All about SEN provision at Moorthorpe Primary

Welcome to our Special Educational Needs and Disability (SEND) information pages. We hope you will find out about a variety of ways in which we are able to support your child to reach his/her full potential, enabling a successful transition into adult life. Moorthorpe Primary is an inclusive school, we ensure that pupils are included in all aspects of learning and school life throughout our school. We adhere to Wakefield LA’s admissions policy that we do not discriminate against any child.

From time to time some children require additional support to help meet their needs or improve their ability to access the curriculum in a way which suits their learning style. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/Carers will be informed when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/Carers will be kept informed about this support.

Children who require support in terms of their acquisition of English are not considered SEND pupils but as they may require additional support, their needs are reflected in our local offer.

Our Local Offer describes the range of provision and support available to support identified children as and when appropriate. This Offer is subject to change depending on budgetary constraints and policy review.

A child has special educational needs or disabilities (SEND) if they have a learning difficulty or disability which means that they find it significantly harder to learn, or to do activities which children the same age are able to do

**1. Communication and interaction**

Speech, Language and Communication Needs (SLCN)

Autism

 **2. Cognition and learning**

Specific Learning Difficulty (SpLD)

Moderate Learning Difficulty (MLD)

Severe Learning Difficulty (SLD)

Profound and Multiple Learning Difficulty (PMLD)

**3. Behavioural, emotional and social**

 **4. Physical and sensory**

 Visual Impairment (VI)

Hearing Impairment (HI)

Multi-Sensory Impairment (MSI

A physical or mental impairment includes:

Medical conditions, including epilepsy, diabetes, more severe forms of asthma and eczema

If the impairment has a substantial and long-term effect on a person’s ability to carry out normal day-to-day activities it may amount to a disability.

What should I do if I feel my child has SEN? 

 If you are concerned that your child has a special educational need (SEN), in the first instance we ask that you speak to your child’s class teacher who will then follow up your concerns. Concerns can be discussed at parents’ evenings, or by making an appointment to meet with your child’s class teacher at any point throughout the school year.

A meeting with the Special Educational Needs Coordinator (SENCO) can also be arranged. Miss Hudson is the SENCO at Moorthorpe Primary School.

The SENCO is responsible for:

Coordinating all the support for children with SEND and developing the school’s SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

involved in supporting your child’s learning

kept informed about the support your child is getting

involved in reviewing how they are doing

Liaising with all the other people who may be coming into school to help support your child’s learning.

Updating the school’s register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child’s progress and needs.

Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

How will the school respond to my concerns? 

The class teacher will listen to any concerns you may have at a pre-arranged meeting. If your concern cannot be met at that meeting then the class teacher will take some time to look into the concern and liaise with the SENCO and/or Head of School. A follow up meeting will be arranged to ensure your concern is addressed and to plan any additional support your child may receive. If relevant at this stage, possible referrals to outside professionals to support your child’s learning will be discussed.

How will the school decide what extra support my child will receive? 

 If your child is identified as making limited progress within any area of need, the school will set up a meeting to discuss this with you in more detail and to:

 · listen to any concerns you may have

· plan any additional support your child may receive discuss with you any referrals to outside professionals to support your child’s learning.

**What will the school do to support my child?** 

All children, regardless of their need, receive excellent classroom teaching known as Quality First Teaching.

This means:

 · That the teacher has the highest possible expectations for your child and all pupils in their class.

 · That all teaching is based on building 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 within well differentiated ability groups. This may involve things like using more practical learning.

 Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress. However, we recognise that each child's needs are unique and so each child will receive different support, depending upon their specific needs.

The Special Educational Needs Co-ordinator (SENCO) and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs.

