

# Leicestershire's Local Offer for schools and colleges

## Regulation 3 Special Educational Needs and Disability (information) Regulations (2014) School / college contact details

Name Sir John Moore C of E Primary School

**Enter a Postcode and House Number or Name (if possible), then click on 'FindAddress'.**

Postcode DE12 7AH

House Number / Name SIR JOHN MOORE C.E. (A) SCHOOL

Street TOP STREET

Town / Village APPLEBY MAGNA

Post Town SWADLINCOTE

Postcode DE12 7AH

UPRN 200003507963

UPRN 200003507963

If the address cannot be found, please tick here

Telephone number\* 01530270330

Facebook account

Twitter account

Specialism\* Primary

Website\* <http://www.sirjohnmoore.co.uk/>

Age Range of students (start and finish) to include Post 14 onwards where relevant)\* 4 • 11

## Head teacher / Principal's contact details

Name\* Mrs T Carpenter

Email address\* t.carpenter@sirjohnmoore.co.uk

Telephone number\* 01530270330

## Inspection details

Date of last inspection\* 25 Jun 2009

Outcome of last inspection\* Outstanding

## School / college information

**Do you have a specialist designated unit / additional learning support department?**  
No

**Total number of students with special educational needs and disabilities** 28

**Total number of students receiving additional** 4

## learning support

### **Please select from tick box – Broad areas of need that are supported**

Communication and Interaction Cognition and learning Social, Emotional and Mental Health difficulties Sensory and or Physical needs Other Disability or other Medical condition

### **Please select from tick box • SEND Experience**

Anxiety Asthma Attachment disorder Attention Deficit Disorder (ADD) Attention Deficit Hyperactive Disorder (ADHD) (ADHD) Augmentative and alternative communication devices Autistic Spectrum Disorder (ASD) including Asperger's CAMHS Cerebral Palsy (CP) Challenging behaviour Depression Dyscalculia Dyslexia Dyspraxia EPI Pen Epilepsy Fine motor skills training Hearing Impairment/difficulties Moderate Learning Difficulty (MLD) Severe dietary needs Specific Learning Difficulties (SpLD) Speech and language therapy (SaLT) Speech Language and Communication Needs (SLCN)

### **Please select from tick box – SEND accessible services/approaches**

Disabled Access Hearing Loop Special Diet Special Needs Access

### **Please describe the areas of support and experience you currently offer to meet needs of children and young people with SEND**

Sir John Moore Primary School provide a safe, stimulating and inclusive learning environment. We make provision for children with various Special Educational Needs and disabilities that can be appropriately met in a mainstream setting. We do not have a specialist unit, but we work hard to be an inclusive school and support children and parents in the best possible way.

### **What policies do you have for the identification and assessment of pupils with special educational needs and disabilities?**

If your child is identified as making limited progress within any of the four broad areas of need:

Communication and interaction

Cognition and learning

Social, mental and emotional health

Sensory and/or physical as identified in the 'Special Educational Needs and Disability Code of Practice, 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.

We have an SEN Policy in place.

### **How will you evaluate the effectiveness of your provisions for these pupils?**

Those pupils identified as benefiting from intervention / support are monitored against the progress they are making and children are involved in the process of identifying targets for pupils with SEN support plans.

Pupils' well-being and engagement with learning is discussed as an agenda item at each weekly team meeting within class. As well as ongoing to support children in achieving targets identified in support plans, short term booster interventions also take place, based on ongoing teacher assessment of learning.

Before any intervention takes place, a baseline assessment is undertaken and this is then measured against at the end of the intervention.

### **What arrangements do you have for assessing and reviewing the progress of these pupils?**

Your child's progress is continually monitored by his/her class teacher. We know how well your child is doing by using the following:

Assessments based on the Early Learning Goals in the Reception year.

His/her progress is reviewed formally every term and the results will show whether they are working below the expected level for their age, at the expected level for their age or above the expected level for their age in Reading, Writing and Maths.

