



# **SEND (Special Educational Needs and Disability) Information Report**

## **September 2024**

Our school SEND Co-Ordinator is Mrs. Rebecca Hobbs. Our school SEND Governor is Mrs Becky Cain

Mrs Hobbs can be contacted through the school office on 01283 217 450, if you would like to ask any questions about this information or have concerns you would like to discuss about your child.

At Moira we are committed to nurturing every pupil through their learning journey to become the best versions of themselves. At this school we are committed to developing an environment where all children feel happy and safe, have every opportunity to feel included in every aspect of school life and to achieve their full potential. We believe that all children, whatever their ethnicity, gender, culture, faith, ability, physical or medical needs, intellectual or emotional state and socio-economic status, have rights to a full, enriching and enjoyable curriculum. We aim to meet each child's requirements, making necessary adjustments to the curriculum and taking in to account individual needs and wishes. We pride ourselves in our inclusive practice, every child is valued. Every child is an individual with a personality, needs and interests. We believe in the right of every child to feel safe and to enjoy their school experience – thus developing the whole child, academically, socially, physically morally, emotionally and spiritually. We have high expectations of all our pupils and aim to achieve this by identifying the barriers to their learning and participation. Through appropriate curricular provision, we respect the fact that pupils:

- have different educational, behavioural and cultural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

Pupils with special educational needs have learning difficulties or disabilities that call for special provision to be made. All pupils may have special needs at some time in their lives.

Pupils are considered to have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of pupils of the same age
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for pupils of the same age.

We are continually reviewing and developing our processes in compliance with the SEND Code of Practice 2014 (Updated April 2020).

<p><b>How does Moira Primary School know if my child needs extra help?</b></p>	<p>We have a number of methods to help us identify a child's needs and additional help and support. Information is passed from any prior setting identifying needs already being supported. The child will be continually assessed if they are showing a lack of progress in any area. Progress is reviewed regularly using:</p> <ul style="list-style-type: none"> <li>• Standardised reading and maths assessments three times a year</li> <li>• EYFS goals and baseline assessment</li> <li>• Phonic Screening tests and internal phonic assessments</li> <li>• SATS KS1 and KS2</li> <li>• Pupil progress meetings (half termly)</li> <li>• ASP Inspection data summary report</li> <li>• AFL ongoing teacher assessment – <i>as every class teacher continually assess the achievement and progress of each child in their class and will be aware of the child is making slower than expected progress</i></li> <li>• Informal and formal screening for specific concerns</li> <li>• Progress is tracked using our progress tracking system.</li> </ul> <p>If parents are concerned about their child, they can make an appointment in the first instance with their child's class teacher; this may be referred to the SENDCo and / or Headteacher.</p> <p>Teachers design their learning programmes to ensure that all lessons are in line with individual needs and the teaching and learning environment is continually adapted to meet the needs of all children. If this High Quality teaching (QFT) approach does not show improved progress then the teacher may decide to introduce short- term intervention / extra activities, which can be assessed to see if they improve the child's progress. The class teacher can ask the school's SENDCO to look into additional support strategies that might help a child and this might include assessments that might identify a specific area of need. When children enter Moira Primary School all information from feeder pre-school settings / nurseries is carefully considered and this can help us know if your child needs extra help.</p>
<p><b>What policies do you have for identifying and assessing my child with Special educational needs and disabilities (SEND)?</b></p>	<ul style="list-style-type: none"> <li>• SEND Policy</li> <li>• Equality Policy</li> <li>• Behaviour Policy including antibullying and exclusion</li> <li>• Accessibility Plan</li> <li>• Intimate Care Policy</li> </ul> <p>These policies are in place for making provision for all pupils regardless of whether they have an Educational Health Care Plan (EHCP) or not.</p>

