders and table top writing packs containing finger spacers, phonics sound mats and high frequency word lists.

Strategies/programmes to support speech and language:

- Assessment by and intervention from a speech and language therapist, on referral.
- Support for children with EAL status – either 1:1 or in groups/in or out of class - from a dedicated specifically trained learning support assistant (LSA).
- Support as required in class from teachers and LSAs, all of whom have been trained by the SALT Service to Schools.



Mentoring activities:

Moorgate
Primary Academy
STAFFORDSHIRE UNIVERSITY
ACADEMIC TRUST

- Circle of Friends
- Use of peer modelling and mentoring.
- Use of talk partners during whole class and group learning sessions.
- School Council
- Buddy systems for support during playtimes and lunchtimes.

Access to strategies/programmes to support occupational therapy/physiotherapy needs:

- Assessment by and intervention from an occupational therapist (OT), on referral.
- Implementation of individual OT/physiotherapy support and intervention programmes by allocated school staff, trained as appropriate, for those children in receipt of these services.
- Training of individual members of staff by the OT/physiotherapy services in the delivery of individual OT and physiotherapy programmes, e.g. handwriting development.
- Provision of specific resources and equipment, e.g. specially grab rails.
- Provision of support resources, such as writing wedges, where required.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

- Meeting and greeting of parents/carers and children at the start and end of each day where required.
- Art Therapist works in school to work therapeutically with children who require emotional support.
- Educational psychologist works closely with referred children and their parents/carers, and provides ongoing support to them in the form of school-based assessments and meetings.
- Regular liaison between SENCo and school nurse when concerns regarding individual families/children are shared, following which the school nurse makes contact with parents / carers to discuss any issues and arrange meetings or home visits as required.
- Collaboration and communication with all external professionals involved with children, as appropriate, e.g. hospital consultants, GPs and CAMHS practitioners.
- Working in small groups or 1:2:1 with Mrs Shaw the school's Early Help Leader
- Forest School provision with Mrs Shaw.
- All staff trained in child protection at regular intervals.

Strategies to support/develop literacy including reading:

- Small group reading support in class through guided reading, and individual reading support out of class from volunteers.
- Additional small group literacy support in class from class teachers and LSAs.



- Provision of table top writing packs, in KS1 classes and elsewhere as required, containing finger spacers, phonics sound mats and high frequency word lists.
- Cursive handwriting has now been adopted and is being modelled to all children throughout the school.
- Use of Dyslexia Portfolio to assess for SpLD, and subsequent implementation of support programme as required.

Strategies to support/modify behaviour:

- Consistent implementation of the behaviour policy.
- SEN registration of those children whose behaviour difficulties are persistent and constitute a barrier to learning progress; at School Action provision will include close collaboration with parents/carers on an agreed programme of support, home/school books to ensure daily communication between home and school.

Strategies to support/develop numeracy:

- Targeted small group support in class.
- Withdrawal of small groups or individual children for additional numeracy support.
- Use of support resources.
- Use of Numicon resources, throughout school as a practical way to access the Numeracy provision.
- Staff training in all areas of numeracy to improve the delivery of numeracy across the school.

Provision to facilitate/support access to the curriculum:

- Small group support in class from class teacher/LSA.
- 1:1 support from an allocated LSA for children with EHCP's
- Small group/1:1 support from a specifically trained EAL LSA.
- Facilitating access to learning through the appropriate differentiation of tasks and activities.
- Provision of specialist equipment or modified resources.
- Extensive use of visual support.
- Implementation of specifically tailored support strategies and programmes, e.g. devised by the educational psychologist or SENSS, occupational therapist or physiotherapist.

Strategies/support to develop independent learning:

- Provision of individual/visual timetables and checklists.
- Provision of sand timers where appropriate.
- Individual success criteria (where appropriate)



- Implementation of specifically tailored support strategies and programmes, e.g. devised by the educational psychologist or SENSS, occupational therapist or physiotherapist.

Support/supervision at unstructured times of the day including personal care:

- Trained midday meals supervisor and LSAs supporting in the lunch hall.
- A senior member of staff is outside for part of the lunch time break every day.
- Play leaders initiating and supporting activities during morning and lunch breaks.
- Buddy system for children new to the school.
- Individual lunchtime supervision where specified.
- Provision of specialist equipment e.g. provision of a grab rail in the toilets.
- Support by individual members of staff for children with special toileting requirements.
- Targeted support and supervision in the outdoor areas for children with disabilities.