Children in Year 1 are required to complete the National Phonics Screening that will assess their ability to read real and pseudo words.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Children with SEND will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

### **What is your approach to teaching these pupils?**

We are a fully inclusive school, which aims to ensure that all pupils achieve their full potential.

Independence is encouraged at all times, and achievement celebrated. Children have learning targets through support

Access to the curriculum may be through differentiation in task or outcome, adult, group or peer support. Children are and have pride in their own achievements, whilst also to challenge themselves.

We work closely with colleagues from support agencies, and staff attend regular high quality training to continue to develop skills.

### **How will you adapt the curriculum and learning environment for these pupils?**

As an inclusive school we ensure that all children are able to access our provision whether this be outside or on a school trip. We aim for all children to be included on planning school visits and provide the necessary support.

Risk assessments are carried out prior to any off site activity to ensure the safety of all involved, and reasonable adjustments will be made. The destination of these trips will be taken into account when assessing the needs of all children.

We have an accessibility plan which is available on request.

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs.

### **Waves of Support**

There are 3 waves of intervention as detailed below:

Wave 1: Describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2: Describes specific, additional and time •limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age •related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3: Describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

### **How will you provide additional support to aid the learning of these pupils?**

Children's learning needs are assessed on individual need and depending on the activity to be undertaken, with support meet needs and ensure learning can be accessed.

Staff use both published schemes and programmes, and use knowledge and experience to create their own, to meet individuals' needs.

### **What activities are available for these pupils, in addition to those available in accordance with the curriculum?**

We are fully inclusive and all children irrespective of ability or disability are included and offered the chance to participate in all learning and activities. This includes trips and residential visits.

Risk assessment is used consistently throughout school to ensure adaptations / adjustments are made to include all children.

We provide extra supervision during lunch and break times for those who need this.

### **What support is available for improving the emotional and social development of these pupils?**

There are a wide range of services which the school can access. These include:

- Education Psychology service (EPS)

- Speech and Language Therapists
- Child and Adolescent Mental Health Team (CAMHS)
- Family support workers / Family Steps
- School nurses
- Occupational Therapists
- Social Services
- Autism Outreach
- Impairment / Visual impairment teams

Supporting children in their emotional and social well-being is an integral part of our curriculum for all children at Sir John Moore Primary School.

Children know that they can talk to any member of staff at any time, but as necessary the children are assigned mentors of their choice and in Year 6 there is a SATs Mentor, chosen by the individual, assigned to each child. This Mentor has regular update meetings and children share successes and worries.

Our school has a Behaviour policy which outlines a positive behaviour management approach for all children. Rewards and sanctions can also be personalised to suit a child's particular needs.

We offer a wide variety of after school and before school clubs which change termly.

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## Special Educational Needs or Disabilities (SEND) contact details

<b>Title:</b>	SEN co-ordinator
<b>Name:</b>	Anthea Lawton
<b>Telephone:</b>	01530 270330
<b>E-Mail Address:</b>	<a href="mailto:a.lawton@sirjohnmoore.co.uk">a.lawton@sirjohnmoore.co.uk</a>

SEND Governer	Toby Bird
	<a href="mailto:Toby.bird@sirjohnmoore.co.uk">Toby.bird@sirjohnmoore.co.uk</a>

### **Please describe how you would support a parent/carer with a concern or a young person who was worried about their learning**

We encourage parents to share information and discuss or raise any concerns with us as early as possible. You can do this by:

- Talking to the school – you can speak to the class teacher in the first instance, SENCO, or Headteacher about your concerns
- You can contact us by speaking to us at the gate before or after school, by making an appointment through the office, by telephone or by writing a letter.

We hope to build positive relationships with parents which are open and honest therefore once a child has been identified by the school as having SEN, parents will be informed and a meeting set up between parents and the class teacher. Once parents are in agreement, the child will be included on the SEN register and an Individualised Education Plan (IEP) will be drawn up. This will identify what their particular area of need is and what strategies we will put in to place to support them.

