



Moreton Church of England Primary School

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SEN School Information Report

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SPECIAL EDUCATIONAL NEEDS School Information Report

'Growing Together in Faith, Knowledge and Love'

Local authorities are required to set out and publish a **local offer**. This explains how they will work with parents, local schools and colleges, as well as other services such as Health and Wellbeing services. This will encourage a more joined-up process when delivering services for children with Special Educational Needs and Disabilities (SEND). It will also make the system less stressful for families by giving parents more information about the services and expertise available locally and increasing their choice.

Vision statement

At Moreton we believe that all students should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any pupil who has SEND. We support pupils with SEND to be included in all aspects of school life and endeavour to identify every individual's strengths in addition to providing high quality teaching and provision to support identified areas of difficulty.

What kinds of Special Educational Needs Disabilities [SEND] are there and how do we support them?

A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that which is ordinarily available to pupils of the same age. Special educational needs and provision can be considered as falling under four broad areas: cognition and learning; communication and interaction; social, emotional and mental health; sensory and/or physical.





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	<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental health</u>	<u>Sensory and/or Physical</u>
Quality first Teaching and Adaptation	• Differentiated curriculum planning, activities, delivery, and outcome. • Focused and modelled group work with teacher/ LSA e.g. guided reading/writing/ maths • In class support from a LSA/ teacher • 1:1 reading with LSA • Visual timetables • Use of writing frames • Thesauri & dictionaries • Working walls with relevant vocabulary and models to follow • Times table Rockstars and Spelling Frame	• Differentiated/ adapted curriculum planning, activities, delivery and outcome, e.g. simplified language. • Increased visual aids/modelling etc. • Visual timetables • Use of symbols • Structured school and class routines	• Whole school Behaviour & Learning Policy • School Values • Class reward and sanction systems • Access to a key person within the school • Access to Pastoral Care via LSAs and teachers • Pupil voice interviews • Forest School and regular outdoor learning opportunities • PSHE curriculum includes learning about mindfulness and growth mindset	• Flexible teaching arrangements • Staff informed and aware of impairment. • Medical support • Access to equipment, e.g. sloping boards, pencil grips, etc. • Modified worksheets • Use of the sensory room and calm space • Nurture environment for less structured times



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SEN SUPPORT <i>Teacher led</i>	• Booster Literacy Groups • Booster Maths Groups –In class support from LSA • Teacher Led Booster • Fresh Start / Read Write Inc • EPS Maths • Cued Spelling • Precision teaching • Additional phonics intervention • Additional phonics support • Additional 1:1 reading support • Toe-by-Toe reading intervention • Additional Literacy and Maths 1:1 and small group support/tuition • Small group and 1:1 Tuition • Support from the LA Teaching Services. • Termly One plan meetings and reviews.	• In class support from LSA with some focus on supporting speech and language. • Speech and language interventions (where applicable) • Modelled language activities • A whole school focus on oracy • Collaborative learning opportunities to promote discussion • S&L therapy sessions (tailored programme) • Talk boost • Support from the Specialist Teaching Services. • Social Stories • Termly One plan meetings and reviews.	• Small group support groups • Seesaw- Pupil Asset • Adult support for unstructured activities • Emotional Support • Breakfast club before school • After school clubs • Forest school/ outdoor learning sessions • Use of sensory room/ chillout space • Lunchtime groups including nurture • Individual rewards charts • Support from Emotional Wellbeing and Mental Health Services. • Support from Social Care • Support from Early Help Team • Support from LA Social Services • Support from the LA Teaching Services. • Team around the Family (TAF) meetings • Lego Therapy • Zones of Regulation • Socially Speaking • 6s and 7s • Drawing and Talking • Consistent Management Plans- as part of One Plan • Termly One plan meetings and reviews.	• Additional handwriting practice • Access to equipment, e.g. sloping boards, pencil grips, wobble cushions etc. • Access to iPads • Screens- for individual learning spaces. • Fiddle toys available • Use of technology to support recording of work • Theraputty and fine motor strategies • Motor skills programme for small group or individuals. • Gym Trail • Large Trim trail • Support from the Physiotherapist • Support from Occupational Therapy Services • Support from the Specialist Teaching Services. • Termly One plan meetings and reviews.
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Education, Health and Care Plan	• Access to external SEND resources and advisory teachers • Support from Educational Psychologist • Support for inclusion partner and other LA specialists. • Individualised LSA support (as specified by the plan) • Annual Review meetings	• S&L support, e.g. speech therapist and/or LSA • S&L therapy programme • Autism Outreach Team • Additional Makaton training • Annual Review meetings •	• Support from Educational Psychologist • Support from inclusion partner. • Specialist support from therapists • Annual Review meetings	• Individual support in class and PE (as needed) • Physiotherapy programme • Tailored Occupational therapy programme. • Access to ICT programmes • Annual Review meetings
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How will children with Special Educational Needs be identified and what sorts of assessments will be completed?

