



MOORGATE PRIMARY ACADEMY: SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

Moorgate Primary Academy SEND Information Report is written with due regard to the Children and Families Act, published in June 2014. The revised Special educational needs and disability code of practice: 0-25 years (2014) is the statutory guidance that has been published to exemplify statutory duties that bodies such as local authorities, governing bodies of schools, NHS Trusts and Clinical Commissioning Groups must comply with to ensure that the needs of children and young people with special educational needs and disabilities are met. Schools must also comply with the Equality Act (2010) when making provision for all learners.

From September 2014, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25.

This is known as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Staffordshire LA has devised a local offer in collaboration with parents, children and young people, NHS health trusts and other providers from the statutory and voluntary sector. Latest information about Staffordshire's local offer can be accessed at:

<http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/Localoffer/local-offer.aspx>

Aims of provision at Moorgate Primary Academy

Moorgate Primary Academy's core moral purpose is encapsulated in the vision statement for the academy: Achieve, Challenge, Enjoy!

Our focus is on learning not just within and across all subject areas but also the personal development of all learners who attend our academy. We strive to inspire all learners to go beyond what they consider possible for themselves, to experience and try new things and to realise all aspects of their potential.

At Moorgate Primary Academy, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages him or her to achieve his or her full potential.

Moorgate Primary Academy's SEND Information Report should be read in conjunction with the following:

- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Complaints Policy
- Equal Opportunities including Race Equality Policy
- Home Academy Agreement
- Learning and Teaching Policy

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/SEND

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Admission

The current arrangements for the admission of children with identified special needs provide for parents/carers to be invited into academy to discuss how best Moorgate Primary Academy can meet those needs.

If the number of applications for admission to the academy exceeds the academy's Published Admission Number, places are allocated first to those pupils whose statutory statement of special educational need or Education, Health and Care Plan (EHC, the new plan which will gradually replace existing statements or be prepared for new applicants from September 2014), names the

academy as the most appropriate mainstream academy that meets the learner's needs. Please refer to Moorgate Primary Academy's Admissions policy for further details of admission arrangements and procedures.

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the academy.

Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

Work with and in support of outside agencies when the pupils' needs cannot be met by the academy alone. Some of these services include Schools and Families Specialist Service (SSFS), Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS. Family network of SENCOs, SENSS and AOT.

Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in our academy where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through academy by wider opportunities such as school council, residential visits, and playground buddies in the playground.

People who support learners who have SEND and/or disabilities at Moorgate Primary Academy

The following people have responsibility for your child's education at Moorgate Primary Academy:

Your child's Class Teacher is responsible for:

- Ensuring that all children in his/her class are provided with high quality teaching and learning opportunities and that the curriculum is appropriately adapted (differentiated) to meet your child's individual need
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc) and discussing amendments with the SENCO as necessary
- Writing Individual Learning Passports, and sharing and reviewing these with you at least once each term and planning for the next term

- Ensuring that all members of staff working with your child in academy are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in academy are supported in delivering the planned work/programme, so that all children can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources
- Ensuring that the academy's SEND Policy is followed in the classroom and for all the pupils they teach with any SEND and/or disabilities

You can contact your child's class teacher by talking to them at the end of the day or by making an appointment to meet, via the academy office. Questions regarding your child's learning and progress should be asked of your child's class teacher.

Learning Support Assistants

Additional support may be offered to your child by a Learning Support Assistant (LSA) if a high level of additional adult support is required to enable his/her engagement in learning. Learning Support Assistants play a very valuable role in facilitating your child's learning and monitoring progress in liaison with your child's teacher. We welcome daily dialogue between parents and LSAs on how a child's day has been. Questions about your child's learning and progress should be asked of your child's class teacher.

