

SEND and Inclusion at Moss Side Primary School Updated July 2021

Moss Side Primary School is an inclusive school.

-We aim to raise the aspirations and expectations of all pupils with Special Educational Needs and Disabilities (SEND), whatever their need.

-We are committed to enabling all pupils to reach their full potential and be fully included in our community.

-Our focus at Moss Side Primary School is to support our children to reach their personalised outcomes in preparation for adulthood.

-We implement a graduated approach, as highlighted in The SEN CODE of Practice Jan 2015, for SEN Support at Moss Side Primary School, ensuring our assessment, planning, implementation and review of support, meets the needs of the child.

-We follow the SEND Code of Practice Jan 2015, in referring to Special Educational Needs and Disabilities under the four broad areas of need:

1.Communication and Interaction

6.28 Children with speech, language and communication needs (SLCN) have difficulty in communication with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all aspects of speech, language or social communication at different times of their lives

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to their peers.

2.Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning.

3. Social, Emotional and Mental Health Needs

6.32 Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behavior. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools should have clear processes to support children, including how they manage the effect of any disruptive behavior so it does not adversely affect other pupils.

School refers to The Department for Education Mental Health and Behaviour Guidance LINK and implement the school positive behaviour policy LINK

4. Sensory and Physical Needs

6.34 Some children require special education provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties.

6.35 some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Our SEND and Inclusion Leads at school are:

Karen Gardner Family Support Coordinator - k.gardner@mossside.lancs.sch.uk

Ruth Glynn Special Educational Needs Coordinator – sendco@mossside.lancs.sch.uk

We are supported by our Local Authority, Lancashire County Council, to ensure that our pupils:

- have their special educational needs identified correctly
- have outcomes that are personalised to their needs and imbed preparation for adulthood
- have the correct provision in place to make the best possible progress

Lancashire County Council also provide a Local Offer – an information website and resource for parents to support understanding of the range of SEND services and provision in the local area.

Click here to see Lancashire County Council's Local Offer: [LINK HERE](#)

Lancashire Information, Advice and Support Service

Lancashire Special Educational Needs and Disability Support Service helps support and establish partnership working between children, parents/carers, schools and other agencies. They offer a range of services including training and resources.

Click here to see the Lancashire Information, Advice and Support Service offer:

www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx

You can also read the Lancashire Information, Advice and Support Service, Family Information Network Directory (FIND) newsletter here: [LINK](#)

Moss Side Primary School SEN Information Report

This utilises the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision school is able to meet.

At Moss Side Primary School, we embrace the fact that every child is an individual and that their educational needs are different. This is certainly the case for children with Special Educational Needs and Disabilities (SEND).

Below are some answers to frequently asked questions about SEND at Moss Side Primary School:

Who are the best people to talk to at Moss Side Primary School about my child's difficulties in learning/Special Educational Needs and Disabilities (SEND)?

1. Your child's class teacher would always be the first person in school to talk to about your child's difficulties.

All of our class teachers pride themselves on knowing our children here at Moss Side Primary School really well. All of our class teachers are responsible for:

-**setting targets for your child** to meet their individual needs as indicated from assessments and observations

-**checking on the progress of your child** and identifying, planning and delivering any additional help your child may need (this could be differentiated work, targeted intervention or additional support from an adult) and letting the Special Educational Needs and Disabilities Co-ordinator (SENDCo) know as necessary

-**ensuring that the Moss Side Primary School Special Educational Needs and Disability Policy is followed in their classroom** and for all the pupils they teach with SEND. We pride ourselves on being a staff team that know our children really well.

2. Our school Special Educational Needs and Disability Coordinator (SENDCo) is Mrs Ruth Glynn.

Mrs Glynn is available to talk to you about concerns you have about your child. It is usually best to make an appointment with Mrs Glynn so she can arrange a time to see you when she is not teaching. Mrs Glynn can be contacted at sendco@mosside.lancs.sch.uk and on the school number 01772 432048.

Our SENDCo Mrs Glynn, supported by our Family Support Coordinator Karen Gardner, is responsible for:

-developing and reviewing the school SEND policy.

-developing and reviewing the school Medicines in School policy.

-coordinating all of the support for children with Special Educational Needs and/or Disabilities (SEND)

-ensuring that you, as parents and carers are:

i)involved in supporting your child's learning

ii)kept informed about the support your child is getting

iii)involved in reviewing how your child is progressing

-liaising with all of the other professionals who come into school:

Lancashire County Council Educational Psychologist: Leah Easton

Acorns Psychology Educational Psychologist: Jenny Da Silva

Acorns Psychology SEND Specialist Teacher: Nicki Harrison

Lancashire QVTI: Charles Fletcher

Lancashire TOD: Sara Dell

Speech and Language Therapist: Mirren Scotland

School Nursing Service – Lancashire NHS Foundation Trust

Golden Hill Inclusion Support Team

Lancashire Special Educational Needs Officer: Andrew Jones

Leyland Neighbourhood Policing Team

Lancashire Public Health Team for schools

NHS Chorley and South Ribble

-updating, maintaining and monitoring the school's SEN information and making sure that records of our children's needs and progress are kept.

