

Special Educational Needs and Disability Information Report

At Moorside Primary School, we have high expectations of all children. We endeavour to create an atmosphere where every child can work to the best of their ability and reach their full potential. This document demonstrates how we offer a wide range of support to ensure that children with special educational needs and disabilities are able to become confident learners and make progress socially, emotionally and academically.

As Parent/Carers, we truly believe that you know your child best and therefore we encourage a close working partnership so that you and your child have a happy and successful journey throughout their education in our school.

For all children at Moorside Primary School who have Special Educational Needs and/or Disabilities:

- We recognise that the family is the expert on their child and we must work in partnership with them;
- We have regular meetings with Parents/Carers and external professionals to review progress and identify any next steps for the child as well as any further support that may be needed;
- We use child-friendly approaches for 'SMART' (Specific, Measurable, Achievable, Relevant, and Time-Bound) targets as recommended by the Local Authority and we involve children in this process;
- We seek specialist knowledge and advice from a range of outside agencies including but not only the Educational Psychologist service, Speech and Language Therapy service, CYPS (Children and Young Peoples Services), Community Paediatrics, SENTASS, and Occupational Therapists to ensure any barriers to success are identified and responded to at an appropriate pace;
- We provide quality first wave teaching where the curriculum and resources are differentiated to meet the needs of all learners and where the highest level of child participation can be achieved;
- We ensure there is access to specific teaching and learning processes and resources for children with SEND, monitored through ongoing assessment processes in order to identify their impact;
- We evaluate the level of support, interventions and teaching strategies on a regular basis, and make changes where necessary;
- We deploy staff where they are needed throughout the school to ensure children progress academically and also in their levels of independence. This is monitored and adapted regularly to meet the needs of the children;
- We have three fully qualified SENCOs who are part of the Senior Leadership Team. All have the National Award for SEND Coordination and are able to provide advice and guidance to staff and Parent/Carers;
- All staff continue to receive, on-going training in relation to meeting children's needs in the classroom and in all parts of school life;
- Support is offered to families and they are signposted to services and organisations, which may offer appropriate support or advice via Newcastle's Local Offer;
- Whole school policies such as those for Behaviour, Anti-Bullying and SEND are reviewed on a regular basis;
- We provide transition support for children and families between different educational settings e.g. from primary to secondary school.

School entitlement offer for children with Special Educational Needs and/or Disabilities:

For all children at Moorside Primary School who have a special educational need and/or a disability(SEND):



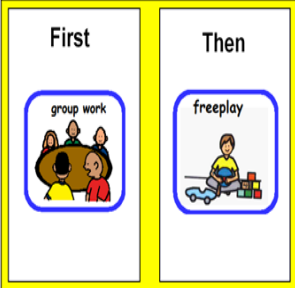
- Child-friendly and needs-based Specific, Measurable, Achievable, Relevant and Time-bound (SMART) targets are incorporated into an Individual Education Plan where appropriate to do so;
- We work as part of a team to write, review and implement Individual Education Plans and where possible we begin with the child's views;
- We differentiate the curriculum, teaching strategies and resources.
- We seek support and advice from outside agencies to ensure any barriers to success are fully identified and responded to appropriately;
- Interventions and support strategies are evaluated on a regular basis formally through review meetings which may include other professionals and Parents/Carers.
- We carefully consider how to support children with SEND in Statutory Assessment Tests (SATs) to ensure that they are able to access the tests and where appropriate ensure they have accessible test materials and resources (modified, large print, reader, extra time, scribe).




To ensure our learners are successful we:

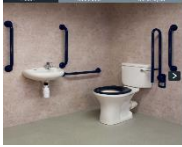

- Have a range of experienced and dedicated teaching staff in school to support all learners.
- Have a number of SEND specialist teaching assistants who deliver specific intervention programmes to individuals.
- Have a Parent Support Advisor who regularly liaises with Parent/Carers.
- Actively seek and buy additional support packages from external agencies.

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

Type of SEND for which provision is made at Moorside Primary School	Type of support/provision made at Moorside Primary School
<p>Communication and Interaction Needs:</p> <p>Autistic Spectrum/Social Communication Disorders</p> <p>Speech, Language and Communication Needs</p>   	<p>Speech, Language and Communication Needs:</p> <ul style="list-style-type: none"> ➤ We use visual cues, visual timetables and specific speech and language programmes to support children 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 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 a range of needs; ➤ We have created Speech and Language areas within the school to support the access of specific programmes within a quiet, focused environment. <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 confidence; ➤ We have a number of staff who can support children at playtime and lunchtime as well as through one to one and small group intervention sessions; ➤ We have developed strong links with other professionals 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 that can be shared with others and implemented accordingly to meet the specific needs of children.