The SENCO

The SENCO with responsibility for co-ordinating Special Educational Needs is Miss Villers. She is responsible for coordinating all the support for children with special educational needs (SEND) and or disabilities, and developing the academy's SEND Policy to ensure all children get a consistent, high quality response to meeting their needs in the academy. The SENCo will ensure that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting and becoming involved in reviewing how they are doing
- part of planning ahead for them

She will:

- Provide specialist support for teachers and support staff in the academy so they can help your child (and other pupils with SEND and/or disabilities in the academy) to achieve their potential through using a 'graduated response' to providing SEND support
- Support your child's class teacher to write Individual Education Plans (IEP) that specify the targets set for your child to achieve
- Organise training for staff so they are aware and confident about how to meet the needs of your child and others within our academy
- Update the academy's SEND register, a system for ensuring all the special educational, physical and sensory needs of pupils in this academy are known and understood, and making sure that there are up-to-date records about your child's progress and needs
- Advise on the use of the SEND budget and other resources to meet the needs of learners with SEND effectively
- Liaise with all the other professionals who may be coming into academy to help support your child's learning e.g. Speech and Language Therapists, Educational Psychologists, SENSS from Staffordshire Local Authority, Occupational Therapists, Physiotherapists etc.
- Liaise with early years providers, other schools from which learners may be joining Moorgate Primary Academy and schools to which learners are transferring, to ensure that a learner's needs are comprehensively provided for and a smooth transition planned

- Work with the Headteacher and Governors to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access requirements

Arrangements to meet our SENCo, Miss Villers, can be made through the academy office.

Mr Williams is the Headteacher of Moorgate Primary Academy. He is responsible for:

- The strategic leadership and day to day management of all aspects of the academy, this includes the support for children with SEND and/or disabilities. He will give responsibility to the SENCO and class/subject teachers but has overall responsibility for ensuring that your child's needs are met
- Ensuring that staff performance management arrangements and professional development emphasise the importance of high quality teaching and progress for all learners in the academy including those with SEND

Identification of children with SEND

Provision for children with SEND is a matter for the academy as a whole. In addition to the Local Academy Council, the Head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

At the heart of all our classes is a continuous cycle of planning, teaching, assessing and reviewing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Learners may be identified at any stage, from Nursery to Year 6. The following means of identification may occur:

- Learner's own concerns
- Parental concern
- Teacher's concern identified by observation or assessments made over time
- Outside agency concern e.g. Health visitor, Speech and Language therapist
- Concerns raised by a previous academy
- Early Years Foundation Stage (EYFS) Profile
- SATs scores
- Assessment
- Further diagnostic testing may be used to identify specific areas of need to be targeted.

Maximising opportunities for learning within our curriculum

All staff working with learners at Moorgate Primary Academy, including those with SEND and/or disabilities, will ensure that their needs are met by:

- Maximising learning experiences through effective planning which takes account of the diverse needs of all learner
- Catering for differing abilities and interests: have high but appropriate expectations of all children
- Using prior knowledge assessments to guide each learning opportunity, adapting learning expectations in line with this assessment technique so that all learners receive challenge e.g. A lesson may be adapted in order to give extra support or extra challenge in line with each child's level. Future planning will be adapted depending on the outcome of a lesson
- Sharing clear and appropriate learning challenges which are accessible to all pupils, so that the children understand the purpose of a lesson. This could be shared as an "I can...."

title" to be self-assessed at the end of the lesson or through regular oral discussion of the objective

- Sharing lesson outcomes and setting these in real life contexts e.g. 'By the end of the lesson we willHow might this be useful in new situations/real life?'
- Having the confidence to be flexible and take risks, not always sticking rigidly to the planning but knowing when it is right to use the children to guide the lesson towards the lesson objective
- Planning for and providing all learners with specific challenge/extension tasks in order to motivate and extend children's learning potential
- Using time efficiently to ensure that the pace of lessons and learning is maximise
- Using tracking data on a regular basis to target and implement strategies for children who are making less than expected progress
- Differentiating and adapting their planning in order to meet the needs of all the learners in their class, and annotating plans to ensure that specific needs are considered
- Using questioning throughout a lesson to assess and review learning in order to challenge and support all learners. If necessary adapt a lesson to meet all learners' needs e.g. if an activity is too easy/hard adapt it for specific children there and then
- Using and valuing children's own self/peer assessments in order to assist planning and future differentiation
- Judging the pupils' understanding with accuracy and use this to inform future learning opportunities/planning: through the use of success criteria, self and peer assessment, questioning, prior knowledge assessments as well as subject specific assessment procedures
- Being able to identify where a pupil is, and provide necessary stimulus to ensure that pupil recognises and accepts the next stage of learning
- Having high expectations and using curriculum targets as well as individual targets to motivate all learners to achieve more through oral and written feedback
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child
- Putting in place specific strategies, which may be suggested by the Inclusion Leader (SENCo) or staff from outside agencies, to enable your child to access learning tasks

How Moorgate Primary Academy Primary staff will respond to learners who need additional support which is additional or different from other learners in their peer groups

Staffordshire Local Authority has produced a graduated response action plan for schools so that they can provide support for learners who require additional support. This is as follows:

To respond to pupils who have or may have SEND

Review the **quality of the differentiated teaching being provided** to the pupil, and if necessary, improve teachers' **understanding and implementation of strategies** to identify and support vulnerable pupils.

