



Moorfield Primary School

SEN Report 2021-2022

The SEN Information Report will be updated annually to reflect changes and plans within the school. This report states the current provision at Moorfield Primary School.

What are the kinds of special educational needs for which provision is made at Moorfield?

We are a primary school and take pupils from 4 to 11 years of age. At Moorfield, we believe that every child matters and they all have the right to achieve to their full potential in an environment that provides challenging, motivating and memorable experiences. Children with Special Educational Needs and Disabilities will be provided with an appropriately paced and differentiated curriculum.

Provision is currently made for children with:

- Communication and interaction difficulties – autistic spectrum condition, speech and language difficulties, ADHD
- Cognition and learning difficulties – moderate learning difficulties, specific learning difficulties – dyslexia, dyspraxia, dyscalculia
- Social, emotional and health difficulties

Support is provided through an appropriately paced and differentiated curriculum, small groups or 1:1 work and input from outside agencies.

What are the school's policies for the identification and assessment of children attending the school?

At Moorfield children are identified as having Special Educational Needs and Disabilities (SEND) through a variety of ways which may include one or more of the following:

- Detailed observations made in a variety of contexts as well as careful monitoring of the curriculum
- Liaison with previous school or pre-school setting
- Information from parents/carers
- Concerns raised by a teacher or TA
- Liaison with external agencies eg. Speech and Language, Educational Psychology Service
- Use of tools/tests for standardisation assessment
- A child performing below age expected levels
- Pupil self-referrals

Children with an Education Health & Care Plan already have their needs identified. Their placement at our school is a decision that is made in conjunction with the Local Authority.

What is the provision for children at Moorfield Primary School and how is it evaluated?

Being happy and successful in school and in later life isn't something that happens by chance. Our children learn through experiencing the importance of concentration, trying new things and imagining alternative possibilities. We firmly believe that intelligence isn't fixed: hard work and

persevering when the going gets tough are attributes that we can all develop to help us to accomplish things we never thought possible. We call this the Moorfield Mindset. In an increasingly competitive globalised world, a strong academic performance has never been so important – we place a strong emphasis on ensuring that our children strive for the highest standards in all that they do.

Academic attainment in itself though is not enough. Our school aims to give children experiences which help to develop character. Children at Moorfield are given many opportunities to learn outside the four walls of the classroom – including a number of varied and exciting residential visits. These experiences really enable us to recognise the variety of children’s talents and cement highly effective relationships between pupils and adults. In a jam-packed curriculum, we make sure that soft skills aren’t overlooked. For example, children learn that manners are hugely important and that being effective and confident communicators is a vital skill.

Our curriculum is designed to be interesting and relevant to children’s lives. For example, physical activity is incorporated into the daily routine, with the aim that this continues through to adulthood. Furthermore, competitive sport (both in school and as part of our extra-curricular offer) is widely ranging and strongly encouraged.

The best part of Moorfield is how our relationships get the best out of everyone. We don’t engage with the community, we are the community. Parents and children are not customers they are partners. Nobody can be sure what the future will have in store for us, but we strive for our pupils to leave us happy and well equipped to tackle the next step in their journey – whatever that might be.

Children on the SEN register have an Individual Education Plan (IEP). This is constantly monitored, and new targets are set as soon as targets have been met. Provision is provided through Quality First Teaching (with appropriate, targeted differentiation in place according to pupil needs), small group work with an adult and 1:1 interventions. Tracking of pupil progress in terms of whole school assessment is completed half-termly. The progress of children with speech and language needs is assessed and reviewed regularly throughout the year by a member of the SALT team. An annual review is held for children holding Education Health & Care Plans; interim reviews can also be arranged throughout the year if deemed necessary. When children are assessed by external agencies, findings are shared with parents/carers and a discussion held about next steps.

What support will there be for my child’s overall wellbeing?

The school is a member of the Telford and Wrekin Future in Mind Project. This provides CPD for staff to ensure we meet the emotional needs and wellbeing of our pupils effectively. The school also directly employs an Early Intervention Worker who supports children with emotional, social and mental health.

What is the pastoral, medical and social support available in the school?

The school meets all the statutory requirements for medical needs, including a high number of Paediatric First Aiders. Staff are also trained to provide the administration of medication and forms are available for parents to fill in. Children with complex medical needs are supported by qualified staff in school and outside agencies, working closely together.

Social support is provided internally by Teachers and Teaching Assistants; should more support be required the Early Intervention Worker will be allocated and Behaviour Support Agencies may be contacted.

Pastoral care is built into the ethos of the school. Our policy is to gain the views and opinions of children to review and inform our provision, working closely with parents. Teachers, Teaching Assistants and the Head Teacher take time to listen to pupils and ensure they are supported and valued. The school curriculum for RHSE also ensures that pastoral care remains a high priority.

How does the school manage the administration of medicines?

Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office.

On a day-to-day basis the administrative staff oversee the administration of any medicines.

How will Moorfield Primary School include all children in activities outside the classroom, including school trips and residential stays?

At Moorfield, all children are included in all areas of the curriculum and we aim for all children to be included on school trips and residential stays. We will provide the necessary adaptations, having consulted with parents, to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided in school.

