



**Moss Side
Primary School**

SEN and Disability Local Offer: Moss Side Primary School

Mainstream, Short Stay Schools, Special
Schools and Academies

Accessibility and Inclusion

- Wheel Chair access to classrooms, on to the junior playground and learning areas.
- Ramp into the hall.
- The school has accessible toilet facilities.
- Policies available on the school's website and via the school office.
- A weekly newsletter is distributed
- Parents are contacted by telephone and/or Class Dojo.
- Each classroom has an interactive whiteboard and access to ICT equipment.
- Teaching Assistants support children in their learning.
- Information made available for families with additional needs through support in school.
- A loop system for hearing is installed and available in school if needed.
- Visual timetables are used to support children.

Teaching and Learning

- Clear methods of identification found in the SEN Policy (on school's website)
- Teachers and the SENDCo inform the parents at the earliest opportunity regarding any SEND concerns to enable them to support the school and their child.
- Provision is identified in each class and groups and interventions are shown.
- SENDCo works closely with teachers and supports with observations and sharing of strategies to support SEND children.
- Through regular learning walks, SLT and subjects leaders aware of support and provision in different subject areas.
- Children with an identified need will have a support plan or an a TLP (Targeted Learning Plan). These will have regularly reviewed targets and will be shared with parents.
- Additional TA support provided where needed.
- TAs trained in a variety of interventions including speech and language, ASC and Maths and English Programmes. TAs are experienced in a wide range of interventions, this knowledge is widely shared amongst colleagues.
- Nurture/pastoral support is available and provided by Karen Gardner (Family support coordinator)
- The school uses the services of Inclusion and Disability Support Service (IDSS) to assess and advise on the provision of strategies to support children with SEND.
- The school uses the services of Strive, a specialist teaching service.
- Use of IDSS to support and inform practice of teachers and TAs.
- Use of Acorns psychology.
- All staff attend training regarding SEND updates when needed.
- In test situations, the children can sit the test in a different room, have a reader for appropriate tests, receive rest breaks where a condition requires this. Extra time will be applied for should it be suitable and available for a specific child.

Reviewing and Evaluating Outcomes

- EHCP review meetings happen annually or, if needed, on a six-month basis.
- Early review meetings can be held if parents or the school feel the need.
- Parents and representatives from the Local Authority are invited.
- All other practitioners/agencies are also invited.
- Parents are supported in completing/writing paperwork.
- For children with other SEN support needs, there is a termly review for TLPs and these are shared at parents evening.
- Termly SEN parent drop in meetings are held.
- Additional meetings are held with parents if needed.
- Provision is assessed regularly and is evaluated with the HT, SENCO and class teacher.

Keeping Children Safe

- HT, SLT, premises staff, governors and all teachers carry out risk assessments daily and these are regularly updated. Findings of Risk Assessments are communicated with staff, governors, parents and children when required.
- Member of Staff opens the school entrance gate for the junior children at 8.45 and closes at 9.00 (children go straight to classrooms where teachers supervise children).
- Member of Staff on infant playground from 8:45am till 9.00 (children go straight to classrooms where teachers supervise children).
- At break and lunch times, children are supervised at all times by a combination of teachers, teaching assistants and lunch time supervisors. There is always a member of the SLT on duty at lunch time.
- All PE lessons are accompanied or taught by the class teacher or TA so children are carefully supervised.
- On a school trip we ensure that there are the correct number of adults to ensure that we meet the national guidelines on supervision. Medication is taken and first aiders available.
- Policies such as anti-bullying are regularly updated (annually) and can be found on the school's website.
- Risk assessments are looked at every 3 years and are sent to all staff.
- We ensure the children understand how to play safely on the playground and that they follow school agreed rules when encountering strangers.