Class teacher to **collate and scrutinise data** (attendance, achievement, progress, parental concerns etc.) using national comparisons, formative assessment and other assessment tools the academy may use.

If pupil has **additional needs** e.g. is looked after, has medical needs, has emotional, social and mental health needs, etc., teacher to liaise with those with responsible.

For higher levels of need, the class/subject teacher should liaise with the SENCo and a request to external agencies to provide advice and assessments should be considered.

If there are housing, family or other domestic needs, the SENCo might consider that a multi-agency approach might be required to respond to the pupil's needs. In this case a Common Assessment framework (CAF) may be instigated.

The teacher, with support from SENCo, if judged necessary, should undertake **an early discussion** with parents and pupils to add information to the initial assessment on areas of strengths, difficulties and concerns.

The **Academy's core offer** should be used to agree with parents and pupil, the best way to achieve outcomes sought for the pupil and to identify the steps needed to achieve these.

At this point, a decision needs to be made whether outcomes can be achieved by adapting the Academy's core offer or whether **different to and additional from** action is required.

A record should be taken of the meeting that includes the **actions** to be taken **by the parent, the pupil and the teacher** in order to reach the expected outcome. A clear **date for review** should be agreed.

The pupil's record on the **academy information system should be amended** to identify the record of the meeting and a **copy of the record should be provided to the parents**.

If it is decided the child has SEND i.e. requires **special educational provision** to be made for them, this decision should be recorded in the academy records and parents formally informed. The teacher working with the SENCo, should identify the action required to **remove barriers** to learning and put effective **special educational provision** in place.

The provision offered should reflect a **graduated approach** and be delivered via a four part cycle:

1) Assess. The teacher working with the SENCo should carry out an **analysis of the pupil's needs**. This assessment should be **reviewed regularly** and should be **shared and discussed with parents**.

2) Plan. The teacher and the SENCo should agree in consultation with the parents and the pupil, the **adjustments, interventions and support** to be put in place, as well as the **expected impact** on **progress, development or behaviour** along with a clear **date for review**.

The record should include any additional action needed to support **transitions** or **preparation for adult life**. The support selected to meet the outcomes should be based on **evidence of effectiveness**. Staff who deliver the support should be **knowledgeable and skilful**. **Parents must be informed** of support provided, and where possible, should be **involved to reinforce or contribute** to progress at home.

3) Do. The **teacher is responsible** for the **daily work** with the pupil to attain outcomes. If support is provided away from the classroom, teachers still retain responsibility for progress and **should work closely** with those delivering the support **to plan and assess impact** and to **link the work to classroom teaching**. The **SENCo** should support the teacher in **further assessment of the pupil's strengths and weaknesses**, in **problem solving** and **advising** on the effective implementation of support.

4) Review. The **impact of the support** should be reviewed and the class teacher working with the SENCo, and in consultation with the parent and pupil, should **revise the support** in light of the progress achieved.

If a pupil continues to make **less than expected progress** despite evidence based support and interventions matched to their areas of need, the academy should discuss with parents **the need to involve outside specialists**.

The SENCo, teacher, specialists and parents should consider evidence-led teaching approaches, equipment, strategies and interventions that may be utilised to support pupil progress.

The provision should aim to **deliver the outcomes agreed** and a **termly review date** set where the teacher, supported by the SENCo, can discuss progress achieved with the parents. The **views of the pupil** should be included in these discussions.

A record of the outcomes, action and provision agreed in the discussion should be shared with **appropriate academy staff** and a **copy given to the parents**. The academy information management system should be updated as appropriate.