<p><b>What should I do if I think my child may have a special educational need or disability?</b></p>	<p>We offer support based on the particular area/ s of need as outlined in the <u>SEND CODE of Practice</u>. The areas of need are:</p> <ul style="list-style-type: none"> <li>• Cognition and learning; for example. Dyslexia, dyspraxia</li> <li>• Communication and interaction; for example, ASD, Asperger’s Syndrome. Speech and Language Difficulties</li> <li>• Sensory and / or Physical needs; for example, visual impairments, hearing impairments, processing difficulties, epilepsy</li> <li>• Social, emotional and mental health, for example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD) and attachment disorder.</li> </ul> <p>Parents can make an appointment with the class teacher initially to discuss child’s progress and any initial worries or concerns. Parents’ Evenings take place in October and March when there are timetabled meetings for each child. However, you can address any concerns you might have throughout the year on appointment with your child’s class teacher or with the SENDCO (Mrs Hobbs), who can be contacted via the school office. We are committed to working in partnership with parents and carers and value their input as essential to gathering the information we need to best meet the needs of children in our school. It may be that we suggest you seek support outside our school, for example, the GP or optician. We would encourage all children to have annual eye tests (free at any optician) whether there are concerns or no. This is recommended by the NHS.</p>
<p><b>How do you identify pupils with SEND and how will I know if Moira Primary School supports my child?</b></p>	<p>As outlined in our school SEND Policy, we identify children with SEND by adhering to the (<u>Special Educational Needs and Disability (SEND) Code of Practice</u>) which explains that ‘A child or young person identifies as having SEND or a learning difficulty or disability which calls for special educational provision to be made for them. This could be because they have a significantly greater difficulty in learning than the majority of pupils of the same age or if a child has a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.’</p> <p>In addition to this, we identify and assess through teachers’ observations and assessments, views of parents and previous settings as well as children’s own thoughts and views. We assess a child’s need collaboratively with staff and external agencies, to implement support plans, intervention as well as behaviour and care plans.</p> <p>Children are identified by regular assessments or progress, assessment for learning (AFL) and a graduated approach to teaching (see SEND Policy). Through this we identify children whose progress:</p> <ul style="list-style-type: none"> <li>• Is significantly slower than that of their peers from the same starting baseline</li> <li>• Shows a gap in attainment from their peers</li> </ul> <p>(Please note, that slow progress and / or low attainment will not automatically mean that a pupil is recorded as SEND).</p>

	<p>Parents' Evenings are held in October and March with timetabled meetings for you to book your appointment.</p> <p>During this discussion any additional support your child is receiving will be explained to you. You will be asked for your feedback on progress made. Children who are known to have a Special Educational Need Plan (EHCP) Top Up Funding or SEND Support plan will have an Individual One Page Profile (<i>we will be reviewing this through consultation with parents</i>). The One Page Profile is reviewed annually as part of the SEND Review meeting held face to face through consultation with each child, parents/carers and class teachers. There is a written summary report written annually involving all professionals named in the plan and involved in the target setting process. All children have a communication book, which is updated daily to ensure best possible communication is maintained. All staff promote awareness of different learning styles through a variety of learning activities and these are included in their planning. Classroom organisation improves learning opportunities, for example, groupings, use of Information Communication and Technology (ICT), use of support staff, visual aids / timetables.</p> <p>The learning is planned to enable access to learning and this is included in any homework, which is set and regarded as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. For children who are named on the register for special educational needs (SEND Register) we encourage our pupils to be at the centre of their review and the target setting process. We refer to SEND Support Plans / Individual Education Plans and/or Educational Health Care Plans (EHCP) termly to review targets and adjustments made to the curriculum so to that all children can contribute in a positive way. If parents have any concerns or questions about homework they should make an appointment with their class teacher or make a note of their concern in their child's home learning book.</p>
<p><b>What funding sources are available for a pupil with SEND?</b></p>	<p><u>SEND Intervention Funding (SENIF)</u>  This funding replaces TOP UP Funding (TUF). This funding enables support to be in place for children within their school setting. This support can be given in a variety of ways (small-group intervention, ICT support, visual aids, resources or in some instances classroom support to aid children to make progress).</p> <p><u>Education and Health Care Plan (EHCP)</u>  An EHCP is a legal document that describes a child's special educational, health and social care needs, it details the extra help that will be given to meet those needs and how that help will support the child to achieve what they want to in their life. EHC plans are for children whose special educational needs require more help than would normally be provided in a mainstream education setting.' (<u>Contact – EHCP explained</u>).</p> <p>Please note that children, who are thought to be able to manage with support in our mainstream school, are less often assessed for an EHCP. Also, having a diagnosis such as ASD, ADHD or dyslexia does not mean that a child</p>