Children with SEND may be identified by a range of means, and assessed according to the perceived need(s) by one or more methods, as detailed below:

- Baseline tests to include assessment of reading ages and/or spelling ages (standardised scores).
- Teacher / LSA / SENCo identification through observation, marking, intuition, or the receipt of outside agency reports
- Checklists (Emotional literacy, Sensory, environmental)
- Parent information concerns
- Tracking progress through intervention and booster groups
- Pupil Asset analysis
- Phonics screening (Half termly-as per literacy policy)
- Speech and language screening (Wellcomm screening on entry to Reception) Use of SALF, TalkBoost
- Early Years baseline assessment
- Phonological awareness assessment
- Literacy assessments (AFALs)
- Maths assessments (Assertive Mentoring)
- Use of Essex County Council's Ordinarily Available documents
- Pre-school assessments and liaison between settings
- Therapist assessments e.g. speech and language
- An Education, Health Care Plan in place either pre-admission or obtained during child's placement at school



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- Liaison between feeder pre-schools or previous placements as part of transition planning
- Personal, Social Development (PSD) levels
- Social and Emotional Skills assessment

Who is responsible for the Special Educational Needs provision in school?

- The SENCo, responsible for the co-ordination of SEND provision throughout the school, is Becky Barros, contact via senco@moreton.essex.sch.uk

Available Monday – Wednesday

- The lead LSA for supporting SEN provision is Sarah Anderson
- The pastoral support worker is Karen Jordon.
- The governor/s responsible for SEN is Maria McGowan, contact via the school office admin@moreton.essex.sch.uk

What arrangements are there for consulting parents of children with Special Educational Needs and involving them in their child's education?

We consult parents formally through:

- Twice yearly Parent Consultations meetings
- Annual reviews for children with an EHCP
- Termly One Plan review meetings (as part of parent consultation unless required otherwise)
- Gathering parent views via questionnaire
- Team Around the Family (TAF) meetings (for individual pupils)

We consult parents informally by:



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- Discussion at the door
- Messages in communication books
- Sending emails
- Inviting parents in to meet with the specialist teachers, Educational Psychologists and outside agencies.
- Phone calls

What arrangements are there for consulting young people with Special Educational Needs and involving them in their education?

It is important that children are involved in the discussions that lead to decisions being made about them, which will affect their future. To find out what our children think we use:

- One-page profiles/Sensory profiles and One Plans
- Conversations with teacher / learning support assistant [LSA]/ Special Educational Needs Co-ordinator [SENCo]
- Participation in progress reviews in class.
- Completion of pupil questionnaires

All of which are conducted in a manner appropriate to the age and needs of the child.

What arrangements are there for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?

In order to find out how well our children are responding to the support they are receiving and discuss this progress with them and their parents we use a range of methods:

- Baseline assessments to show the starting point followed further in-school assessments or by outside agencies followed by progress reviews
- Pupil views, collected as detailed above
- Parent views
- Pupil progress meetings
- Observations
- Person Centred Approach - One Planning Meetings
- TAF meetings (Team Around the Family)



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- Specialist teacher /outside agency feedback meetings

What arrangements are there for supporting children and young people in moving between phases of education?

We consider the transfer of knowledge from one setting or key stage to another to be imperative in ensuring continued effective support for pupils with SEND. Below are detailed the arrangements in place to make sure that there is ample opportunity to ensure informative communication and preparation at each stage of transition.

From pre-school to EYFS:

- Home visits
- Nursery / pre-school visits and liaison, including exchange of any relevant written information
- Team around the child [TAC] meetings
- Welcome meetings and booklet
- School tours
- Additional transition visits, if necessary, to support the school induction programme
- Transition programme
- Photo books to reinforce class structures, resources, staff etc.