Where despite relevant and purposeful action to identify, assess and meet the SEND of the pupil, **they have not made expected progress**, then the academy and/or parents should consider **requesting an Education, Health and Care assessment**.

Children in academy will receive support that is specific to their individual needs. This may be provided by the class teacher or may involve:

- Other staff in the academy e.g. Curriculum Leader, SENCO, Deputy Headteacher and Headteacher
- Staff who will visit the academy from Local Authority services such as Educational Psychology; the Autism Outreach Team for those learners diagnosed with an Autism Spectrum Disorder; Special Educational Needs Support Service (SENS) for learning and Dyslexia support; Behaviour Support Service; the Specialist Support Service for learners with a hearing or visual need; Physical Disability Support Service (PDSS); Two Rivers Key Learning Centre for Cognition and Learning; Social Workers
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT); Occupational Therapy (OT); Physiotherapy; Midlands Psychology; Academy Nurse Service; Child and Adolescent Mental Health Service (CAMHS); Educational Welfare Officers

Types of support available

There are a variety of types of support available for children with SEND and/or disabilities at Moorgate Primary Academy:

Intervention Groups

Any child who has specific gaps in their understanding of a subject/area of learning may receive support through specific small group work. These groups may be run in the classroom or in another area of the academy. It may be run by a teacher or a Learning Support Assistant who has had training to run these groups.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and his/her peers
- He/She will plan group sessions for your child with targets to help your child to make more progress
- A Learning Support Assistant/teacher or outside professional (like a Dyslexia Support teacher) will run these small group sessions using the teacher's plans, or a recommended programme

There are some children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching and intervention groups

If your child has been identified as needing more specialist input instead of or in addition to Quality First Teaching in the classroom and intervention groups, referrals will be made to outside agencies to advise and support the academy in enabling your child to make progress. Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the academy to refer your child to a specialist professional e.g. a Speech and Language Therapist, academy nurse for advice on physical or sensory issues and onward referral to a health professional or Educational Psychologist.

This will help the academy and yourself understand your child's particular needs better. If the referral is accepted, the specialist professional will work with your child to understand his/needs needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to facilitate learning
- Support to set targets which will include their specific professional expertise · Your child's involvement in a group run by academy staff under the guidance of the outside professional e.g. a social skills group
- Group or individual work with an outside professional

Specified Individual support for your child in our Academy:

This is usually provided via a Statement of Special Educational Needs (provided until September 2014 and those in existence still remain valid) an Education, Health and Care Plan (EHC) (from September 2014) or through application to the Local Authority for higher level needs funding. This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already delegated to the academy. This level of support would be appropriate for children whose learning needs are severe, complex and lifelong and who as a consequence need a high level of support in academy. Usually, if your child requires this high level of support he/she may also need specialist support in academy from a professional outside the academy. This may be from:

- Local Authority services such as the Autism Outreach Team, Physical Disability Service, or Sensory Service (for learners with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or Child and Adolescent Mental Health Services (CAMHS)

The Assessment Process for an Education, Health and Care Plan (EHC)

For learners, who have a lifelong, complex set of needs or who, despite relevant and purposeful action taken to meet their SEND, fail to make expected levels of achievement, the academy or parents may consider requesting an Education, Health and Care assessment to be undertaken by the Local Authority. The assessment pathway and plan will be focused on the outcomes the child or young person (0-25 years) seeks to achieve across education, health and care to enable them to achieve at academy and college and to make a successful transition to adulthood. An application for an assessment will not always lead to a plan being made. EHC plans will set out how services will work together to meet the child or young person's needs and in support of those outcomes. The co-ordinated assessment and planning process will put the child and their parents or the young person at the centre of decision making.

The academy (or you) can request that the Local Authority carry out an assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Staffordshire Cares website.

<http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/sendreforms/ehc-plan.aspx>

The Parent Partnership Service should be able to help you through this process if you require.