-providing support for teachers and teaching assistants, so that all staff can support children with SEND at Moss Side Primary School to achieve the best progress possible.

3. Mr Wright, our Head teacher, is responsible for:

-the day-day management of all aspects of school; this includes the support for children with SEND.

-the head teacher gives responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.

-the head teacher must make sure that the governing body is kept up to date about issues relating to Special Educational Needs and Disabilities.

4. Mrs M. Brown, our SEN Governor, is responsible for:

- making sure that the necessary support is given for any child with SEND who attends Moss Side Primary School.

5. Karen Gardner, our Family Support Coordinator is responsible for:

-support for children to improve their emotional and social development including listening to the views of children with Special Educational Needs and Disabilities and addressing concerns around social interaction

-supporting parents and signposting to health and social care bodies, local authority services and voluntary sector organisations that can support families

- monitoring arrangements for children:

looked after by the local authority and have Special Educational Needs and Disabilities,

pupils with pupil premium and Special Educational Needs and Disabilities

with Special Educational Needs around school attendance and absence

What kinds of special needs can we provide for at Moss Side Primary School?

Provision for children with Special Educational Needs and Disabilities will be discussed with parents to look at reasonable adjustments that may need to be made to meet an individual child's needs. Regardless of the special educational need, at Moss Side we passionately believe that a child makes the best progress when school and home work in partnership, supporting each other.

-We follow the SEND Code of Practice Jan 2015, in referring to Special Educational Needs and Disabilities under the four broad areas of need:

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equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties.

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What are the different types of support available for our children with SEND?

High Quality Teaching

All children, including those with SEND, have class teacher input, via excellent targeted classroom teaching. For your child this would mean:

- The teacher has the highest expectations for your child and all pupils in their class
- Teaching is built on what your child already knows, can do and can understand
- Different ways of teaching are in place, so that your child is fully involved in learning in class
- Specific strategies, when needed, are in place to support your child to be an independent learner

Interventions

Through quality assessment your child's teacher will have carefully checked on your child's progress and will have decided where the gaps in their understanding/learning are.

An intervention programme, alongside high quality teaching, may be used to address these gaps in learning. An intervention programme may be:

- a) run in the classroom or an area outside the classroom by a teacher or teaching assistant
- b) run by outside agencies (e.g. specialist teacher, Educational Psychologist, Speech and Language Therapist, Golden Hill Outreach Team for Social, Emotional and Mental Health support, School Nurse)
- c) could be run as a group intervention
- d) could be an individual intervention
- e) evaluated by the child/ren – What worked for them? What was most useful about the intervention? What skills can they use going forward?

Our interventions always have entry and exit criteria to ensure the correct programme is used to address a child's needs.

Some children may benefit from different interventions at different times. Best fit interventions are always based on assessments and a child's current needs. How your child progresses as a result of the intervention will always be monitored closely and shared with you.

Personalised Provision

Despite intervention some children do not always make expected progress. At this point a child will be identified by the class teacher and Special Educational Needs and Disabilities Coordinator as needing more personalised provision to meet their needs. Through discussion with you, the best way forward will be considered. This could involve:

-recording the voice of the child: What do they think works for them? What are they finding easiest or most difficult? When do things go well? What doesn't work? What are their aspirations?

-recording your views as a parent: What do you think works best for your child? What do you feel are their strengths, difficulties and needs? What doesn't work for your child? What are your child's aspirations?

-your permission to place your child on our school Special Educational Needs register, as part of our assessment and tracking process, to ensure your child's needs are met and reviewed

-your permission for further, more in-depth assessment, carried out by the school SENDCo

-your permission to refer to a specialist SEND professional (e.g. specialist teacher, Educational Psychologist, Speech and Language Therapist, Golden Hill Outreach Team for Social, Emotional and Mental Health support, School Nurse)

-reflection on supporting your child to be an independent earner and preparing your child for adulthood – What are your aspirations and ambitions for your child? What skills can we build on?

School will then work with you to ensure all unmet needs are correctly identified and the correct provision can be put in place. This process includes reviewing the impact of interventions already in place, building on strategies that are already working and developing a plan of support that also includes the specialist professionals' recommendations. From the information gathered we can create together an action plan that is a plan of SEN Support.

