



## Moorside Primary School

### Local Offer 2020-21

Our school's 'local offer' brings together information for children and young people with special educational needs and disabilities and their families.

#### Accessibility and Inclusion

##### **Our school environment**

The main school building was built over 60 years ago and is on various levels. Whilst all parts of the building are accessible to wheelchair users, the school is not currently best suited to permanent wheelchair users or others with significant physical disability because of the multiple changes in level internally. Further developments are planned.

We have accessible parking spaces. Adaptations have been made to help individual pupils with mobility needs; these have been made in consultation with local authority (LA) specialists and have been designed to meet an individual's needs rather than generic adaptations. We have changing facilities, including an adjustable changing bed, disabled toilets and showers in different parts of the school.

There is an ongoing programme to improve the sound quality in teaching and communal areas of the school. The hall, year 4 and year 5/6 corridor classes have sound-field systems already fitted. We also have two mobile systems which can be used to support individuals if they are in a class without a fitted sound-field system.

Some pupils have individual aids to help meet their needs but all pupils benefit from access to computers, interactive whiteboards, iPads and a variety of programs that are readily available.

##### **School information**

General communication to parents is via the website, regular newsletters and individual letters about specific events. Our main form of communication since January 2020 has been electronic, but the school is happy to provide a paper copy on request. We have an official Facebook page (search for Moorside County Primary School) and use ParentApp for messages to parents.

All our policies are available on our school website. Policies are available in larger font on request.

Information is not automatically available in different formats or languages but, with the use of technology, every effort to meet requests for adaptations is made free of charge. Where there is a need for communication support, we try to use resources available in school. We have staff who are proficient in a number of languages. Languages include: Bengali, British Sign Language, Cantonese, French, German, Gujrati, Italian, Mandarin, Russian, Spanish, Urdu and Vietnamese. We have access to a Braille machine.

##### **Our provision**

We utilise a range of resources for children to access learning alongside their peers. We have radio aids, a sound field system, visualisers, magnifiers, laptops, tablets, a braille machine, and a tactile graphics machine.

Visual timetables are used to support pupils through the day. Teachers present activities in different ways to ensure all pupils can access them.

## Teaching and Learning

Moorside Primary School caters for children with a range of needs. We work closely with other service providers and host meetings and events that bring health, education and social care services together.

All pupils, including those with some form of SEND, work mainly in their class groups, but when the need arises, we run nurture or key skills teaching groups and offer individual support. All pupils who need this support are able access this support.

### **Arrangements for identifying and assessing children with SEN**

Some pupils arrive at Moorside with assessments already made and access to medical services, including speech and language, already in place. When this is the case, we are able to arrange appropriate support for individuals on entry and this helps with a smooth transition into school.

On entry into Reception, staff work closely with parents to assess pupils and plan for the next steps in their learning. This includes home and nursery visits, as well as induction sessions in the setting. This means that any pupils with more significant needs are supported straight away.

Assessment continues throughout a pupil's time at Moorside and regular discussions between teacher and parent help ensure that any areas of difficulty are identified and addressed quickly.

If the teacher and/or parents feel that further investigation is needed, the information is passed onto the SENDCo. Initial internal assessment will be done by the SENDCo and then feedback will be given to parents and pupils by the class teacher and/or SENDCo to discuss findings and plan for next steps.

Sometimes a pupil's needs can then be met through individual plans or adaptations in school. For some pupils, further assessment or advice is sought. This can be from a range of services and will be discussed on an individual basis.

As a school, we work closely with speech and language services, medical professionals and educational psychologists.

Further details can be found in our SEND policy.

### **Additional support**

Provision for pupils is very varied and needs led. Children have individual provision maps which form part of their pupil passport. Pupils, teachers and parents help to complete these. They showcase the pupil's strengths and provide targets. TAs are available in classes to support all pupils as well as individuals with SEND. Teachers work with the SENDCo, parents and other staff to ensure that additional groups and interventions are matched to pupil need.

### **Staff expertise, training and development**

We are proud of our particular expertise and training for working with children hearing impairments. We have a full-time qualified Teacher of the Deaf with BSL level 2, Miss Alison Lay (SENDCo). We also have support staff throughout school who have had training and experience using basic sign to aid communication, as well as a level 3 BSL communicator. We recognise that some pupils with a hearing impairment may not be local and make every effort to try to facilitate friendships. We also encourage pupils to mix with other deaf or hearing impaired pupils from across a wider area. We hold regular social events at schools across North Lancashire where they can meet pupils who have similar experiences.

We have a member of staff learning Braille, supporting the successful integration of a VI pupil into the mainstream setting.

Communication needs of individuals are met through personalised resources making use of sign, picture communication and translation options on the computer. All classrooms use a mixture of teaching methods and visual aids. Visual timetables are available.

Our SENDCo has qualifications in ASD and Speech, Language and Communication difficulties and works with external therapists to support pupils with a range of social and communication needs.

Staff are trained to meet the needs of pupils in their class and year group and in some cases as a whole school staff. We use expertise in school and when appropriate buy in outside agencies. Training is an ongoing process and Teaching Assistants (TAs) and Teachers are encouraged to continue with their own professional development.