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

The Code of Practice states that Local Authorities must collaborate with parents and young people throughout the process so that their aspirations are fully included in the assessment. The application paperwork provided will need to clearly demonstrate the provision already in place for your child and how effective this has been

- After the request has been sent to the Local Authority (with a lot of information about your child, including some from you and the academy), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the academy to continue with support in academy. The LA must decide if it will make this assessment within 6 weeks of the request
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an EHC Plan. If this is not the case, they will ask the academy to continue with the support to ensure your child makes as much progress as possible
- If produced, the EHC Plan will outline the individual/small group support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child
- Additional adults may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Support for children with identified special needs starting at Moorgate Primary Academy:

- We will first invite you to visit the academy with your child to have a look around and speak to staff, including the SENCo. Further visits may be planned if it is decided they could assist your child. Any concerns that you have should be raised at this meeting so that they can be immediately addressed and solutions found
- If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- The SENCo and/or your child's key person may make a home visit or visit your child if they are attending another academy or early years setting
- Records will be requested from your child's current Early Years or Academy setting so that positive strategies already in place may be built upon
- We may suggest adaptations to the settling in period to help your child to settle more easily

FREQUENTLY ASKED QUESTIONS

The following are some questions that parents often ask in connection with their child's SEND and/or disabilities

How can I let the academy know I am concerned about my child's progress in academy?

- If you have concerns about your child's progress you should speak to your child's class teacher initially. They will log the concerns and put in to place a short term intervention. This will then be reviewed and outcomes shared with parents, before deciding on what happens next.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Inclusion Leader (SENCO)
- You are also welcome to raise these concerns with Mr Williams, Headteacher
- If you still have concerns, you can speak to the academy SEND Governor

How will the academy let me know if they have any concerns about my child's learning in academy?

- When you as a parent or a teacher has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the Inclusion Leader (SENCo)
- If your child is then identified as not making as much progress as his/her peers, the academy will make a decision about whether to monitor this or set up an additional support strategy and will inform you. If your child is still not making expected progress the academy will discuss with you any concerns you may have and any further interventions or referrals to outside professionals to support your child's learning and how we can work together to support your child at home/academy

How is extra support allocated to children?

The academy budget, received from Staffordshire LA, includes money for supporting children with SEND through the Age Weighted Pupil Unit; the Notional SEND budget; Pupil Premium Funding for those eligible e.g. children entitled to free academy meals currently or in the last 6 years, looked after children or children from Forces families; or Additional Educational Needs funding for those pupils with higher level complex needs and lifelong conditions. The Head Teacher decides on the budget for Special Educational Needs in consultation with the academy governors, on the basis of the needs of the children currently in the academy. The support is then allocated as follows:

- The Head Teacher and the SENCo discuss all the information they have about SEND in the academy, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected.
- They will decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed
- Learners may be provided with additional support through:
 - in-class support from learning support assistants
 - small group support from learning support assistants or teachers
 - specialist support e.g. 1-1 tuition
 - support from external agencies
 - provision of specialist resources e.g. ICT equipment or software
 - targeted training and development for staff
- Additional support to be provided for your child will be discussed with you
- For learners with a statement of SEND or EHC plan, the entitlement to additional support will be reached when the plan is produced or discussed and amended following annual review

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

All academy staff are responsible for ensuring the well-being of each child in his/her class. If there are particular concerns at any particular time, with your permission, our Early Help Leader will talk to your child and help to support him/her. As part of this process, she may ask to talk to you to gain more information about your child's needs or personal circumstances.

In order for your child to make the best possible advantage of all that is to offer at Moorgate Primary Academy, regular attendance is necessary. A child with an SEND or disability may have medical conditions for which he/she need support to maintain regular attendance. The academy will provide whatever assistance is necessary and possible to provide using its resources efficiently, to ensure that each child can maintain regular attendance e.g. administer medication, provide personal care support. The academy employs an Early Help Leader to support families in improving attendance.

If your child requires regular administration of medication to control his/her condition, a volunteer member of staff will be allocated to administer it. If training is required, this will be sought through the academy nurse service. All medication will be administered following the LA guidelines and DfE guidelines included in Supporting Pupils at Academy with Medical Conditions (2014).

All learners with medical needs will have a detailed Health Care Plan, compiled in conjunction with the academy nurse and parents.

If your child has a SEND or disability that means that he/she requires additional personal care, Moorgate Primary Academy Primary Academy will ensure that there is an appropriately trained person available to assist with or provide personal care. Children will be enabled to be as independent as possible in this process and our safeguarding policy will be adhered to at all times.