Health (including Emotional Health and Wellbeing)

- The school has a clear policy over the administration of medicines and their storage in school which is on the school's website.
- When drawing up a care plan; parents and all stakeholders are invited to school or somewhere that is convenient and appropriate. Staff members are invited to attend for all or part of the meeting and appropriate details are given to staff involved with the child.
- First aid staff are clearly identified. In the case of a medical emergency the SLT would ensure that the medical emergency was dealt with calmly and effectively, ensuring that contact was made with the relevant emergency services, the parents/carers of the children involved and any other parties who would need to be informed. Whilst this was taking place, the rest of the children would be kept safe and secure, maintaining their well-being.
- Staff receive training to deal with individual needs from health professionals (eg. Monitoring insulin levels of pupils with diabetes).
- To support emotional health, Karen Gardner (family support coordinator) works closely with the children and their families.
- Early Help Assessments are written to support families.
- Access the Children and Families Well-being Service and other services that support families and the children.

Communication with Parents

What the school provides

- A current staff list is available in the entrance to school.
- If parents have concerns about their child, they have been informed in the first instance they can contact their class teacher. Further to that they can also speak to the Assistant Headteachers (Mrs J Torbett and Mrs N Evans) and the Headteacher (Mr A Wright).
- Parents can speak to staff informally on the playground about simple matters, make an appointment to speak to someone after school or telephone to speak to a member of staff.
- Parents can request to speak to a teacher before school by visiting the school office.
- Contact can be made and continued through use of the diaries that the children have for homework and reading.
- Each year we do a Parents Questionnaire and then analyse and report the results to all stakeholders.
- There is an open-door policy, where parents are invited to talk to staff anytime.
- Parent Evenings are held throughout the year to discuss a child's progress. Reports are given to parents/carers in the Summer Term. Parent's/Carers have the opportunity to discuss progress informally with the class teacher.
- SEND TLPs are sent home and discussed with the parents each term. Parents are asked to make comments on their child's progress.

Working Together

- The school has a School Council and an Eco Council. These provide the children with a number of different ways for their voices to be heard and suggest things that they would like the school to focus upon.
- The children and parents also complete an annual questionnaire about their feelings about school and these results help to inform the SDP.
- Parents can attend termly Parents evenings.
- Parents can volunteer some of their time to help listen to readers, help out in class or attend school trips.
- Changes to the governing body and new appointments are advertised in school and on the website
- SENDCo shares an annual SEND report with the governors.
- The named SEND governor has regular meetings with the SENDCo to give SEND updates and information.
- Children with EHC Plans are invited to contribute to report writing and to attend review meetings.
- Children identified with SEN are included in the generating of their TLPs and have these explained to them. They also have the opportunity to be included in the way that they like to learn when completing and updating their 'all about me' sheet. These are shared with class teachers and parents.

What help and support is available for the family?

- The HT, SLT & SENDCo offer support for parents should they require it when completing forms for review meetings or referrals.
- Parents can access information and advice from the school office, the headteacher, SLT and SENCO who will provide them with supplementary written advice should it be required
- Parents and carers will also be offered access to support groups such as parent partnership.
- The school would work closely with parents and the Local Authority to ensure that the travel plans for a particular child/ren were in place safely.

Transition to Secondary School

- Our SENDCo and/or the Year 6 teacher and/or our Family Support Coordinator 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 parents and the SENDCo from both settings and the child's class teacher will take place in the Summer Term before your child moves to secondary school.
- EHC Plans will be reviewed in the Autumn term of Year 6 to ensure an appropriate plan is in place for the transition to Secondary School.
- Tailored programs of support to aid transition to secondary are arranged for children when required. Based on needs – programs.

Extra-Curricular Activities

- Before and after school clubs are offered for a range of year groups throughout the year.
- Most of these activities are free and run for 1 hour after school.
- Lunch time activities/games are provided for the junior children.
- Both the junior and infant playground have climbing apparatus that the children can access during lunch and play times.
- We respond to the needs and wishes of the children when choosing the clubs they would like to be involved in.
- Circle Time and termly themes help children to make friends and feel supported by each other. The school's house system puts the emphasis on team play.
- Our annual Anti Bullying Week also develops friendship by offering ways to beat bullying and focusing on the types of friends we want.
- Staff keep a close watch on all children to ensure they are included and making friends naturally.
- Year 6 buddy up with EYFS pupils to support them during their first year at Primary School.

Feedback

What is the feedback mechanism?

- Open door policy with all stakeholders.
- We build relationships with all stakeholders.
- Members of the SLT are available at different points of the day, and will be present at the starts and end of the school day.
- Complaints policy.