TAs have a range of experience and are encouraged to attend courses relating to the individuals they support. One of our TAs has completed a BSL level 3 qualification, while another is learning Braille.

### **Support for tests and SATs**

All pupil needs, including access arrangements for End of Key Stage Assessment Tests are dealt with on an individual basis. We have used additional time, rest breaks and scribes to support pupils in the past. Support which would be available for year 6 is also put in place in other year groups during assessments.

### **Review meetings for children with Statements or Education, Health and Care (EHC) Plans**

Reviews are held at least annually (bi-annually for early years) for all pupils with an Education and Health Care Plan (EHCP). All those involved with the child are invited and the pupil shares good work and views, either independently or through their TA. Reviews can be carried out after a shorter period if there are any concerns.

### **Arrangements for children with other SEN support needs**

With the move to more individualised learning for all pupils, tracking and target setting is ongoing and makes use of teacher assessment guided by Key Learning Indicators or Performance (KLIPs) to move the child on. For pupils with SEND, these steps may be smaller and for some we use Performance Indicators for Valued Assessment and Targeted Learning (PIVATs) to break down progress in to achievable steps. These small steps are shared on the pupil passport.

For all parents of our pupils, with or without any additional or special need, we have an open door policy. The SENCo can give advice via email and arrange meetings to ensure that progress is sustained. While we are happy to give pupils additional work and support in school, we also work with parents providing materials for continued support at home. These are often in the format of a game which can be enjoyed with other family members.

### **Assessing and evaluating the effectiveness of our provision**

Pupils are tracked using regular school assessments as well as evaluation of targets and next steps. This information is shared at regular meetings with the class teachers and TAs. Pupils in all sub-groups are tracked and their progress monitored at a management level. A half-termly SEND review meeting is undertaken to review the management of SEND across school.

## **Keeping Children Safe**

The school takes the care of all pupils very seriously.

Policies on child protection, e-safety and bullying and intimate care are all available on the website. For many of the pupils with SEN these safeguards are appropriate to ensure their safety.

For some events and for some individuals, additional steps need to be in place. Each event and an individual's needs are looked at separately. We have a member of staff in charge of risk assessments and where the risk involves an individual with specific needs, we will meet with the parent to ensure that everyone is happy that everything possible has been done to minimise the risk, this may include a personal care plan.

Some pupils have specific arrangements at the beginning and end of the day negotiated with the parent or carer to ensure the pupil's wellbeing and safety.

Additional support is available at break, lunch and at other times if a pupil needs help to stay safe in our wonderful outside areas and includes a quiet room facility for those that find the hustle and bustle of the playground overwhelming.

Parents are not allowed to drop off in the car park as this puts pupils at risk, but if there is a medical or other recognised need, parents are given permission to use the disabled parking area for drop off.

Some pupils, especially those with a physical needs, have additional risk assessments carried out for PE or outdoor activities. These are often done in consultation with an OT or Physiotherapist.

All risk assessments for school trips take into account the needs of those individuals attending and additional support/access arrangements are included in the initial assessment.

## Health (including Emotional Health and Wellbeing)

The school has a comprehensive 'Administration of Medicines' policy available on the website. All staff have regular updates on procedures and locations of first aid equipment, prescription medicines and accident record sheets. All staff, including lunch time welfare staff, have received first-aid training from a professional body. This is kept updated at in-house INSET sessions.

In a medical emergency, an ambulance would be called. Training of all staff ensures that the patient can be properly managed until the arrival of professional services.

Those working in close proximity of a child with diabetes, allergies, epilepsy, or other ongoing medical issue have additional training from the school nurse. (See also intimate care policy.)

The school works closely with the school nurse, OT and Physiotherapy services and speech and language therapists who all regularly attend meetings and work with pupils in the school setting.

Where a care plan is needed these are written with teacher and/or TA, SENDCo, parent and pupil (if appropriate) they are reviewed regularly.

### **Pastoral support**

Our experienced pastoral team, led by Mrs Lisa Newton, uses a variety of approaches to support a range of pupils. These include specialist therapies such as Lego and drawing. Social stories are used to support children to deal with change in a more appropriate manner. They also work with children on anxiety, anger, friendships and feelings individually or in groups. Recently, feedback from the work of our Pastoral Support Manager from Encompass Education stated: "There is so much wonderful therapeutic work that goes on during your child-centred play. You are building a good,

warm and secure relationship with them to help them feel safe and calm. You are providing a good model of positive relationships, improving self-esteem and social skills.” We also run social groups and support at playtimes to help pupils with friendships and social integration.

We also work with Wise Up, a Community Interest Company that provides an inclusive range of creative activities to promote health, well-being and self-confidence. They offer some specialist drama and art therapy sessions to groups of children in school.

Finally, we offer 1:1 sessions with a trained child counsellor and play therapist for those pupils who require this enhanced level of support.

## Communication with Parents

The school’s website has information about the different roles in school. The school office will pass on individual contact details and in the case of queries regarding SEND, will try to ensure someone gets back to you the same day.