Programmes devised by health and education professionals in conjunction with the Inclusion leader (SENCo) will be carried out by relevant academy staff to ensure the continued development of the child with a SEND or disability e.g. OT, Physiotherapy, Speech and Language Therapy, Circle of Friends.

At Moorgate Primary Academy we take pride in the involvement learners have in their own development. We ask them for their views through pupil conferencing and through asking them to contribute to their IEPs and reviews. We take into serious consideration what they say and wherever possible include this in a subsequent plan. If a child has a communication difficulty, we use augmentative strategies to enable his/her contribution.

Through our Behaviour Policy and the importance placed on positive behaviour at Moorgate Primary Academy, we monitor behaviour issues in each class and during breaks and lunchtimes. Our lunchtime supervisors are kept informed of any learners with additional needs and provided with advice on how to deal with particular issues. We have an anti-bullying policy which is under continued scrutiny and review.

We devise positive behaviour plans and reward charts with those learners who require them. If necessary we can seek the advice of the Behaviour Support Service or the Educational Psychologist.

Who are the other people providing services to children with SEND in this academy?

Directly funded by the academy:

- SENCo
- Learning Support assistants, two trained to provide Fischer Family Trust Wave 3 Intervention for reading and one trained in Write away Together Wave 3 Writing intervention
- Learning Support Assistants
- Additional Educational Psychology input to provide a higher level of service to the academy, if required in individual cases

Funded centrally by the Local Authority but delivered at the academy, home or a nearby centre

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- SENSS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- Professional training for academy staff to deliver medical interventions
- Behaviour advice service
- Parent Partnership Service (to support families through the SEND processes and procedures)
 - Local Support Teams
- Physical Disability Support Service (PDSS)
- Midlands Psychology Service, which provides diagnostic and advice services for children on the autism spectrum

Provided and paid for by the National Health Service (Staffordshire and Stoke on Trent Partnership NHS Trust) but delivered in academy or at a local clinic:

- Academy Nursing Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy

Voluntary agencies:

- St Giles Hospice ~ Bereavement Counselling

How are the adults in our academy helped to work with children with an SEND and what training do they have?

- The SENCo's job is to support class teachers in planning for children with SEND
- The academy has a academy development plan, to improve the teaching and learning of children including those with SEND
- This may include whole academy training on SEND issues or to support identified groups of learners in academy, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the academy's approach for children with a SEND
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Outreach Team, SENSS or medical/health training to support staff in implementing care plans
- Training takes place on a regular basis. Recent training has included whole staff awareness
- The Inclusion Leader attends termly SENCO updates provided by Staffordshire LA and we receive regular visits from our allocated Educational Psychologist and SENSS advisor. If you would like to hear more about the training, which is currently taking place or has taken place by the staff members in the academy, please speak to the Inclusion Leader or Headteacher.

How will the teaching be adapted for my child with learning needs (SEND and/or disabilities)?

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access learning as independently as possible
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary
- Specific resources e.g. ICT and/or strategies will be used to support your child individually and in groups
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer

How will we measure the progress of your child in academy and how will you know about this?

- Your child's progress is continually monitored by his/her class teacher
- His/her progress is reviewed formally every term and a National Curriculum summative assessment made in reading, writing and maths three times each year as well as progress in other areas being monitored, as appropriate, such as attendance, engagement in learning and behaviour
- You will receive a report every year detailing your child's progress in all areas of the curriculum and his/her emotional and social well-being
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all academy's to do and are the results that are published nationally
- Children with SEND in academy will have a Learning Passport which will be reviewed with your involvement, every term and the plan for the next term made
- The progress of children with a statement of SEND/EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education invited to attend
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in

A range of ways will be used to keep you informed, which may include:

- Home/academy book
- Letters/certificates sent home
- Telephone calls
- Additional meetings as required
- Reports

How will my child be included in activities outside the classroom, including academy visits?

All the outside areas in academy are accessible to all pupils. If supervision is required to ensure a child's health and safety it will be provided by an appropriate adult.

When planning a visit to a place outside the academy, the teacher will need to ensure that you have been consulted about the visit and that an appropriate risk assessment has been made for

the visit, taking into account your child's SEND and/or disabilities. Support will be provided to enable your child to take part in all planned activities.

What support do we have for you as a parent of child with an SEND/and or disabilities?

