

Moorlands Junior School

Special Educational Needs and Disability SEN Information Report January 2023



The intention of Trafford's local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

1. What kinds of special educational needs does the school provide for?

Moorlands Junior School is a two-form (soon to be three-form) entry school for children aged 7-11, with a Small Specialist Class (SSC).

We are proud to be a warm, welcoming and inclusive school catering for children with learning, medical, physical, social and emotional needs.

A child is classed as having special educational needs if he or she has a significantly greater difficulty in learning or accessing the curriculum than the majority of children of the same age. All staff at Moorlands will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, ensuring parents are notified when SEN provision is being made for their child.

Our Small Specialist Class caters for up to 10 children with Educational Health Care (EHC) plans for Complex Learning and Social Communication Difficulties. It is staffed by one (full time equivalent) specialist teacher and a specialist teaching assistant. The children are taught as a single class when learning is based on individual education programmes and teaching is differentiated according to ability. As befits our policy of inclusion, we aim for there to be regular opportunities for pupils from our SSC to integrate with their peers in mainstream school, however this is limited to break and playtimes currently due to the Covid 19 pandemic.

Admission into our Small Specialist class is through Trafford Authority, not the school directly.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

It is our aim to identify a child's additional needs as early as possible to allow effective intervention to take place. Children who enter our school with an existing Learning Support Plan will continue to follow their current plan until the next review date, enabling the class teacher to assess their targets.

A graduated approach is used to ensure that our SEN support is effective, involving four actions: assess, plan, do, review.

Assessment is the process by which pupils with SEN can be identified; whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEN provision. At Moorlands Junior School, we ascertain pupil progress through:

- Evidence obtained from teacher observation and professional judgment
- Pupil performance judged against end of year 'Age Related Expectations'
- Pupil performance is assessed throughout the year
- Records from feeder schools
- Standardised screening or assessment tools
- Screening /diagnostic tests
- Reports or observations
- Information from parents

If you, the parent, have any concerns about your child's needs or progress, please make an appointment to speak to your child's class teacher along with the appropriate Special Educational Needs Co-ordinator (SENCO). An action plan will be put in place to further assess or monitor such concerns.

If necessary, a learning or behaviour plan will be created in collaboration with you and your child, to provide effective support where needed. Once the planned support has taken place over time, the class teacher and SENCOs will review the progress made by the pupil and consider what further action needs to be taken.

3. How will both you and I know how my child/young person is doing?

We believe that monitoring pupil progress is fundamental in determining the need for additional support.

As part of our ongoing assessment procedures, the class teachers will monitor children's work and respond quickly by planning additional interventions to either support or challenge the child. Children are assessed formally throughout the year, providing information which can be reported to parents at parents' evenings and end of year reports. Guidance will be provided to parents on age-related expectations so that parents are informed about the progress their child should be making.

We track all children's progress using a variety of methods. Each child's progress is discussed at regular pupil progress meetings

with senior leaders. The SENCOs will review the impact of targeted interventions on a regular basis which will inform the planning of future intervention needs.

A child with Special Educational Needs will have individual targets which are reviewed with the parents throughout the year. At Moorlands, we have an “open-door policy” where parents are welcomed into the school to speak to their child’s class teacher at a convenient time, usually at the end of the day. If a parent would like to discuss their child’s additional needs in more detail, a meeting can be arranged with one of our SENCOs.

4. How will the curriculum be matched to my child/young person’s needs?

Our school understands the importance of differentiation in enabling all children to access the curriculum depending upon their needs. This is often achieved through differentiated planned activities, discreet group support (both in and out of class) and through the use of teacher support, teaching assistant support and one-to-one intense support where applicable. The curriculum and the learning environment will be adapted where required, so that all children can fully benefit from the broad and balanced curriculum offered at Moorlands Junior School. We work alongside Trafford SEN Advisory Service to ensure that support is effectively targeted to a child’s needs, following their advice in order to make appropriate adjustments to ensure that children with disabilities can also access the full curriculum and have a fulfilling and enriching experience at school.

5. How will school staff support my child/young person?

It is the responsibility of all staff to cater for the special educational needs of the children in their classes. The class teacher will cater for the child’s needs through the delivery of the curriculum throughout each day. Differentiation will be applied through task, support or expectation of outcome, depending on the needs of the individual. The class teacher has the overall responsibility for the progress of every child in their class and will ensure that work provided is in line with the Learning Support Plan; has adequate support in place and also maintains high expectations for the child at their own standard. The class teacher will oversee and plan the education programme, which will be monitored frequently. Teaching assistants can work with children both in discreet small group settings in the classroom and offer targeted one-to-one and small group support where appropriate.