Education, Health and Care Needs Assessment

From the assessments and recommendations to develop personalised provision, a very small number of children may be identified as having learning needs that are severe, complex and lifelong. If this is the case parents and/or school can then request an in-depth Education, Health and Care needs assessment. This is a request to Lancashire Local Authority to carry out a statutory assessment of your child's needs. The request for an Education, Health and Care Needs Assessment goes to a Panel of Professionals, who, from evaluation of all of the information they receive **must** decide whether an EHC needs assessment is necessary. The Local authority **must** make a decision and communicate the decision to the child's parents within 6 weeks of receiving the request. For more information about the EHC needs assessment and an Education, Health and Care Needs Plan contact Mrs Glynn on 01772 432 048 or at sendco@mosside.lancs.sch.uk. Alternatively, you can click on this linkto go straight to the Lancashire Local Authority information about the EHC needs assessments and plans.

How can I let school know that I am concerned about my child's progress?

Always speak with your child's teacher if you are concerned about their progress. It is usually best to arrange a time for a face to face chat so that both you and the teacher have time to discuss your concerns. This can be arranged by phoning the school office on 01772 432 048.

Mrs Glynn, SENDCo, is always available to chat to you, when she isn't teaching, contact her on 01772 432 048 or email her at sendco@mosside.lancs.sch.uk

Karen, our Family Support Co-Ordinator is always available to chat. Give her a ring on 07720606457 or email her at k.gardener@mosside.lancs.sch.uk

Mr Wright, head teacher is also available if needed. As with any concerns or queries, speak to him at the school gate at the start or end of the day or arrange a meeting via the school office on 01772 432 048.

How will school let me know if they have concerns about my child's learning?

If your child is identified as not making progress the class teacher will organise a meeting with you to discuss this in detail and hear your concerns too. At this meeting a plan of action will be put in place and a review meeting date arranged.

How is extra support allocated to children, and how do they progress in their learning?

The school budget includes money for children with SEND.

The head teacher decides on the deployment of resources for Special Educational Needs, in consultation with the school governors, on the basis of need.

The head teacher and SENDCo discuss all of the information they have about SEND in school, including specific needs, interventions and personalised provision already in place, short term and longer term planning to meet changing needs in school and monitoring the progress of all children, including those with SEND. From this information they decide how resources will be allocated.

School identifies how the needs of children with SEND are met via a whole school provision map. This identifies SEND support across school and its impact is reviewed termly and changes made accordingly so that resources are used most effectively to meet the needs of children with SEND.

Who are other people who provide services to our children at Moss Side?

School Provision:

-Teachers through high quality teaching

-Teachers and teaching assistants deliver interventions to groups or individuals

-Teaching assistants and our Family Support coordinator deliver interventions to groups or individuals

Local Authority Provision and Other Outside Agencies:

-the following teams provide assessment, observation, recommendations and/or interventions for groups or individuals:

Lancashire County Council Educational Psychologist: Leah Easton

Acorns Psychology Educational Psychologist: Jenny Da Silva

Acorns Psychology SEND Specialist Teacher: Nicki Harrison

Lancashire QVTI: Charles Fletcher

Lancashire TOD: Sara Dell

Speech and Language Therapist: Mirren Scotland

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Golden Hill Inclusion Support Team

Lancashire Special Educational Needs Officer: Andrew Jones

Leyland Neighbourhood Policing Team

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How are the teachers helped to work with children with SEND and what training do they have?

All teachers and teaching assistants have had basic awareness training and most have extensive experience of supporting children with Special Educational Needs and Disabilities.

Some of our teachers and teaching assistants have had enhanced training in:

- Specific Learning Differences

- Autism

Our Special Educational Needs and Disabilities Coordinator has enhanced training in:

- Social, Emotional and Mental Health Needs

- Attachment

- Autism

Our Parent Support Coordinator has enhanced training in:

- Social, Emotional and Mental Health Needs

- Speech and Language

We have an ongoing Special Educational Needs and Disabilities Professional Development Training plan for all staff in school that looks to meet the needs of our children by training staff appropriately. This is reviewed termly in conjunction with our review of changing needs across school.

The SENDCo is responsible for supporting all staff to meet the needs of our children with SEND.

How will teaching be adapted for my child with SEND?

Class teachers plan lessons to meet the needs of all children in their class. This includes:

- a range of teaching strategies including visuals to support verbal delivery, differentiated learning activities, differentiated questioning, supportive seating plans, access to self-help resources, planned use of resources to develop independent learning

- use of adult support to access learning and develop learning skills

How will I know if my child is making progress in school?

Your child's progress will be monitored continually by his/her class teacher. Their progress will be reviewed formally by the head teacher, SENDCo and Subject Leads every term for reading, writing and maths in line with the school's assessment and progress timetable and policy. For more information, click here for the Assessment Policy.

At the end of each key stage (at the end of Year 2 and Year 6), all children are required to do the statutory assessments, Standardised Assessment Tests (SATS).