- We would like you to talk to your child's class teacher regularly so we know what he/she is doing at home and we can tell you about what we are doing in academy. This is to ensure that we are doing similar things to support them both at home and academy and can share what is working in both places
- The SENCO or Head teacher is available to meet with you to discuss your child's progress or any concerns/worries you may have
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The Inclusion Leader (SENCO) will arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child
- IEPs will be reviewed with your involvement each term
- Home learning will be adjusted as needed to your child's individual needs
- Parent workshops will be arranged throughout the year, on themes such as 'Phonics', which you will be invited to attend
- A home/academy contact book may be used to support communication with you, when this has been agreed to be useful for you and your child
- A Team Around the Child (TAC) meeting may be arranged if there are several agencies involved with your child who need to communicate with you to ensure continuity
- You can request support from the Parent Partnership Team at the Local Authority. They can be contacted on 01785 356921 during office hours or e-mailed at: spps@staffordshire.gov.uk. Their website is:

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

- Newsletters for parents of children with SEND providing information about what activities are available in Staffordshire for children with SEND and their parents can be accessed at:

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

How have we made this academy physically accessible to children with SEND?

- The academy is a two storey building with access to the second floor via a lift as necessary.
- We ensure that equipment used is made accessible to all children regardless of their needs
- We take advice from the Physical Disability Support Service when each new child with a physical disability attends our academy so that all his/her needs are fully catered for
- There is a designated disabled parking space
- The academy has an accessibility plan which details further adjustments which are planned to be made in order to continue to meet the needs of learners with SEND and/or disabilities

How will we support your child when he/she is leaving this academy or moving on to another class?

We recognise that 'moving on' can be difficult for all children, but especially for a child with SEND/and or disabilities and take steps to ensure that any transition is as smooth as possible. When moving classes in academy:

- Information will be passed on to the new class teacher in advance and a 'handover' planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher
- Transition will be planned and for those children who need additional visual prompts or emotional support, this will be provided on an individual basis

If your child is moving to another school:

- We will contact the new academy's SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child
- We will make sure that all records about your child are passed on as soon as possible

Transfer to High School from Year 6:

- For those learners with a Statement of SEND or EHC Plan, the annual review in year 5 will provide a forum for discussion about high school provision and begin the process of decision-making. Parents will be supported during this process by the SENCO and other academy staff as appropriate
- For all learners with SEND, the SENCo will provide opportunities for parents to discuss their wishes about options for their children's secondary education. This will include outside agencies' involvement where possible
- Parents may wish to take advantage of the independent Staffordshire Academy Choice. Information can be found at

<http://www.staffordshire.gov.uk/education/academysandcolleges/admissions/academychoice/homepage.aspx>

- The SENCo will arrange a meeting with the SENCO from the High School to discuss the specific needs of your child. You will be invited to a meeting to meet the High School SENCo and discuss any concerns you may have.
- If your child has an Autism Spectrum Disorder, he/she will be invited to attend a small group in academy organised by the Autism Outreach Team, to support his/her understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new academy
- Where possible your child will visit their new academy on several occasions, your child may be accompanied on these visits by a member of staff. In most cases staff from the new academy will visit your child at Moorgate Primary Academy

Complaints Procedure

Through working in partnership with parents, the academy staff team wish to offer every opportunity for you to ask questions and express any concerns through your child's class teacher, SENCo or Head Teacher.

However if parents/carers wish to make a complaint with reference to Moorgate Primary Academy's SEND provision, they are advised to refer to the academy complaints policy and procedure, a copy of which is available from the academy office.

Review

This Academy Information Report will be updated on an annual basis, and more frequently if required.

Date when Academy Information Report was devised: September 2023

Date when next review is due: September 2024

GLOSSARY OF TERMS

ASD- Autism Spectrum Disorder

CAMHS- Child & Adolescent Mental Health Service

EHC plan- Education, Health, Care Plan

EP- Educational Psychologist

IEP- Individual Education Plan

LA- Local Authority

SALT- Speech and Language Therapist

SEND- Special Educational Needs

SEND- Special Educational Needs and/or Disabilities

SEND Code of Practice The document that sets out the legal requirements for SEND

SENCO - Special Educational Needs Coordinator

SENSS - Special Educational Needs Support Service