There is a school governor (Sue Harrison) with the key responsibility for SEN; she is aware of the school’s policies and procedures and is updated where appropriate. Although the governor will not directly support children, along with the Headteacher, she will oversee that suitable procedures are in place.

6. How is the decision made about what type and how much support my child/young person will receive?

At Moorlands Junior School, we believe that a holistic approach should be adopted when making decisions about the type and amount of support a child receives. Factors such as existing diagnosis, assessment results and ongoing teacher judgements will be considered by all those working with the child. This may include the class teacher, teaching assistants, the school SENCOs and the Headteacher. Outside agencies may be involved, especially when further assessment may be required, such as an Educational Psychologist, Speech and Language Therapists or Healthy Young Minds. Parents will be involved at all stages of the decision

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process, from in-class support to more structured and intensive support which may be suggested from Trafford Local Authority. Support is monitored regularly by the class teacher and the SENCO and any concerns can be raised with them at any time. If complaints need to be made concerning provision at school, the school complaints procedure can be followed and the Headteacher contacted.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

Children will be included in activities outside the classroom, including physical activities and school trips where possible. We will make all reasonable adjustments in an effort to cater for the physical and mental needs of the children in our care, in relation to transport, access to medication and support provided during residential trips. A risk assessment is carried out prior to any off-site activity, to ensure everyone's health and safety will not be compromised. Where a child has additional needs, extra control measures will need to be put in place to enable them to participate fully. For children with significant needs, they may require an individual risk assessment. To ensure that a child is able to take part in any trip or activity successfully, we will liaise closely with their parents, as well as any relevant professionals.

8. What support will there be for my child/young person's overall wellbeing?

We strive to set high standards of work and discipline in an environment which is positive, encouraging and respectful. Through a range of experiences and extra-curricular activities, we seek to develop the whole child – intellectually, physically, socially and spiritually. We welcome and celebrate diversity. Our behaviour, safeguarding and child protection policies create an open and friendly atmosphere, where children feel they will be listened to and valued.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class on a daily basis, making them a parent's first point of contact. For children with SEN, the class teacher will also liaise with the SENCO for further advice and support. This may involve liaising with external agencies, such as health and social care professionals.

We follow a trauma informed relationship policy at Moorlands, where we reward good behaviour with school values tokens, certificates and special stickers. Our school values underpin everything we do:

- Support and care
- Respect and value everyone
- Inspired to learn and grow
- Make the most of every opportunity

Children are encouraged to make suitable choices and take responsibility for their own behaviour. Good work assemblies celebrate achievements each week. Individual support is put in place for pupils who display challenging behaviour, as set out in our Behaviour Policy.

We monitor attendance half-termly, and respond to issues with attendance, including those on the SEN register. At Moorlands we value attendance.

When a child has a medical need, we will work with parents and any relevant medical professionals to put together an Individual Health Care Plan, which we will review with parents at least termly or more regularly if the need arises. Moorlands Junior School has a named member of staff responsible for managing medicines (Tracey Harrison) and all teaching assistants are trained First Aiders. In some circumstances a child may need a designated person to provide personal care and this will be considered according to the child's medical needs.

9. What specialist services and expertise are available at or accessed by the school?

When necessary, we are able to access all services offered by Trafford Council, such as Educational Psychologists, Speech and Language Therapists, CAMHS/ Healthy Young Minds, Early Help and First Response. We seek advice from the Trafford SEN Advisory Service and invite members of their team to come into school when necessary, to observe, assess and offer expert advice on particular children's needs.

Within our school, we also have a designated Emotional Literacy Support Assistant (ELSA) (Diane Eccles) who works alongside our play therapist (Julie Drinkwater) to support the emotional needs of children. Parents are consulted at all stages of accessing this provision.

10. What training have the staff supporting children/young people with SEND had?

All relevant staff are trained in the use of epi-pens and inhalers and in recognising the signs that a child with epilepsy needs immediate intervention. The school SENCOs attend training sessions and keep up to date with changes within SEND and the impact this will have upon our school. As a result, the SENCOs are able to feedback to staff and make adjustments in the school to accommodate these changes. Training and CPD are important to us at Moorlands and this is seen as an ongoing process.