### **What expertise and training do staff have in relation to these pupils and how is this specialist expertise secured?**

Staff undergo regular training to keep themselves up to date with current issues. We also have staff trained in particular areas:

- SENCO is fully qualified in the National Special Education Needs Award
- Our SENCO has regular dyslexia training and provides staff with updates
- KS1 staff are Read, Write, Inc trained
- 1 member of staff has HLTA status and one is currently undergoing training
- All staff have Epi•pen training
- All staff have First Aid training
- 1 member of staff has a diploma in supporting children with SEN

### **How will equipment and facilities, to support these pupils, be secured?**

The school budget received from the Local Authority includes money for supporting pupils with SEND. The Headteacher, Bursar and SENCO then decide on the budget for SEN in consultation with school governors and based on the needs of the pupils. The school may receive additional "top-up" funding for pupils with higher level needs.

At Sir John Moore, we use SEN funding in the most appropriate way to support each child. This may include

individual or small group support with an additional adults, but this may also be through the purchase of specific resources, training and or support from additional support services.

There are regular Senior leadership team meetings to monitor the impact of SEN provision and the Governing Body are kept informed of all decisions.

**What are the arrangements for consulting parents / carers of these pupils about, and involving them in the education of their child?**

All parents and carers are made aware of pupil targets. Progress, achievement and success is shared through parents meetings and discussions, home/school logs and diaries.

Communication between home and school is encouraged, children come into school from 8.50 • 9am so staff are available to talk to parents and carers.

In addition to this, regular review meetings are held, and parents/carers encouraged to share open dialogue. We hold a wide range of regular parent and family events to encourage positive relationships and a shared learning experience and community.

**What are the arrangements for consulting young people with special educational needs about, and involving them in their education?**

Your child will be able to contribute at all SEND reviews should the child be old enough and/or be able to contribute. They can have their views and needs expressed at the reviews, discussions with the class teacher or their views can be sought through pupil interviews or informal discussions.

**What arrangements are made by the governing body or the proprietor, relating to the treatment of complaints, from parents and carers of these pupils, concerning the provision made at your school / college?**

Parents/carers and families are encouraged (through Newsletters) to speak to Class Teachers in the first instance. Then become involved, or advice sought from specialist SEN providers.

Where a parent/carer wishes to make a formal complaint, a Policy is in place detailing a procedure to be followed.

Complaints are reported to the full governing body each time they meet through the Headteacher's Report.

Refer to the complaints policy

**How the governing body involves other bodies (including health and social services bodies, local authority support services and voluntary organisations) in meeting the needs of these pupils and supporting their families?**

The Headteacher and SENCO report to the governors and informs them about the progress of children with SEND. There is a link Governor for is responsible for SEND and meets regularly with the SENCO. They report regularly to Governors to keep them informed.

**Contact details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014)**

All can be accessed via the Leicestershire County Council SEN website page (which also details support to parents and families), or through Anthea Lawton, SENCO.

**How do you support these pupils transfer between phases of education or in preparing for adulthood and independent living?**

For children joining us in Reception, there are induction events during the summer term when all children who are joining are invited to come into the school.

The class teacher and support staff makes home visits to introduce themselves to the children and parents in their own environment. They also visit the child's previous setting to look at strategies and procedures which are already adopted and working well.

The SENCO may arrange additional visits for children identified as having SEN and meetings will be arranged with parents and other agencies who have been involved with your child.

When moving classes in school, information will be passed on to the new class teacher and where necessary a meeting will be arranged between parent and new teacher to discuss and worries or concerns.

Children will visit their new classroom and teacher, and in the case of a specific need the children will visit the class informally over a period of weeks.

In Year 6, children will visit their new school, and where possible we will arrange additional visits. Some of the secondary schools we feed in to arrange specific tailored sessions for SEN or vulnerable children. We liaise closely with staff and ensure all relevant paperwork is transferred, and all needs are discussed and understood.

**How do you contribute to the publication of the local authority's local offer?**

We maintain an up to date webpage that details our SEN provision, and has a link to the Local Authority website  
<https://resources.leicestershire.gov.uk/specialist-teaching-services>  
This information would always be provided to parents on request