	<p>needs an EHCP.</p> <p>Any child with an EHCP who is in our school will have an annual review where the outcomes of the plan will be discussed and reviewed. Prior to this there will be time for the child to talk about their education and needs which will be discussed and shared with the parents / carer, headteacher, SENDCO and any external agencies such as SALT and Autism Outreach.</p>			
<p><b>How does Moira Primary School involve pupils and parent / carers?</b></p>	<p>Developing and maintaining relationships with parents / carers is of key importance to us. We recognise that their involvement is essential in supporting children. To enable us to have a better understanding of each child, we need to know how they are both at home and at school. Parents / carers are supported should they want to raise a concern with our SEND team as well as being kept informed should a teacher or staff member express concerns about a pupil. Regular meetings and conversations with parents / carers ensure that:</p> <ul style="list-style-type: none"> <li>• everyone develops a good understanding of the child's areas of strengths as well as their difficulties</li> <li>• everyone understands the agreed outcomes and expectations for the child</li> <li>• everyone is clear on the next steps and targets for the child. Information from these meetings and the desired plans and targets will be added to our provision map tool to show a complete picture of all of our children.</li> </ul>			
<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<p>All staff apart from newly appointed staff for this academic year (who will be timetabled to receive training), have received specific training relating to the current needs of the children on role.</p> <p>All staff, including newly appointed staff have received recent safeguarding training and stay up-to-date with regular reminders and briefings. The Designated Safeguarding Lead and Deputy leads all attend up-to-date training, which is renewed every two years. Volunteers are given a comprehensive induction including safeguarding guidance and receive a leaflet on Safer Working practice in schools.</p>			
	<p>There may be other services or organisations that we seek support from in very specific circumstances to tailor our support for an individual child and this list is not limited to the following:</p>			
	<p><b>Communication and Interaction</b></p>	<p><b>Cognition and Learning</b></p>	<p><b>Social, mental and emotional health</b></p>	<p><b>Sensory and / or physical</b></p>

	<ul style="list-style-type: none"> <li>• Speech and language therapy service</li> <li>• Specialist teaching Service – e.g. Autism Outreach</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Psychology Service</li> <li>• Specialist teaching Service – e.g. Autism Outreach</li> </ul>	<ul style="list-style-type: none"> <li>• School Nurse Service</li> <li>• Educational Psychology Service</li> <li>• CAMHS (Child and Adolescent Mental Health Service)</li> </ul>	<ul style="list-style-type: none"> <li>• School Nurse Service</li> <li>• Vision Support</li> <li>• Hearing Support Service</li> <li>• Occupational Therapy and Physiotherapy Services</li> <li>• Specific NHS services such as the Diabetes Nurse team or the DIANA service</li> </ul>
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>At Moira Primary School, we embed Inclusive High Quality Teaching into our philosophy and ethos and each child's needs are regarded individually with individual target setting within the curriculum. For children with SEND this may be as an individual education plan (IEP) with targets set to monitor progress against adjustments to the curriculum. All SEND children will work in the mainstream classroom under the class teacher's direction, with other breakout learning space being used appropriately. The environment will be adapted as needs arise and materials put in place to support individuals. Class teachers plan according to the children's individual needs. Specially trained support staff may work with children on individual programmes of intervention and support. Work may be adapted on a daily basis to meet the learning needs of individuals or groups. Advice from specialist services is very much welcomed and may help support the focus and nature of adjustments to the curriculum and environment for individual learners.</p>			
<p><b>How will I know how my child is doing?</b></p>	<p>At Moira Primary School we follow the graduated approach to teaching, as well as the four-part cycle of Assess, Plan, Do, Review. This approach enables us to support and develop a clear analysis of the pupil's needs. We have a Provision Map plan to track pupils' progress against their Individual Education Plan targets and review each individual's progress and target intervention either on an individual 1:1 or small group. All intervention programmes and targeted work are reviewed to assess their effectiveness. Dedicated staff meeting time is allocated to reviewing attainment and progress, as well as setting outcomes and targets. All teachers and support staff who work with the pupil will be made aware of their needs, outcomes, support required and any teaching strategies and approaches required.</p> <p>Parents' Evenings and / or reports are an opportunity for staff to feedback to parents about children's progress as well as in the end of year school report at the end of the academic year. For children who are receiving additional</p>			