Any pupil identified as having a special educational need and/or disability is on the SEND register. Extra help will be given to these pupils to help them to make progress. Some examples of ways we may support your child further may include:

* Specific group work within a smaller group of children
* This group or one to one support may be:
* · Run in the classroom or outside
* · Run by a teacher or a Teaching Assistant who has had training to run these groups

SEN Support

* Your child may engage in group sessions with specific targets to help him/her to make more progress.
* A Teaching Assistant/teacher or outside professional may run these small group/individual sessions.

* You will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward.

* You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist (SALT) or Educational Psychologist (EP). This will help the school and yourself understand your child’s particular needs better and be able to support them better in school.

Education, Health Care Plans

* From September 2014, 'Statements' will be replaced by 'Education, Health and Care Plans'. This document will continue to outline a pupil's special educational need and the support that the school needs to put in place to help them, but it will be a much more child friendly document, based around the pupil and their family. Over a 2-3 year period, most current 'Statements' will be replaced by an 'EHCP' at a child's annual review.
* Only children with the most complex and significant special educational needs will be considered for an Education, Health Care Plan (EHC).

How can I help my child? 

* You can support your child by attending parents’ evenings, helping them to complete their homework to a good standard and on time, ensuring your child gets to school on time and with all the appropriate equipment, talking to the class teacher if you have any concerns about your child, providing lots of opportunities to speak and have conversations with your child, read and practise number skills.
* Teachers are more than happy to share any ideas they have with you so you can top up the learning at home.

How can I access support for myself and my family? 

By looking at the Local Authority’s website, you will see a list of all the services available to you and your child. You can arrange to meet with our SENCO (Miss Hudson) or school’s Learning Mentor (Mrs Hardy) who might also be able to point you in the right direction.

Who can I speak to if I require further information?

* If you require further advice or support please see and / or make an appointment with your child’s class teacher or:

* Headteacher-Mrs Pollard
* SENCO – Miss Hudson
* Learning Mentor-Mrs Hardy

What support is available at Moorthorpe Primary 

At Moorthorpe Primary children receive Class Teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

That the teacher has the highest possible expectations for your child and all pupils in their class.

 ·That all teaching is based on building 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. This may involve things like using more practical learning.

 ·Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.

 ·Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work with in a smaller group of children. 

(This type of support is available for any child who has been identified as having specific gaps in their understanding of a subject/area of learning.)

 This group, called Intervention groups in school, may be

 · Run in the classroom or outside.

 · Run by a teacher or most often a Teaching assistant who has had training to run these groups.

 Once your child has been identified by the class teacher as needing some extra support in school:

 · He/ She will engage in either small group or 1:1 sessions with specific targets to help him/her to make more progress.

 ·A Teaching Assistant/Teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher’s plan.

Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups

 If your child does not make expected progress with interventions in place they will then be referred to receive extra specialist support in school from a professional outside the school. This may be from:

 · Local Authority central services such as the Communication and Interaction Team.

 · Outside agencies such as the Speech and Language therapy (SALT) Service.

 For your child this would mean: 

 · Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.

 · You will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward.

 · You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better and be able to support them better in school.

 ·The specialist professional will work with your child to understand their needs and make recommendations, which may include:

 o Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better

o Support to set better targets which will include their specific expertise

 o A group run by school staff under the guidance of the outside professional e.g a social skills group

 A group or individual work with outside professional

The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

 This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support 

 This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).This means your child will have been identified by the class teacher/ SENCO as needing a particularly high

 level of individual or small group teaching, which cannot be provided from the budget available to the school.

 Usually your child will also need specialist support in school from a professional outside the school. This may be from:

 · Local Authority central services.

* · Outside agencies such as the Speech and Language therapy (SALT) Service.

 For your child this would mean:

 · The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process which sets out the amount of support that will be provided for your child.

 · After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the current support.

 · After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong and they will then write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

 · The Statement or EHC Plan will outline the amount of money from the LA which will be provided to the school to be used to support your child. It will also recommend how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

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The additional funding will then be used to support your child with whole class learning, run individual programmes or run small groups including your child.