From EYFS to Key Stage 1:

- Transition programme
- Welcome meetings to set out expectations
- Move round days for Key Stage 1 teachers to visit Foundation children
- Joint moderation and hand over meeting
- Photo books to reinforce class structures, resources, staff etc. if necessary

From Key Stage 1 to Key Stage 2, as above plus:

- Transition programme
- Transition visits



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- Liaison with SENCo
- Photo books to reinforce class structures, resources, staff etc. if necessary

From Key Stage 2 to Key Stage 3, as above plus:

- Additional visits to secondary schools if required
- Parents encouraged to visit a range of secondary schools to ascertain right secondary provision for their child
- Supporting Workshops (via Multischools Council)
- Support for parents when visiting secondary schools
- Year 7 children to visit to share their experiences
- Secondary SENCo to visit children in primary school
- Year 6 annual reviews with Secondary SENDCo invited.
- Photo books to reinforce class structures, resources, staff etc. if necessary

Moving between schools

- Liaison between the SENCo/Specialist teachers and Outside Agencies
- Paperwork to be forwarded as soon as possible
- Meeting with the parent and child and new / previous school as required
- Visit to school
- Photo books to reinforce class structures, resources, staff etc. if necessary

What is the approach to teaching children and young people with Special Educational Needs?

We recognise that, 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' [Code of Practice; 2015 : 6.36]. This includes quality first teaching, but, in addition, may include:

- A graduated approach linked to Assess, Plan, Do, Review (SEND Code of Practice)
- Placement on SEN Register according to need and severity as needing SEN Support or in receipt of an Education, Health Care Plan
- Provision which is 'additional to and different from'
- Relevant research-based intervention programmes linked to the Essex Provision Guidance Toolkit



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- 1:1 targeted support, if felt appropriate, decided by school in consultation with parents and specialists
- Response to advice received from specialist outside agencies, e.g. educational psychologist reports, speech and language therapist assessments and plans, reports from occupational therapists, physiotherapists, or other health professionals such as paediatricians etc.

How are adaptations made to the curriculum and the learning environment of children and young people with Special Educational Needs?

Adaptations may be made by making reasonable changes to the physical environment, such as:

- Ramps and handrails to make the site accessible
- Toilets adapted for disabled users
- External double doors in some parts of the building
- Changing hoists/shower room

In addition, where appropriate:

- Use of assistive technology
- Visual timetables
- Advice taken from specialist teachers
- Specialist resources (hearing radio aid)
- Adjusted playtime provision
- Parent recommendations

Please also see the following documents for further clarification, available on our school website:

- Disability Policy
- Accessibility plan
- Equality policy



What expertise and training do staff have in supporting children and young people with Special Educational Needs and how is specialist expertise secured?

Staff have received training relating to SEN, including:

- One Planning Training
 - Lego Therapy training
 - Forest School training
 - Trauma Perceptive practise
 - Speech and Language training
 - Precision monitoring
 - Mental Health First Aid
 - Autism Education Trust – Leading Good Autism Practice
 - Metacognition
 - Developing Independence
 - Drawing and Talking
 - EPS Maths Training
 - Talk Boost
- Attendance by SENCo at update meetings to ensure knowledge and practice is relevant and informed
- Specific medical training for staff
 - Epi-pen
 - Asthma training
 - Diabetes
 - First Aid



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In addition, all staff will receive training when required and available (including medical training); they will attend various training programmes organised by the local authority as available, when appropriate.

Specialist expertise is secured from a range of sources, including:

- Specialist teachers/ inclusion partners
- Paediatricians
- Educational psychologists
- Speech and language therapists
- Occupational therapists
- Children's and Adolescents Mental Health Support Service
- Play therapists
- Healthy Family and Schools Practitioner
- Counsellors
- School nurses

How is the effectiveness of the provision given to children and young people with Special Educational Needs evaluated?

The provision given to pupils is evaluated using a range of assessment tools, starting with a baseline assessment to identify progress made, and includes the use of:

- Arbor Data Analysis
- EYFS (Early Years Foundation Stage) profiles
- Attendance and exclusion data
- Attainment and progress evaluations
- Intervention reviews (session by session and summative)
- Annual Reviews (for pupils in receipt of an Education Health Care Plan)
- Parent Views
- Child's views
- Teacher reports
- Ofsted
- Annual school reports
- Exit forms from interventions
- Soft data forms
- Specialist teacher comments
- One Planning reviews/meetings

If appropriate progress has been made, children may be removed from the SEN register



How are children and young people with Special Educational Needs enabled to engage in activities available for children and young people in the school who do not have Special Educational Needs?