	<p>support and who have a SEND Plan, this is reviewed termly and forms part of the SEND Review meeting. This meeting is held face to face in consultation with each child, parents and class teachers. There is a summary report written annually involving all professionals named in the plan and involved in the target setting process. In some instances, class teachers will be more regularly in contact with parents due to the nature of the child's specific needs. We are committed and focused in meeting each child's individual needs and therefore may keep in touch with parents in different ways depending on a child's needs.</p>
<p><b>How will you help me to support my child's learning?</b></p>	<p>The school works closely with parents in the support of those pupils with special educational needs. We encourage an active partnership through an on-going dialogue with parents. We consult and involve you in planning and review of provision made for children with SEND. During discussions with your child's class teacher and identifying and assessing individual children's needs they may be able to share specific activities for you to complete at home or ways you can support with homework. They may also be able to share details of activities and provision available in addition to those available in accordance with the curriculum:</p> <ul style="list-style-type: none"> <li>• Residential trips</li> <li>• Curriculum visits outside of the school</li> <li>• Enrichment activities</li> <li>• After school clubs</li> <li>• Dual placement with special school if requested</li> <li>• Nurture Provision</li> </ul>
<p><b>What support will there be for my child's well-being?</b></p>	<p>The drive for outstanding behaviour in the school helps to support the high expectations we have and the safety of the children is our first priority. There is a structured reward system and the school has many opportunities for the children to feel valued. In our partnership with parents / carers and the community, we aim to provide a welcoming, safe and happy school with a caring, stimulating environment. The class teacher has the overall responsibility for the emotional well-being of all the children in their care. All staff monitor the well-being of children and any concerns are highlighted to the Designated Safeguarding Lead. Plans are made to meet the needs of children in different ways, for example, social communication groups, bespoke structured lunch timetables, Nurture Groups, Lego therapy, after-school extra-curricular activities and wrap-around care. We may set up "buddy" schemes to support children with their peer relationships. Some children are given additional responsibilities to boost their self-esteem. All staff have received training in safeguarding and specific staff have received appropriate first aid training. We have clear procedures that outline the responsibility of all staff to safeguard the children in our school. Concerns about well-being may mean we work more closely with a child and their family for a set period of time and sometimes with agencies that can offer support to families. Other agencies offer regular training for all staff including mental health / autism / bereavement. Mrs Santy, our Family and Mental Wellbeing Lead and Mental Health First Aid Champion is continuing to support across the school community.</p>



<p><b>How will my child be included in the activities outside the classroom including school trips?</b></p>	<p>At Moira Primary School, we believe that excellence and choice is the entitlement of all children and we strive to ensure that every child has equal opportunity to access all our activities in and out of the classroom, including after-school activities, trips and school residential trips. Sometimes we need to allocate additional staff to support children on a 1:1 basis. There is an expectation that children with additional needs will take part in all activities out of the classroom and we make the adjustments required to facilitate this.</p>
<p><b>How accessible is the school environment?</b></p>	<p>The school has accessibility both internally and externally. Visual timetables are visible to learners in classrooms as required. The school is fully compliant with the disability and inclusion regulations and policies are all current. The school improvement plan identifies new resources and this is planned through the annual school budget (<i>where children have specific funding for specific resources, these will be acquired as required to meet need</i>).</p>
<p><b>How will the school prepare and support my child joining Moira Primary School?</b></p>	<p>Our school welcomes admissions from children with additional needs as identified in our admissions policy. We are in liaison with feeder pre-schools and nurseries. Towards the end of the academic year the SENDCo attends network meetings with other SENDCos from feeder pre-schools and discuss the additional needs of children with SEND entering into our school. If required and before children enter into Reception, we have additional meetings prior to their transfer into mainstream. If appropriate, we attend spring and summer term review meetings for children due to transfer to ensure we have established their needs. For children transferring between phases, we work collaboratively with external agencies as well as other educational settings to assist transitions. We support children by preparing them for transitions such as changes in year groups, classes, key stages and schools. The SEND Support Team work alongside all staff members to prepare children for transition, by creating an individualized transition book.</p>
<p><b>How are the school's resource allocated and matched to children's special educational needs?</b></p>	<p>Following the graduated approach to teaching ensures that High Quality Teaching is our first step in responding to all of our children. All teachers and staff ensure that the curriculum they are teaching is adapted to support individual pupils, so that work is accessible but challenging. In addition to this, we use the four-part cycle of Assess, Plan, Do, Review to approach our interventions. We use a range of interventions at Moira Primary School, such as Lego therapy, Spelling intervention, Reading Intervention, Number Stacks and Anima Phonics Catch Up Phonics and SEND resources. We also lead social communication group work. All class teachers have the opportunity to consider the support children require and many resources are available. The SENDCO can provide guidance about resources that might be used to meet a particular need. Funding is used appropriately and creatively to meet statutory requirements and maximise efficiency and ensure impact on children's educational progress. Inclusion issues are an integral part of the school self- evaluation process. The Senior Leadership Team monitor the effectiveness of this support and ensure resources are allocated appropriately.</p>

