

Moss Bury Primary's Special Educational Information Report 2018/19

All Hertfordshire schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs being met in a mainstream setting wherever possible, where families want this to happen. The information in this report relates to the regulations detailed in the SEN Code of Practice (2014) which can be found [HERE](#)

*At Moss Bury Primary School we strive to support **all** children to enable them to achieve at school.*

In order to do this, many steps are taken to support them through their learning journey. Quality first teaching is vital; however, for some children, there are occasions when further additional support may be needed to help them achieve their targets.

Educational Inclusion

In our school we aim to offer excellence and choice for all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curriculum, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Roles & Responsibilities of the Special Needs Co-ordinator (SENCO).

Our SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN.

We liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.

We regularly have contact with a wide range of external agencies that are able to give more specialised advice.

If you have any concerns regarding SEN matters do not hesitate to contact us.

How does Moss Bury Primary School know if children need extra help and what should I do if I think my child may have special educational needs?

What to do as a parent

We recognise that as a parent you know your child best. If you have any concerns, talk to us. We all want the same thing for your child: to give them the best possible education that we can. You can make an appointment to see your child's class teacher or the Special Needs Coordinator (Mrs McCrow).

What we do as a school

At different times in their school career a child or young person may be identified as having a special educational need. We follow the SEN Code of Practice (2014) which defines a pupil as having SEND when "their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." We use a variety of methods to identify if a child has special educational needs. These may include:

- Pupil progress meetings where all children's educational progress is tracked and monitored;
- Informal day-to-day observations and assessments of children;
- Formal assessments;
- Discussions with parents;
- Discussions with parents
- Discussions with and observations by the SENCo (Mrs McCrow)
- Referrals from other agencies, such as Health Visitors;
- Referrals from your child's previous settings.

How will I know that Moss Bury will support my child?

At Moss Bury there is a 3 Stage approach to SEN provision across the school.

Stage 1 - For ALL pupils:

- All learners will have access to first quality teaching
- The SENCo will effectively monitor classroom environments to ensure they are inclusive.
- The senior leadership team completes regular monitoring of the quality of teaching and gives support to staff where it is needed.
- All classroom environments take account of and make adjustments for learners needs.
- All teachers plan adjustments for groups and individuals to ensure that they can access the learning, while still providing challenge for every pupil.
- Regular feedback. Pupils have regular opportunities to discuss their learning with the class teaching staff. Marking is of a high standard and follows the school policy.
- Every child's progress is carefully monitored by the class teacher and discussed at termly pupil progress meetings
- Regular formal and informal assessments to identify gaps in learning.
- High quality record keeping and staff communication so that all staff are aware of children's needs.

Stage 2 - For SOME pupils:

- Interventions to close any gaps in their learning.
- Support in class we aim to keep children in the classrooms as much as possible and support them within the whole class.
- In class support may include specifically targeted support from the teacher or teaching assistant in a specific area of their learning.
- Additional meetings with parents to discuss concerns.

Stage 3 - For FEW pupils

- Support Plans - using specific targets with the assess, plan, do review approach as detailed in the SEND code of practice 2014
- Outside agency intervention
- Pastoral support plans
- EHCP

How will I know how my child is doing?

You will have the opportunity to meet with your child's class teacher at parent consultations, twice a year. During this meeting you will be able to discuss your child's all around progress and, if on a support plans, progress towards individual targets as well as gain information about the new targets to be set. You can raise informal concerns with your class teacher at the beginning or end of the day or, for a formal meeting, make an appointment with your class teacher or SENCo through the school office.

All children with an Education, Health and Care Plan will have a yearly review.

How will you help me to support my child's learning?

The class teacher may suggest ways that you can support your child. The SENCO may meet with you to discuss how to support your child with ideas to try. If outside agencies have been involved, suggestions are sometimes provided that can be used at home.

How will the curriculum be matched to my child's needs?

When a pupil has been identified with special needs, their work will be adapted by the class teacher to enable them to access the curriculum more easily.

Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small group for more specific needs.

If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who have emotional difficulties.

These include:

- Members of staff such as the class teacher and SENCO are readily available for pupils who wish to discuss problems.
- Regular contact with families and other agencies if necessary
- School and class projects on emotional well being

Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff are trained by the school nurse for medical conditions as needed, for example Epipen training.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.

All staff have basic first aid training.

How is the decision made about how much support my child will receive?

These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.

What specialist services and expertise are available at or accessed by the school?

THE HEARING IMPAIRMENT UNIT

The unit for hearing impaired children is one of two units in Hertfordshire attached to a primary school.

The unit can accommodate up to six children from the age of 5 years upwards to 11 years of age. The children benefit from specialist support in the unit to develop language, vocabulary and listening skills. A Speech and Language Therapist visits the unit every week. The unit is staffed by one specialist teacher of the deaf and two specialist teaching assistants. The unit also has voluntary help. Children are supported in class when possible or withdrawn to the unit where this is appropriate. Children from their classes also work with the hearing impaired children in the unit.

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

Communication and Autism Team

Educational Psychologist

CAMHS (Child & Adolescent Mental Health Service)

Physical & Sensory Impairment Service to support pupils with hearing/visual Impairment

Social Services

Occupational Therapy

School Nurse

PSS (Individual Children's Support Service)

An Educational Psychologist is allocated to the school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

In order to help understand the pupil better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

How will my child be included in activities outside the classroom including school trips?

We are an inclusive school and the needs of all children are taken into account when planning trips and outside opportunities.

Risk assessments are carried out and procedures are put in place to enable all children to participate.

However, if it is decided that an intensive level of 1:1 support is needed a parent or carer may be asked to be with their child during the activity.

How will the school prepare and support my child when joining Moss Bury Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- Pupils attend transition sessions where they spend some time with their new teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Secondary school staff visit pupils prior to them joining their new school.
- A highly structured Transition programme for those with the greatest need
- Our SENCO liaises with the SENCOs from the secondary schools to pass on information regarding SEN pupils.

Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENCO, the secondary school SENCO, the parents/carers and where appropriate the pupil.

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENCO

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.