

Moorside Primary School Annual SEN and Disabilities Report 2023

At Moorside Primary School, we pride ourselves in belonging to a caring school community where everyone is welcome. We strive to deliver an outstanding education for all our children and encourage everyone to thrive and achieve their full potential. We believe we are a caring community where everyone is welcome and we all value, respect and support each other within a safe and inclusive community.

Key Staff/Governors:

- Ms Linda Hall - Head Teacher/SENCO/ Designated lead for Children Looked After (CLA)
- Ms Hall, Miss Rowe and Miss Harris- SENCOs (The SENCO role is shared between the three members of the Senior Leadership Team all of whom have completed the National Award for Special Educational Needs.)
- Ms C. Emmerson - Lead Governor for SEND

Special Educational Needs at Moorside Primary School 2023

- Total number of children on roll: 443
- Number and percentage of children with SEND: 60 (14% of school population)
- Number of children with an Education, Health and Care Plan 18 (EHCP):
- There are currently 4 children awaiting assessments for an Education, Health and Care Plan (EHCP)
- Number and percentage of boys with SEND: 44 (73%) (13 with EHCP)
- Number and percentage of girls with SEND: 16 (27%) (5 with EHCP)
- The most common type of need in school is Communication and Interaction (see breakdown in the table below)

Special Educational Needs in England 2023

- 1,129,843 children and young people (12.6%) in schools receive SEN support. Up by 4.3% from 2021.
- 355,566 children and young people in schools have EHC plans or Statements of SEN. Up by 9.2% from 2021.
- 4% of children and young people with an EHC plan. Up from 3.7% in 2021.
- The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs

Special educational needs in Newcastle 2023

- 6,651 children and young people were reported by schools to have a SEND.
- 15.8% had an Education, Health and Care Plan (EHCP) and 84.2% had SEND support.
- The need for an EHC assessment is higher in Newcastle than the North-East region or English average.
- 31% of all EHC requests (2022/23) are for pre-school children.

EHC requests by age phase

Early Years	31%
Primary	47%
Secondary	18%
Post 16	4%

The top three needs in Newcastle are;

- Communication & Interaction
- Social, Emotional and Mental Health
- Cognition and Learning

SEND by Year Group

Percentage out of 60 children with SEND

Year group	Number of children	Percentage
Nursery	4	7%
Reception	9	15%
One	5	8%
Two	8	13%
Three	11	18%
Four	10	17%
Five	6	10%
Six	7	12%

Areas of SEND

Area of SEND	Number of children	Percentage
Cognition and Learning	7	12%
Communication and Interaction	43	72%
Sensory/physical (Hearing/visual/physical need)	3	5%
Social, Emotional and/or Mental Health needs	3	5%
Medical	4	7%

As previously stated the highest proportion of SEND needs at Moorside Primary School is Communication and Interaction with most of these children accessing speech and language intervention delivered by external therapists and repeated internally by trained staff.

Of the 18 children with EHCPs 11(61%) of these children, have a diagnosis of ASD.

Our School Implementation

Moorside Primary School ensures all children are supported to fulfil their academic and personal aspirations & thrive as successful and engaged citizens. We value the abilities and achievements of all our children and are committed to providing the best possible environment for teaching and learning, enabling them to succeed socially, emotionally and academically.

This is further emphasised in the school's SEND policy and our Teaching and Learning Policy and the implementation of these policies reinforces good quality, personalised and differentiated teaching that is fully inclusive.

We promote the inclusion of all children within the whole life of the school with measurable success. We have experience of, and provide support for children with a wide range of disabilities. These include children who have physical or sensory impairments, specific learning difficulties, children on the autistic spectrum, those with social, emotional and mental health difficulties as well as those who present behavioural difficulties. Individualised programmes of support ensure that they are able to benefit from all that the school has to offer through a holistic approach to teaching.

As a school, we work with the child's Parents/Carers and other linked professionals to ensure that we have the necessary information to be able to fully support individuals with SEN needs.

When joining our school, at various entry points, children and their Parents/Carers are also invited for a tour of the school and to meet with one of the SENCOs (one of the three Senior Leadership Team members); allowing children to become familiar with their new surroundings and they and their Parents/Carers to ask any questions they may have.

Informal and formal assessments will be completed of the child's capabilities when deemed appropriate so that up-to-date information is available to inform the appropriate support and to ensure reasonable adjustments are in place for the child.