A wide variety of after school clubs are provided. We aim for these to be as inclusive as possible and may provide additional staff in order to achieve this. Each child's needs will be considered on an individual basis.

What training do staff have in relation to the needs of children at Moorfield Primary School?

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff receive a core training programme related to their work as a teaching assistant or teacher.

Many of our staff have attended a wide range of courses and have qualifications in the following:

- First aid (paediatric)
- Cool Kids training (motor skills)
- Epi-pen training
- Asthma training
- Child protection and Safeguarding
- Moving and handling
- Precision teaching
- Numicon intervention
- Read, write Inc, Phonics & Get Writing
- SNIP spelling
- Speech, Language and Communication

How will equipment and facilities be provided to support children at Moorfield?

We are a school that can be easily accessed by wheelchair users, for example we are a single storey building with no steps, we have disabled toilets, and all outdoor areas are accessible. If you have any specific access queries, please speak with us.

After discussions with outside agencies, parents and the head teacher, Moorfield will endeavour to do our best to provide the necessary equipment and to adapt facilities to meet the needs of SEND children. The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

All parents and families are welcome to visit the school prior to their child attending the school.

What are the arrangements for consulting parents of children at Moorfield Primary School and involving them in the education of their child?

Parents tour school initially and there are opportunities for new Reception children to visit. Class teachers meet with parents in the Autumn and Spring terms to discuss their child's needs, support and progress.

Parents may also have meetings with the class teacher and SENCO if there are any reports to share from outside agencies / professionals. Parents of children who have an Education Health & Care Plan have an annual review to discuss their child's progress, needs and support and set new targets.

Parents receive an annual written report at the end of every school year.

Regular meetings are also held throughout the year to give parents information about, for example, Phonics, Reading, Mathematics, Residential visits, etc.

Parents/carers can make an appointment to see their child's class teacher at any time throughout the academic year in accordance with our 'open door' policy.

What are the arrangements for consulting with children at Moorfield about and involving them in their education?

Pupils from year 2 upwards are able to elect two representatives to be on the school council. Pupils are then asked to share ideas that can be implemented within the school. A member of staff has regular school council meetings with the children where they are able to contribute and decide on aspects of school life relating to their needs.

Children who are on the SEND register have a pupil passport whereby they can articulate their strengths, areas they feel they need support with and other strategies that might help them with their learning. Children are also able to share their thoughts and opinions on their IEP in the 'pupil view' box.

The assessment and annual review process of Education Health & Care plans includes the choices and views of each child.

What specialist services and expertise are available at or accessed by Moorfield School?

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including:

- Language Support Advisory Teacher (LSAT)

- Speech and Language Therapist
- Occupational Therapist
- School Nurse
- CAMHS/BeeU
- Educational Psychologist
- Behaviour Support Staff
- Early Intervention worker

What are the arrangements made by the governing body for dealing with complaints from parents/carers of children in relation to the provision made at Moorfield Primary School?

Please see current complaints policy on the school website. This meets all statutory requirements.

How does the governing body involve others – including health, social services, local authority services and voluntary organisations, in meeting the needs of children at Moorfield and in supporting their families?

The governing body works closely with outside agencies including voluntary to meet the needs of its pupils. This includes responding to specific individual needs through the work of agencies such as Occupational Therapy, School Nurse, Early Intervention Worker and any other agency that is appropriate. The children's broader understanding of keeping themselves safe, leading healthy lifestyles and understanding the world around them is developed through working with agencies such as the Police (STAR, Online Safety, Crucial Crew), School Nurse (RSE), NSPCC (PANTS) and Road Safety teams.

What are the school's arrangements for supporting children in transferring between phases of education?

Early Years Transition

Our EYFS teacher visits the majority of pupils previous settings before they transfer to school in order to observe them in a familiar setting, ensuring appropriate provision is provided when they join Moorfield School.

Reception children have three half-days and one full day where they visit school in the summer term before they start in September. Parents are also invited to attend a parents meeting before their child starts school.

Pupils with additional needs who join our school either at the beginning or during the academic year will be supported as appropriate so that a successful transition is achieved.

KS1 and KS2 Transition

- Moorfield staff meet and share information about individual children prior to transition.
- The year 3/4 team leader visits Church Aston Infant School to discuss children moving to Moorfield at the beginning of Year 3.
- Year 3 children spend a half-day in Year 3/4 during the Summer Term.
- All children spend a day in their new class (known as Shuffle-up day) when Year 6 pupils visit their new Secondary School.

Transfer to Secondary School

- Staff from secondary schools visit school and meet children in their year 6 classes and speak to the year 6 teachers.
- Extended transition sessions can be arranged if it is thought that this will ensure a more successful transition (eg. For SEN pupils).

What are the contact details for relevant staff and agencies?

SENCO – Claire Hill claire.hill@taw.org.uk – 01952 386470

Governor with responsibility for SEND – Claire Lindsay, contact through school.

Information Support Advice Service (formerly Parent Partnership) – info@pps-shropshireandtelford.taw.org.uk – 01952 457176

Where is the information on Telford and Wrekin’s local offer published?

www.telfordsend.org.uk