Parents of pupils with SEND are encouraged to contact the SENDCo directly by email as this helps ensure concerns are addressed quickly. If a meeting is needed, this can then be quickly set up.

Most staff can deal with quick queries at the beginning or end of the day. Pupils with SEND or those attending breakfast or after-school club can request the use of a home-school link book to help sort out day-to-day issues and ensure you can talk to your child about their day. The home-school book is also a good opportunity to share progress and achievements.

Some families are supported with a CAF (Common Assessment Framework) this allows all professionals involved with a family to share information and helps provide a co-ordinated response to need. The CAF is reviewed half termly at a TAF (Team Around the Family) meeting.

The school has termly opportunities to meet with staff for all pupils and reports are also sent out to inform parents of the progress their child has made. For parents of pupils with SEND, where progress may be in smaller steps, meeting with staff involved and a chance to look at work is often a better indicator of progress than the more formal whole school or national reporting systems and attainment indicators.

The school has regular open days and while we do use questionnaires for feedback, informal comments and suggestions are always welcome. We encourage parents to share their views directly with school.

## Working Together

The school has a school council which meets regularly.

Parents are always welcome to call in for informal feedback, but parents' evenings and reviews provide a more formal platform for recording views.

The school recognise that methods in education are continually evolving and in order to help parents, we organise meetings in which current teaching and learning methods are shared. These have proved popular and very useful.

The school has an active PTA, known as MOORFS (Moorside Friends), and regular events to encourage families to get together. This encourages social friendships but also raises money for non-essential extras for the pupils. During the recent lockdown MOORFS organised some great socially distanced events.

The Governing body meet regularly in school. Parents are encouraged to take up vacancies and these are filled after an election process as they arise. The Governors are encouraged to have a 'hands on' approach in school and meet with staff and visit the school during the working day to ensure that the decisions made are based on first-hand knowledge or experience where ever possible. There is also a designated governor for monitoring and over-seeing SEND issues.

In some cases home school agreements are drawn up to help support parents in getting their children to school, these may include a travel plans, and are discussed with the parent/carer, SENDCo/Head Teacher and where appropriate the LA.

## What help and support is available for the family?

We recognise that the amount of paperwork that can be involved with an individual with SEND can seem overwhelming. Parents are always offered assistance either through school, with either the class teacher or SENDCo, or through SENDIASS, (Special Educational Needs and Disability Information and Advice Support Service), a service provided by the LA.

The school works closely with other services and charities and information received is passed on to parents to ensure they are aware of additional support that may be available. These are also displayed in the office area or attached to the newsletter. We have some frequently asked questions on our SEND page on the website, any suggestions for addition to these is welcomed.

In the past, parents have set up groups to chat over coffee and share experience and support each other. The school is keen to facilitate these type of meetings. Training for parents by outside groups can also be offered if there is enough support.

Informal support is available at the weekly Wellbeing Café.

In some cases home school agreements are drawn up to help support parents in getting their children to school, these may include a travel plans, and are discussed with the parent/carer, SENDCo/Head Teacher and where appropriate the LA.

## Transition to Secondary School

Transition to secondary school can be a stressful time for some pupils, especially those with additional needs.

The secondary school is invited to a review in the first half of the Summer Term of year 6 for pupils with an EHCP. This gives the parent and pupil a chance to meet key staff and ask questions.

Additional visits are arranged and in-school social groups are organised, so that pupils get to know others who will be attending the same school. The pupils look at the website and other information particular to the school.

There is close liaison between our SENDCo and that of the receiving secondary schools and additional information can be passed on via email at the beginning of year 7 if there are any difficulties.

## Extra Curricular Activities

School benefits from a breakfast and after-school club. (These need to be booked and a cost is involved. See website or office for details.) In exceptional circumstances school will help families with accessing the breakfast club at a reduced cost, or in an emergency.

During lunch-times, there are often a variety of activities available. The clubs offered change over the year to ensure that there is a variety. There is always a quiet room facility where pupils can eat lunch and stay inside. (There is no charge for these activities.)

After school clubs are also very varied and usually free of charge. Full details of current clubs are on website and newsletter.

Pupils may take additional music lessons in various instruments, again these have a charge and need to be booked in advance.

Clubs are open to all and school makes additional support arrangements if this is necessary for an individual with SEND to access the activity.



Building peer relations can be challenging for some children and while we have playground buddies and staff to help all the children, we recognise that some children will need more structured intervention. Throughout school, pupils who need help with social relationships can take part in structured activities with their peers to teach the skills. These are usually run by the pastoral support manager, learning mentor or other experienced TA.

Some pupils have individual support for unstructured times and use social stories to help them learn the 'rules'.

## Feedback

We take parent and pupil views on board and adjust our practice where needed. We have restructured our support and assessment timelines based on previous feedback and are now able to provide initial feedback within ten working days. If you have any constructive feedback this can be emailed to school at any point. Periodically we send out questionnaires to collect a broader picture.

The school also has a complaints procedure which can be found on the website.