<p>Cognition and Learning Needs: e.g.</p> <p>Moderate Learning Difficulties (MLD)</p> <p>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 and supported: ➤ We provide small group support with a focus on literacy or mathematical skills, and other areas of the curriculum depending on need; ➤ Our Educational Psychologists use a range of thorough assessments to support children and recommend a range of teaching strategies and approaches for both school and for home; ➤ We use intervention programmes to improve literacy skills- e.g. Lexia, Read, Write Inc, Fresh Start; ➤ We provide resources to support children with specific needs including: coloured overlays and reading rulers to help with reading; for our dyslexic children, exercise books with darker and wider lines and other bespoke tools.
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<p>Sensory and Physical Needs: e.g.</p> <p>Hearing/Visual Impairment</p> <p>Multi-sensory impairment</p> <p>Physical Disabilities</p> <p>Medical Needs</p>  	<p>Hearing/Visual and Multi-sensory impairments:</p> <ul style="list-style-type: none"> ➤ 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; ➤ There is an identified sensory area within the Nursery in an aim to provide strategies and support for our young children with a specific sensory needs; ➤ We work closely with SENTASS Hearing Impairment and Visual Impairment Teams to ensure staff are trained to support the needs of children with hearing or visual impairment. <p>Medical Needs:</p> <ul style="list-style-type: none"> ➤ We seek advice and guidance from all areas of the Health Service, including a bought into School Nurse and Occupational Therapist, to ensure barriers to success are reduced or removed for children who have significant medical needs; ➤ The SENCOs and Parent Support Advisor, liaise with Parents/Carers, staff and health professionals to create Individual Care Plans where necessary; ➤ We provide support with personal and intimate care if and when needed; ➤ Staff at Moorside follow and implement the policy for Supporting Children at School with Medical Conditions; ➤ Identified staff are trained in the use of AEDs, insulin administration and Epi-pens. <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 throughout, we have a disabled toilet and various facilities; ➤ Where appropriate we have worked closely with the Physiotherapy and Occupational Therapy services as well as Paediatricians to deliver and monitor therapeutic programmes.
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Social, Emotional and Mental Health Needs:



- We recognise that children and young people with Social, Emotional and Mental Health difficulties may struggle to cope with school routines and have difficulties building relationships. They will be considered to have SEND if they need educational arrangements or interventions that are different from those generally offered in a 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 or difficulties. In order to help our children succeed, we have a role to play in supporting them to be resilient and mentally healthy;
- Most staff have the experience and expertise to identify signs and symptoms of children suffering from poor mental health and can support them in identifying the factors, which may affect this. As a school, we discuss ways forward and identify bespoke support through discussions with everyone involved, especially the children and their families.
- 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 CYPS ((Children and Young Peoples Services), voluntary organisations, Early Help, Counselling and local GPs;
- Where appropriate we develop individual behaviour plans and support to ensure children can access the curriculum and to ensure all children remain safe whilst at school;
- With Risk Assessments and Actions Plans, we are able to ensure the safety of children and staff and the inclusion of all children;
- We pride ourselves in belonging to a caring school community where everyone is welcome and adopt a whole-school approach to promoting good mental health and implementing our policies for Behaviour and Anti-Bullying.

SEND Governor

- Our governor for SEND at Moorside Primary School is Ms C. Emmerson.

Qualifications and Training

- SENCO Award - L. Hall, S. Rowe, N. Harris
- Attachment Awareness – L. Hall, S. Rowe, N. Harris
- ELKLAN Accredited Speech and Language – S. Watson, N. Porter
- Health improvement (This is Me) – N. Lincoln-Johnson
- Mental Health Certified First Aiders – S. Rowe, N. Harris, R. Kilmartin
- Team Teach Level One- All staff
- Drawing and Talking Therapy- S. Rowe

Ongoing CPD training for all staff (unless named) have included:

- Supporting children with ASD
- Speech and Language strategies
- Supporting children with hearing impairments
- Dyslexia Assessor- N. Harris
- Senior Mental Health Leads- L. Hall and S. Cook
- Zones of Regulation

If you require any further information or have any concerns about your child’s SEND, then please donot hesitate to contact school on 0191 2720239 or by email linda.hall@moorside.newcastle.sch.uk

Parents/Carers can contact Newcastle’s SEND Information advice and support service for impartial support in relation to their child’s SEN and/or disability. SENDIASSadmin@newcastle.gov.uk

Contact details: The Lead specialist (Judith Lane) can be contacted on 0191 284 0480 or by e-mail: judith.lane@newcastle.gov.uk

Northeast Special Needs Network supports families with disabled children/young Phone: 01912812255 Email: admin@nsnn.org.uk

Date reviewed	June 2023
Date of next review	June 2024