Children on the SEN register will have their personalised plans reviewed every October/November and May/June.

In addition, children with Education, Health and Care Plans will have their progress reviewed formally at an Annual Review, including all of the adults involved with the child's education.

How is Moss Side Primary School accessible to children with SEND

School is a single floor building with a mezzanine landing that houses offices and the staffroom.

We would need to discuss specific physical and sensory needs with parents to ensure our physical environment is the correct provision to meet your child's needs.

We have a basic disabled toilet. We do not currently have a hoist in our disabled toilet area. We would need to discuss specific toileting, changing and intimate care needs with parents to ensure our physical environment is the correct provision to meet your child's needs.

We make all reasonable adjustments to ensure, where ever possible, that equipment used is accessible to all children, wherever possible.

Extra-curricular activities are accessible for children with SEND and all children are actively encouraged to participate.

We are currently working with the local authority to audit our accessibility and plan next steps in order to develop our small school, with limited space, to be as accessible as reasonably possible.

For more detailed information, please refer to our current accessibility policy at this LINK

and our accessibility plan at this link.....

How does Moss Side prevent bullying?

Bullying is not tolerated at Moss Side Primary School and, as such, we have a clear and effective anti-bullying policy which is reviewed regularly with our pupils and taught through the curriculum and assemblies. Children are encouraged to report incidents of bullying.

If you as a parent/carer, are concerned that your child is being bullied please let us know at school as soon as possible so that we can work together to resolve this.

For a LINK to our behavior policy click here.

Always speak with your child's teacher if you are concerned about bullying.

Mrs Glynn, SENDCo, is always available to chat to you, when she isn't teaching, and you can message her via your class dojo, contact her on 01772 432 048 or email her at sendco@mosside.lancs.sch.uk

Karen, our Family Support Coordinator is always available to chat. Give her a ring on 07720606457 or email her at k.gardner@mosside.lancs.sch.uk

Mr Wright, head teacher is also available if needed. As with any concerns or queries, speak to him at the school gate at the start or end of the day or arrange a meeting via the school office on 01772 432 048.

My child needs to take medication at school. What are the arrangements for this?

Many GPs will now prescribe medicines that can be taken before and after school.

If medication is needed during school hours, it should be delivered to the school by parents/carers.

All written instructions must be delivered in person by parents/carers.

Our supporting children with medical needs policy can be found here [LINK](#)

Our administering medication in school policy can be found here [LINK](#)

If your child has an ongoing medical condition, a healthcare plan will be written by the health services involved, supported by the school nurse and implemented in school by school staff. This will be reviewed regularly as agreed by all involved. We ask that you work closely with school to support us in the delivery with the healthcare plan, as experience tells us that partnership working is the best way to meet the needs of your child.

How will we support our children when they join the school, move to a new class and leave the school?

We recognise that transitions can be difficult for a child with SEND so we take steps to ensure that any transition is as smooth as possible and that children's individual needs are communicated effectively.

If your child is starting school or joining us from another school/setting, we implement the following:

When starting Foundation Stage the Special Education will visit pre-schools with the Foundation Stage Teachers when appropriate. The SENDCo will talk to all the pre-school SENDCos to understand your child's needs.

To support your child with the transition 'All About Us' forms are provided by the new class teachers including photographs of key adults and places the children will see on arrival to school. These are delivered by our Family Support Coordinator, Karen, when she visits families at home.

Your child will be able to visit school for 'taster sessions' and extra sessions can be arranged if this is appropriate.

If your child is moving to a new school:

With your permission we will contact the new school's SENDCo and ensure he/she knows the SEND support that is needed for your child. Where possible we will have a hand over meeting and share our knowledge of the child including passing on all records of your child's SEND.

An All About Me information sheet can be written with your child so that your child can share their key information and so that you can ensure your child's story is known to the new school.

When moving classes in Moss Side Primary School:

Information on assessment, needs and progress and targeted action plans are shared with the new teacher.

A planning meeting, including the current teacher, new teacher, you and the SENDCo will take place to plan for the transition and a transition plan put in place as appropriate.

In Year 6:

Our SENDCo and/or the Year 6 teacher and/or our Family Support Worker will discuss the specific needs of your child with the SENDCo at the child's secondary school. In most cases, a transition review meeting involving you and both SENDCos will take place in the Summer Term before your child moves to secondary school.

How will we support our children's social and emotional well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. A child can present with emotional and social needs in a number of ways including anxiety, being uncommunicative or having difficulties with self-regulation and managing their behavior.

All classes value and experience Personal, Social and health Education to further their pupils' personal development. However, for those children who find aspects of this difficult we offer additional support through interventions run by teaching assistants or our Family Support Co-ordinator including organised games at unstructured times and a quiet lunchtime Friendship and Fun group.