



Special Educational Needs Information Report

This document is intended to provide parents, carers and families with information regarding the ways in which we support all of our pupils, particularly those with an identified special educational need or disability. Our practice is continuously monitored and modified to meet individual pupils' needs.

Specific provision is also provided for the different areas of need:

- Communication and interaction
- Cognition and learning needs
- Social, Emotional and Mental Health Needs
- Sensory and Physical/Medical Needs

School entitlement offer to pupils with additional needs:

For all pupils at Moorside Primary Schools who have a special educational need or disability (SEND):

- We recognise that the family is the expert on their child and work in partnership with them
- We are developing pupil-friendly and needs-based Specific, Measurable, Achievable, Relevant and time-Bound (SMART) Individual Education Plans (IEP's).
- We work with pupils where possible, parents and staff to write, review and implement them.
- We differentiate the curriculum, teaching strategies and resources to promote pupil progress.
- We seek support and advice from outside agencies to ensure any barriers to success are fully identified and responded to.
- We evaluate our interventions and strategies on a regular basis.
- We support families with children with SEND, formally through review meetings and informally through our "open door" approach.
- We hold at least three yearly review meetings for pupils with a higher level of SEND.
- We place support staff where they are needed throughout the school to ensure pupil progress, independence and value for money.
- We work alongside fully qualified professionals such as Educational Psychologists and Speech and Language therapists who can provide advice and guidance to staff.
- All staff continually receive on-going training in relation to meeting pupils' needs in class, through high quality teaching that is adapted to meet individual needs.
- We offer support to families and signpost to services and organisations which may offer appropriate support or advice via the Local Offer.
- We offer Primary to Secondary transition support for pupils and parents.
- We carefully consider how to support children with special educational needs in Statutory Assessment Tests (SATs) to ensure that they are able to access the tests as fully as possible.

The tables below give more information of these specific strategies and resources.

Type of SEND for which provision is made at Moorside	Type of support/provision made at Moorside Primary School
Communication and Interaction	Speech, Language and Communication Needs

<p>Needs: e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum/Social Communication Disorders • Speech, Language and Communication Needs 	<ul style="list-style-type: none"> • We use visual cues, visual timetables and Makaton sign language to support pupils with speech and language difficulties. • We use strategies/programmes to support speech and language development, including individual and small group support. • We seek support and advice from the Speech and Language service to help in understanding individual needs and respond to any potential barriers to success. • We work alongside our Language Enhancement Action Package for Schools (LEAPS) therapist in school and she has supported staff to develop the learning environment and specific strategies to help support and develop children's speech and language. • We have staff with a range of experience and qualifications linked to supporting children with Speech and Language needs. • We have created an extra classroom to support and nurture some of our youngest children in school to help further develop their communications needs. <p>Autistic Spectrum/Social Communication Disorders</p> <ul style="list-style-type: none"> • We use a range of strategies to ensure children understand the routines of the day. • We can provide areas of low distraction/ stimulus. • We offer social skills support including strategies to enhance self-esteem and nurture groups. • We have a number of staff who can support pupils at playtime and lunchtime as well as through 1:1 and small group intervention sessions. • We have developed strong links with other professional to gain further knowledge and to develop appropriate strategies to effectively support the specific needs of children. • We have staff with various experience and knowledge which enables children to be effectively supported.
<p>Cognition and Learning Needs: e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties (MLD) • Specific Learning Difficulties (SpLD) 	<p>Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD)</p> <ul style="list-style-type: none"> • We access the expertise and advice of the Special Educational Needs Teaching and Support Service (SENTASS) to ensure the needs of children are clearly identified. • We provide small group support with a focus on literacy or numeracy skills, depending on need. • Our Educational Psychologists (from both Newcastle and Gateshead LA) use a range of thorough assessments to support children and recommend a range of teaching strategies and therapies. • We use intervention programmes to improve literacy skills – e.g. coloured overlays and reading rulers to help with reading for our dyslexic children. • We have staff with the OCR accredited level 3 qualification in dyslexia and SpLD.
<p>Sensory and Physical Needs: e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical Disabilities • Medical Needs 	<p>Hearing/Visual and Multi-sensory impairments</p> <ul style="list-style-type: none"> • Our staff understand the impact of a physical/sensory need on teaching and learning and provide support and aids to ensure access to the curriculum and develop independent learning. • We have created and developed our own Sensory room in Nursery to provide strategies and support for children with a specific physical and sensory need. • We work with a specialised team to improve the "fine motor skills" of our pupils • We work closely with SENTASS Hearing Impairment and Visual Impairment Teams to staff are trained to support the needs of pupils with hearing or visual impairment, including the use of hearing aids and microphone systems. <p>Medical Needs</p>

	<ul style="list-style-type: none"> • We seek advice and guidance from the Health Service to ensure barriers to success are reduced or removed for pupils who have significant medical needs. The SENCO, leadership team and Parent Advisor, liaise with parents, staff and health professionals to create Individual Care Plans when necessary. • We provide support with personal and intimate care if and when needed. • Staff at Moorside follow and implement the Medicine Administration Policy. <p>Physical Disabilities</p> <ul style="list-style-type: none"> • We are a one tier building and the entrance to our school allows wheelchair access, we have a disabled toilet and various facilities. • We work closely with the Physiotherapy and Occupational Therapy services to deliver and monitor therapeutic programmes.
Social, Emotional and Mental Health Needs	<ul style="list-style-type: none"> • We recognise that children and young people with social, emotional and mental health difficulties may struggle to cope with school routines and have trouble building relationships. They will be considered to have special educational needs if they need educational arrangements or interventions that are different from those generally offered in the mainstream school. • Children and young people who have difficulties in this area may find them a barrier to learning and reaching their potential. This can make them more frustrated and unable to access opportunities. • We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. In order to help our pupils succeed, we have a role to play in supporting them to be resilient and mentally healthy. • We have the expertise to identify signs and symptoms of pupils suffering from poor mental health and can support pupils in identifying the factors which may impact on this. We discuss any concerns with pupils, parents and carers. • Where severe problems occur we will adapt our approaches, nurture children and seek further support from the appropriate professionals such as medical experts working in specialist CAMHS, CYS, voluntary organisation, North East Counselling Service and local GP's. • We create behaviour management plans where necessary, to ensure children can access the curriculum and all children remain safe. • We complete risk assessments and then take action to ensure the safety and inclusion of all children. • We pride ourselves in belonging to a caring school community where everyone is welcome and adopting a whole-school approach to promoting good mental health and implementing our policies for Behaviour and Anti-Bullying. Developing positive peer influences.