Further assessment and monitoring throughout the child's time with us ensures that we are able to highlight areas of concern and, in almost all cases, to address issues as they arise with suitable and appropriate strategies of support. Where the school finds that a child's needs exceeds those which, in spite of its best efforts, the school cannot meet the Local Authority and Parents/Carers are made aware of this. Processes are then pursued in order to ensure that the most appropriate provision is identified and sourced for the child. In these circumstances, the school may find itself operating a 'holding' position and in this circumstance may, with the agreement of the Local Authority and Parents/Carers, implement a reduced timetable. The school does all that it can to avoid the need for suspension and exclusion but these strategies may be necessary where the child's behaviour presents a safeguarding issue to the child, to other children in school and/or to school staff.

The SEND support team, alongside class teachers and under direction of the SENCOs work with individual children and with small groups to promote a positive learning environment for all and to encourage our children towards success in all areas of life. Regular dialogue occurs between all staff teaching and supporting children in our school to ensure that they all have access to a broad and balanced curriculum which is differentiated to their needs and ability. Teachers are responsible and accountable for the progress and development of all children in their class, including where a child may have additional access to support from other professionals in school.

The full teaching team at Moorside are aware of the school's procedures for the identification and assessment of, referral and subsequent provision for children with SEND. Staff are advised on in-class support strategies and also trained on specific SEND needs as well as being supported and guided by the SENCOs.

Children in our school have Individual Educational Plans (IEPs) that recognise their difficulties and/or disabilities, additional needs, support strategies they find useful, and barriers to their learning and personal and academic targets. The children contribute to the development of their IEPs. IEPs provide staff with the key information they need to be able to effectively differentiate and support children with SEND needs students. Each child is then monitored and reviewed regularly through regular communication between staff, Parents/Carers and the children themselves. IEPs are written by the class teacher in collaboration with the SENCO with input from the child and their Parents/Carers following guidance provided in the SEND Code of Practice. The SENCO will meet with Parents/Carers in scheduled meetings where appropriate and during Parents/Carers consultation weeks.

Moorside Primary School ensures that staff implement the graduated approach of 'Assess, Plan, Do, Review' in order to remove barriers to learning and provide effective special education provision. The SENCOs, alongside the class teacher, assesses and carries out a comprehensive analysis of the child's needs which are reviewed regularly. This includes drawing on school assessments and experience of the child, their previous progress and attainment, the views and experiences of the child and their family, information from relevant external agencies and, where necessary, their behaviour in comparison to their peers and national data.

Teachers are responsible for working directly with all children and for addressing their varying needs. Where necessary, children will be provided with in class interventions and additional adult input in class. Specialist staff and external agencies may also be asked to support specific children after following specific guidance and pathways.

Provision is usually delivered through full time education in class, emphasising the school's ethos of inclusion. Children will, however, have access to tailored learning tasks and differentiated resources. They are also given the opportunity to work in small groups or on a one to one basis for some elements of their day. Children are only withdrawn from class to work on specific interventions that may require a smaller, quieter learning environment. The impact and quality of any interventions and

support is closely monitored to determine what impact they are having on progress through the use of data and personal and academic successes.

Regular reviews are conducted between all relevant staff, on-going observations and assessments are used in order to ensure a graduated approach is undertaken when evaluating and amending SEN provision. When a child has made progress towards or achieved a target, new ones are agreed.

Special arrangements are made for SATs examinations and assessments, where this is appropriate, and recommendations are made for additional special considerations for individuals as necessary.

We also have a facility which enables children with physical and medical difficulties to have the privacy and dignity that they require to meet their individual needs adequately for personal hygiene and the administration of medication and First Aid.

Identifying SEND

Moorside Primary School remains committed to the early identification of children with SEND, Teachers and SENCOs use appropriate screening and assessment tools through data-driven teaching, formal assessments, observations and learning walks when considering a child's academic, social and emotional performance in comparison to the majority of their peers. Where necessary, the SENCOs liaise with external agencies such as the Educational Psychologist, Speech and Language Therapists, School Nurse and Occupational Therapists. Furthermore, communication between the school and Parents/Carers is maintained to ascertain the additional and changing needs of a child.

Through continued dialogue, monitoring and Pupil Progress Meetings, staff are able to raise any concerns they may have about a child who has not previously been identified with having SEND but who may need additional support and/or a diagnosis for special educational needs.

Concerns are then brought to the attention of logged with the SENCOs who advises on support strategies to help the child. If the child does not show progress after a period of personalised interventions and monitoring, the SENCO will then start the process of having formal assessments and testing conducted to determine any additional needs the child may have.