It is imperative that any child with additional needs, no matter what, feel included within the school community and can take advantage of the opportunities offered to all children, albeit with some adaptations, if necessary. Apart from general inclusion in activities within school and the curriculum, sometimes aided by adult or peer support, pupils are encouraged to attend after-school clubs and take part in educational visits, including residential trips.

Additional support or adaptation may also be necessary to enable participation, such as:

- Social skills groups
- Circle time
- Development of a bespoke curriculum
 - Forest School and Outdoor Learning
- Practice with life skills
- Enrichment activities
- School council

What support is there for improving social and emotional development?

Emotional and social development is essential for our overall health and wellbeing. When our children are socially and emotionally well, they can realise their abilities, cope with the normal stresses of life, work productively and contribute to their community. As a result, we fully recognise the need to support children in this area by using a range of strategies and support systems, such as:

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| • Drawling and Talking (or supporting external Counselling work) | • Staged behaviour system (positive language that enables pupils to move forward and repair or recognise success to build their own self esteem) |
| • Home / school liaison worker support | • Forest schools |
| • Parent drop ins | • Gym trail |
| • Nurture groups | • Enrichment days |
| • Sensory room and calm Spaces | |



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- School council
- Worry boxes
- Personal, Social, Health Education [PSHE]
- Online safety
- Resilience training
- Smart Thinking
- Community police
- Multischools Council
- Pupil surveys (pupil voice)

For details of how we respond to any concerns regarding bullying, please see our Anti-Bullying / Behaviour Policy available on the school website.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's Special Educational Needs and supporting their families?

- Invitation to take part in Team Around the Child / Team Around the Family meetings
- Open door policy
- Referrals, as appropriate, to:
 - General Practitioner [GP]
 - Paediatrician
 - SET CAMHS
 - Speech and Language Therapist [SALT]
 - Social Care
 - Educational Psychologist [EP]
 - Inclusion Partner [IP]
 - JADES Pathway
 - Affinity
- Family Support to include signposting to:
 - Families in Focus
 - Family Solutions
 - SET CAMHS



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- o Play and Resource Centre [PARC]
- o Affinity
- o Home / School Liaison worker
- o Essex Family and Wellbeing Service
- Please see the Local Authority Offer (details below) for additional information

What arrangements are in place for handling complaints from parents of children with SEN?

At Moreton C of E Primary School, we want to know when things are not right with your child's learning. We aim to resolve any issues swiftly, coming to mutual understanding and agreement. This is further outlined in the school's complaints policy.

However, the following steps should be followed:

1. Parents contact the class teacher to discuss concerns.
2. If concerns remain parents should speak to the head teacher. It is the head teacher's job to hold staff accountable if things are not right or to explain to parents why the school is unable to meet a request.
3. The school's governors are the next stage in trying to resolve a complaint. There is a named governor for SEND and this governor, with the other school governors, is expected to hold the school to account if things do not work.
 - If your concerns are about Health or Social Care and the support that these partner colleagues and organisations provide for you or the school, the school will help you find the right contacts to help resolve the issues.
 - The school **cannot** make other services act; both health and social care have complaints procedures you can follow.
 - Talking about concerns early and understanding who can help resolve them is important to getting a prompt response.

What are the contact details of support services for parents of pupils with SEN?

Further information can be found through the following websites:

SEND Code of Practice (2014): <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



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Essex Parent Partnership Information, Advice and Support Service: <http://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Pages/Parent-Partnership-Service.aspx> Tel: (01245) 436036

Virgin care- Essex Family and Wellbeing Service <https://essexfamilywellbeing.co.uk/>

Families in Focus: 01245 353575

SET CAMHS- set-camhs.referrals@nelft.nhs.uk

Family Solutions (contacted through the Children and Families hub): 0345 603 7627

Who are the named contacts within the school when young people or parents have concerns?

The child's class teacher

Mrs Becky Barros (SENCO) senco@moreton.essex.sch.uk

Mrs Nikki Batt (Headteacher)

What is the school's contribution to the local offer and where is the LA's local offer published?

To access the Local Offer look online at: <http://www.essexlocaloffer.org.uk>

Summary

All the information here applies to children with special educational needs, including those who are looked after by the local authority.

At any time according to need, a combination of any of the above strategies may be in place. An information leaflet detailing the main points of our provision can be obtained from the school office.