If you have questions about special educational needs, please come and talk to us. You can talk to your child's teacher or another member of school staff:

Special Educational Needs Lead

Ms Linda Hall along with Ms Siobhan Rowe and Ms Nikki Harris have responsibility for organising and developing the SEND policy and good practice throughout the school alongside the leadership team. All of which have completed the appropriate training and have the appropriate qualifications. Linda Hall and the team will coordinate provision for pupils with SEND, maintain the SEND register and communicate with parents, staff and external agencies.

Teachers

Class and subject teachers work closely with and are supported by the SENCO. Under the previous framework, the SENCO had direct responsibility for supporting children/young people with special educational needs/disabilities. However, under the new 0-25 SEND Code of Practice ("015), their role is more strategic and supportive.

Support Staff

The school has developed a dedicated team of teaching assistants and higher level teaching assistants with a diverse range of skills and training to support children with additional needs. We also have a number of SEND Teaching Assistants who focus on the specific needs of identified children.

Parent Support Advisors

Mrs. T. Knowles and Mrs. Joanne Williams are able to provide support and signpost to other sources of information and support. They organize a wide range of opportunities for parents to support their children and develop an understanding of the teaching strategies used in school.

Qualifications

Attachment Awareness – L Hall, S Rowe and N Harris

ELKLAN Accredited Speech and Language – Mrs. S Watson and Miss N Porter

Health Improvement (This is Me) – N Johnson

National Award for SEN Coordination Qualification – Senior Leadership Team – L Hall, S Rowe and N Harris.

Mental Health Certified First Aiders – L Hall, N Harris, S Rowe and R Burns.

Further Mental Health Training – L Hall and S Rowe.

The SEND Governor

The governor for SEND at Moorside Primary School is Ms Caroline Emmerson as well as Mrs P Brown (one of our Teaching Assistants at our school).

Other agencies and key partners:

Special Educational Needs Assessment and Review Service

This is the local authority SEND team responsible for overseeing provision for SEND in Newcastle schools. They work with schools to ensure children are well informed and can support parents in finding the right provisions and support for their child.

Educational Psychologists

As a school we work with both Newcastle and Gateshead local authority Educational Psychologists services. Teachers can seek advice on supporting children in their learning and, with parent's permission, can ask the psychologists to work directly with individual children to get a better understanding of their strengths and difficulties.

Speech and language

LEAPS (Language Enhancement Action Package for Schools)

The Paediatric Speech and Language Therapy Service works with Moorside Primary School to identify training needs and provide information, training and therapy programmes for staff, parents/carers and other involved agencies. They support our school to work at universal and targeted levels of intervention in order to support language and communication for all identified children. Part of their work is to assess diagnose, advice and support appropriate intervention for children in our school with speech, language and communication difficulties. Our Speech and Language Therapist that works with us at Moorside is Lucy Traill.

Motor Skills

Moorside Primary School gain valuable guidance and expertise from a specialised team at Newcastle LA. A programme is devised for those pupils' that need support in their development of their gross and fine motor skills. This is then maintained by Teaching Assistants within the school.

Parent Partnership Service

This service supports parents and carers by listening to concerns, explaining SEND policies and procedures and offer practical support to help in discussions with parents and other agencies.

Special Educational Needs Teaching and Support Service (SENTASS)

SENTASS offer support and guidance to teachers and parents and carers. With parents' permission, the schools can ask SENTASS for advice on understanding and supporting children's needs. The service has a number of teams consisting of teachers and support assistants:

Sensory team – including the Hearing and Visual Impairment Services

Speech, language and communication team - including social communication

Specific Learning difficulties team - Dyslexia

Physical Disability/motor Coordination Team - Dyspraxia

Learning Difficulties team

Gross and fine motor skills Team – LA

Complaints Procedure

Initially the school will attempt to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. In the first instance, the class teacher should seek to resolve matters. The matter could then be referred to the SENCO (Head Teacher) or a member of the Leadership Team, if necessary. If the complaint remains unresolved, the person making the complaint should be advised of their rights under Section 23 of the Education Reform Act. The Governing Body will then consider the complaint, after which, if necessary, the LA will become involved.

Further Information:

Other useful documents such as our SEND and Inclusion policy are available on the school website. If you would like further information about what the school can do to support your child, then please do not hesitate to discuss this with the class teacher or contact Ms. L. Hall or members of the leadership team who are Miss S. Rowe and Ms. N Harris : **0191 2720239** or e-mail: linda.hall@moorside.newcastle.sch.uk

SEND Information Report	Dates	
New Report	Consultation with Staff June 2019	Adopted by staff June 2019
To be presented to Governors	June 2019	FGB July 2019
Reviewed	October 2019	Staff/Governors Oct 2019
Next Review	May 2020 or earlier if changes made within the LA or school	