Planning and assessment:

- Individual learning support plans.
- Differentiated learning activities.
- Referrals to external agencies/social care as required.
- Co-ordinated planning between class teachers, LSAs and allocated LSAs for children with EHCP's
- Referrals for assessment to external agencies as required.
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual children.
- Underlying ability assessments and assessments using the Dyslexia Checklist, undertaken by SENCo as required.

Liaison/communication with professionals/parents, attendance at meetings and preparation of reports:

- Early identification of needs requiring referral to external professionals.
- TAC/TAF meetings convened where a child's/family's needs are assessed as significant.
- Regular communication and information sharing with an extensive range of external agencies.
- Regular progress meetings with parents/carers for which detailed reports are prepared.
- Sharing of professional reports with parents.
- Implementation by school staff of recommendations made and strategies devised external professionals to support children and/or their families.
- SENCo attends multi-disciplinary assessments as required.



Access to Medical Interventions:

- Regular update sessions between SENCo / Early Help Leader and school nurse.
- Initial meetings with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans.
- Liaison with medical professionals, e.g. GPs, hospital consultants and mental health practitioners, providing ongoing treatment to children in the school.
- Posters with photographs of child and detailing the child's condition and, where relevant, required medication displayed in staffroom, the child's classroom and the school kitchen.
- Individual protocols for children with significant medical needs.
- Implementation of risk assessments.
- Some support staff trained in First Aid.

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Additional Needs Funding

How does the Moorgate Primary Academy know if children need extra help and what should I do if I think my child may have special educational needs?

- We receive information from pupils' previous schools.
- The progress of all pupils is monitored regularly by class teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned.
- If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Needs Coordinator (SENCO) as appropriate.

How will Moorgate Primary Academy staff support my child?

- When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further.
- We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.
- Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCo on the progress of pupils with SEND

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

- All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.



- Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary

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

- Annual reports and once termly Parents' Evenings give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties.
- When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting.

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

- The well-being of all of our pupils is our primary concern at Moorgate Primary Academy. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and are integral to our curriculum and are taught explicitly on a weekly basis.
- Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need
- Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place.
- Pupils' views are sought through school council and other forums.

What specialist services and expertise are available at or accessed by Moorgate Academy?

- All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.
- Educational outside agencies include: Educational Psychology (EPS); Behaviour Support (BS); Learning and Language Support (LLS); Outreach Services, including ASD; Minority Ethnic Achievement Service (MEAS).
- Specialist health services such as Speech and Language Therapy (SALT); Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); Behaviour Clinic, other health professionals
- We work with Social Services, Staffordshire Family Support and Community Police
- We also have a Home School Link Worker to support families starting in April 2015.

What training have the staff supporting children with SEND had or are having?



- We regularly invest time and money in training our staff to improve Wave 1 provision for all students, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions).
- Our Special Educational Needs Co-ordinator (SENCo) is a qualified and experienced teacher and holds the National Qualification in Special Educational Needs, as well as receiving ongoing SEN training in specific areas.
- All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND, for example in dyslexia, Autism, speech and language needs.

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

- Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.
- Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.

How accessible Moorgate Primary Academy environment?

- We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.
- We monitor the languages spoken by families in our settings and make use of translation sites via our website and endeavour to arrange for a translator to attend meetings when necessary.

How will Moorgate Primary Academy prepare and support my child to join the setting /school, or transfer to a new setting?

- We have an Induction programme in place for welcoming all new learners to our setting
- We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition
- Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.



Moorgate

How are Moorgate Primary Academies resources allocated and matched to children's special educational needs?

- Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.
- We seek to ensure a 'value for money' service, therefore all interventions are costed and evaluated.

How is the decision made about what type and how much support my child/young person will receive?

- Quality First Inclusive Practice (Wave 1) is clearly defined in our setting and we expect all staff to deliver this.
- Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the SEN Governor.

How are parents involved in Moorgate Primary Academy? How can I be involved?

- We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations.
- Class Teachers are usually available at the end of the school day to discuss any issues / concerns parents / carers may have.
- Parents are invited to become involved in school-life through a number of means e.g. the PTA, parent forums, hearing children read and ongoing invitations to school events throughout the year.
- We host parent afternoons to model our approaches to learning, giving parents the confidence to support their child's learning at home.
- Our Governing Body includes Parent Governors/representatives.

Who can I contact for further information?

- In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SEND, further information and support can be obtained from the SENCo (Miss Wormall)