The teachers in the SSC are experienced in working with children with SEN and the teaching assistants, who support the class, are also suitably experienced. As relevant courses are available these are offered to these personnel.

Staff who support pupils with SEN in the mainstream have all attended training relevant to the subject they deliver.

11. How accessible is the school environment?

The school is accessible for those with wheelchairs and physical walking aids, as the building is on one level. A separate side gate is dedicated to access for pupils of the SSC who arrive and depart on Trafford Transport. Our disabled toilet is fitted with a Closomat and changing facilities and are easily available in the centre of school. We also have the provision of a sensory room which is accessible to children with a sensory or emotional need throughout the school. As a fully inclusive school, where all children are treated equally, we encourage our children to show respect and tolerance to all. Disabled and physically impaired children from our SSC spend each playtime with mainstream children, being fully included in games and experiences by their peers.

12. How are parents and young people themselves involved in the school?

Home-school communication is highly regarded at our school and we value the opinions and input of parents in furthering our knowledge of the children in our care. The primary method of communication is online via Class Dojo. Every child is also given a reading diary at the beginning of each academic year, which is to be brought into school every day; it is also used as a point of contact between staff, parents and children. This diary is checked regularly by the class teacher and notes can be written in here when necessary. Appointments can be made with the class teacher, the Headteacher or the SENCOs, to discuss any concerns or enquiries about a child's progress. In addition to regular parents' evening meetings, children on the SEN register will have reviews of their Learning Support Plan, involving the parents and the child concerned. If a child has an EHC plan, an Annual Review meeting will be held with all those involved in the child's progress.

As mentioned earlier, the views of parents and the child are greatly valued and parental input will be sought at all stages of planning and reviewing individual support for your child. Pupil voice is very important to us at Moorlands and we seek to gather pupil views when we make key decisions and as part of our monitoring processes. We have School Ministries where pupils can express their views on all aspects of school life; these ministries are: environment, education, home office, transport and mental health and wellbeing. We carry out pupil perception interviews to gather information on how pupils feel about their learning, what supports them in their learning and what would improve things for them. Children on the SEN register will work with staff to set their targets. Where informal meetings are held between parents, school staff and any outside professionals, pupils will be encouraged to contribute their views. This could be by attending the meeting or by expressing their views to an adult prior to the meeting so that their voice may be included on the child's behalf.

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

Referrals can be made, when deemed necessary, to a variety of different agencies and specialists from health and social care or Local Authority services. Again, the parents are involved during the whole process and once the referral has been sent, parents will be regularly updated about the progress of that referral.

14. Who can I contact for further information?

To discuss your child's Special Educational Needs, please contact the school's SENCOs, Mrs S. Wood (Year 3 and 6 SENCO) and Mrs V. Norbury (Year 4 and 5 SENCO) sendco@moorlandsjuniorschool.com , or the Headteacher, Miss A. Kelly, on 0161 962 5452 or moorlands.admin@trafford.gov.uk . We will be happy to arrange an appointment with you. Alternatively, speak to your class teacher who will pass any concerns on to the relevant staff.

Enquiries about admissions to Moorlands Junior School should be directed to Trafford Council:

School Admissions

4th Floor

Waterside House

Sale

M33 7ZF

school.admissions@trafford.gov.uk

0161 912 5007

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

We prepare the children from our feeder infant school, Templemoor Infant School, or who are joining our SSC from other schools, well in advance of transition. We invite the Year 2 children to various school performances, events and to our Achievement and Enrichment afternoon in the summer term, so that they are familiar with their new surroundings and the business of a junior school. All children take part in a "Moving Up" afternoon, to meet their new class teacher and find out about expectations for the year ahead. For children with greater needs, an individualised programme can be tailored to support their transition. The staff of the Infant and Junior schools meet in the summer term, to pass on information about each child and the SENCOs also meet to discuss the needs and priorities of individuals on the SEN register. This is to ensure a smooth transition for both children and parents, with teachers knowing as much as possible about the new children we are to receive.

Our local secondary schools provide a full transition programme, particularly for children with Special Educational Needs. We liaise closely with these schools to ensure all our children are prepared for their move to secondary school.

Occasionally, a child joins our school during their junior school education, often because of a house move. At Moorlands, our policy is to provide a friendly, welcoming atmosphere to enable them to become part of our school community. New pupils and their parents are invited to come and visit us, to look around the school and meet the staff and children. All relevant records are passed to the receiving schools.

The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk

16. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: @traffordfis

Facebook: www.facebook.com/traffordfis