<p><b>How is the decision made about how much / what support my child will receive?</b></p>	<p>Support received follows the High Quality Teaching model, which means that the majority of children are able to make good or better progress within the day-to-day classroom environment. If progress is identified as slowing, the class teacher will adapt the support they give and may implement more individualised support (an IEP) and the class teacher will be able to assess, plan, do and review progress. It may be that after this targeted support no further intervention is needed or it may be that support from outside agencies, like the Specialist Teaching Service is then needed. Parents can contribute their ideas and give feedback to the class teacher throughout this support process to support us in reviewing.</p>
<p><b>How will I be involved in discussions about and planning for my child's education?</b></p>	<p>The school works closely with parents / carers, particularly in the support of those pupils with special educational needs. We encourage an active partnership through on-going dialogue with parents / carers. They are consulted and involved in planning and the review of provision made for children with SEND. Parents are encouraged to meet with class teachers as soon as possible if there are any concerns, this can be an informal chat after school or a meeting at a set time with the class teacher and SENDCo who regularly attends these meetings to provide support and additional guidance as required.</p>
<p><b>If I am not satisfied with the support my child is getting, who can I complain to?</b></p>	<p>Complaints about SEND provision in our school should be made initially to the class teacher or our SENDCO (Mrs Hobbs). We hope that most concerns or complaints would be resolved this way however, if this isn't the case, then Mrs Santy (Headteacher) would be the next point of contact. Finally, if a complaint is not resolved, it should then be referred to the Chair of Governors via the school's complaints procedure.</p>
<p><b>How does the governing body involve other bodies (health, social care services, local authority support services, voluntary organisations)</b></p>	<p>Moira Primary School complies with Race Relations, the Disability Discrimination Act and SEND related legislation and guidance and has adopted the Equality Act (2010). We take a proactive approach implementing local authorities' legislation in discharging their statutory duty to promote the educational achievement of looked after children, including those placed out-of- authority as well as best practice guidelines. Mrs Becky Cain is the identified Governor with the responsibilities of inclusion including SEND. The Governing Body report annually on the implementation of the policies, (the SEND report being statutory).</p>

<p><b>Who can I contact for further information?</b></p>	<p>Mrs Hobbs, SENDCo, can be contacted through the school office:          Phone 01283 217 450          Email <a href="mailto:office@moira.leics.sch.uk">office@moira.leics.sch.uk</a> and your email will be acknowledged and a response will be received within 5 days          Visiting the school; we operate an open-door policy at Moira Primary school and encourage parents /carers to visit us wherever possible.          If you would like to ask any questions about this information or have concerns you would like to discuss about your child.</p>
<p><b>The Local Authority Local offer</b></p>	<p>The local offer is a website, <a href="#">Facebook page</a> and <a href="#">Directory of support</a> organised by the Local Authority available to children and families of children with SEND.</p>