Parents/Carers are notified if their child shows attributes of SEND and if any professional assessments are necessary. The SENCO will meet with the child and their Parents/Carers to agree to the adjustments, interventions and support that are needed including the expected impact on progress and development. Support for the child is then planned where Parents/Carers, teachers and support staff who work with the child are made aware of their needs, intended outcomes, support provided and any teaching strategies and approaches. The details are recorded and impact and progress are monitored regularly. IEPs are then created with key information about the child whilst training and support strategies for the individual are provided for staff. Children are included in the planning and agreeing to their own SMART targets which are also frequently reviewed.

SEND funding

The school's SEND funding is overseen by the Senior Leadership Team whom are also qualified SENCOs. The majority of funds is spent through the deployment of internal staff as well as purchasing additional, external staff such as Educational Psychologists, Counsellors, Speech and Language Therapists, Occupational Therapists and the School Nurse.

Funding is also allocated to ensure that focussed and effective staff training is regularly undertaken and differentiated resources are purchased and replenished.

SEND funding linked to provision is given (but not limited to) the following:

- Teaching and Learning: To provide teachers and leaders with the resources, skills and knowledge to facilitate high quality first teaching.
- Wellbeing events: To develop the attitudes and behaviours for learning that will enable our children to achieve their academic and personal aspirations.
- Educational experiences and resources: To ensure all children with SEND have access to educational resources and experiences required to achieve or exceed their academic potential.
- Pastoral support: To provide outstanding welfare support for children, addressing the range of complex barriers to their learning.
- Accessible learning resources: To provide children with the opportunity to access physical and electronic resources for learning.

Funding is also spent on upskilling staff who receive regular training and information on national and local SEND updates. The SENCOs also hold regular drop in sessions for staff to speak throughout the academic year. Specialised training sessions are sought for staff when the needs of the school cohort depend on this. Staff are also provided with links to useful websites, literature, updated SEN legislation and guidance, in-class support strategies for different SEND categories / difficulties and disabilities and repeatedly updated information on our children.

The Governing Body supports the SENCOs to attend relevant training and developmental opportunities such as the training provided by the Local Authority.
Work with external agencies

Staff Training 2022-2023

Staff continue to access virtual training, covering aspects of SEN and inclusive practice and mental health and wellbeing through the National College.

Identified staff continue to shadow therapists in school so that they can deliver Speech and Language approaches and strategies through LEAPs.

Newcastle Outreach Specialist Teachers have provided training and support.

One SENCO is now qualified in Drawing and Talking therapy.

One Senior Leader and Middle Leader are currently completing their Senior Mental Health Lead training.

One SENCO is also currently training to become a Dyslexia assessor.

Staff have received ongoing support and advice on practical strategies to use with children from a bought in service from a School Nurse and an Occupational Therapist.

Collaborative Work

We continue to work collaboratively with other SENCOs across the West Trust in order to share best practice and secure training.

We attend all SENCO meetings run by Newcastle Local Authority and seek support when necessary from SEND advisors in the School Effectiveness Team.

Additional Provision

There is a small proportion of children who have specific high needs that impact on their ability to access their education in the same classroom setting as their peers. As a result, there have been two bases in school (known as Language Rooms) for identified children to access with significant communication and interaction needs to access. At present, one of these areas is currently being used by a child who requires one to one support. The other has children accessing it throughout the day so that they can have specific interventions delivered to them in line with their IEPs and personal targets. The aim is to always reintegrate children back with their peers whenever and however it is appropriate to do so on the guidance of professionals.

Next Steps:

- To use ongoing observations of learning and discussions with staff to ensure learning meets needs of children.
- To monitor attendance to identify and address any issues with Parents/Carers and to offer further support where appropriate.
- To maintain all links with Parents/Carers and offer support and guidance as well as to keep them and ourselves up to date.
- To continue to review regularly the support delivered and its effectiveness in supporting the SEND children to achieve the best possible outcomes. Regular review also ensures that staff deployment is based on the needs of the children.
- To maintain links with other professionals through various approaches where necessary and appropriate.
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- To ensure EHCP and school annual reviews continue to take place in line with statutory requirements, Local Authority and school policy.



Further information available to Parents/Carers

Link to the local offer:

<https://www.newcastlesupportdirectory.org.uk/>

In addition, the school website has a wide range of information related to SEND including definitions, identifying additional needs, SEND Mainstream Guidance and Newcastle Local Area SEND inspection.

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