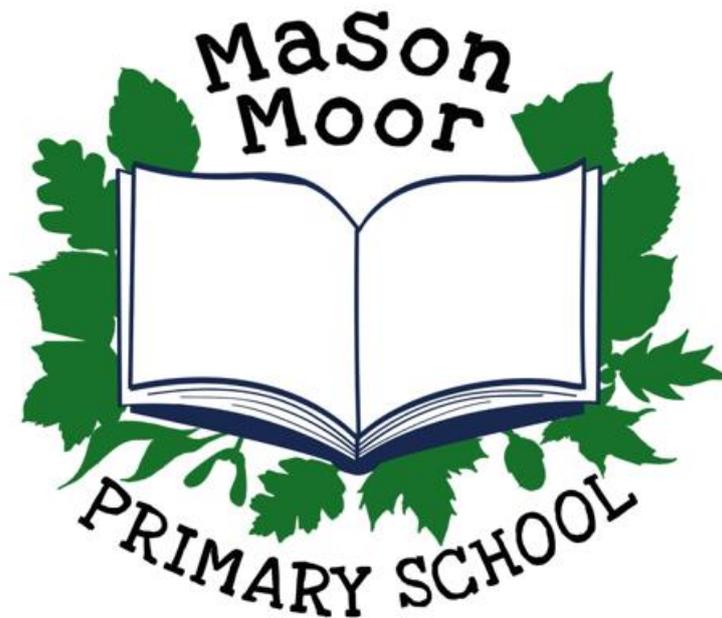


MASON MOOR PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)
INFORMATION REPORT



The School Information Report has been developed in consultation with parents/carers, staff and governors and sets out for parents how the school supports pupils with a special educational need or disability.

The publishing of this report meets the legislative requirements set out by the Special Educational Needs and Disability Regulations (2014) and The SEND Code of Practice (2015). As such it is reviewed at least annually.

Please also refer to Mason Moor Primary School's SEND policy for further information.

Introduction

Mason Moor Primary School is a mainstream school that serves the needs of the community of Millbrook. At Mason Moor 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 teaching is vital; however, for some children, there are occasions when further additional support may be needed to help them achieve their targets.

Q: What type of school are you, what special educational needs do you cater for and are there eligibility criteria?

We are a mainstream school. The school is able to include children with a range of needs including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and type 1 diabetes

We are fully committed to including these children.

We will be honest at all times, and help you consider whether we can meet your child's specific needs or whether they would best be met with alternative provision. We also balance your child's needs with all children in the school community. In all cases we promise to be sensitive and support you and your child.

The school does not have eligibility criteria.

We are also fortunate enough to have Springwell Special school resource provision on our school site. Although these children are taught by and are the responsibility of Springwell School, they are integrated with support into the main school each afternoon. This is an enriching opportunity for both special school and mainstream pupils and the staff who support them.

Springwell School is responsible for allocating places within this resource base and children attending are already pupils of Springwell Special School. Mason Moor Primary School has no part in the decision making process for allocation of places in this resource base and attending Mason Moor Primary School does not enable access to this resource.

How do we identify and assess pupils with SEND?

Mason Moor Primary School has a graduated approach to support for all pupils; including those with a special educational need. This enables us to identify pupils needing additional support and provide early targeted intervention at different stages of their learning. Our approach is set out in our 'Graduated Response Plan' which enables us to track and monitor the progress of pupils through an ongoing cycle of Assess, Plan, Do and Review. The stages of support are set out as follows:

Stage 1 – Universal provision

Stage 2 – Early intervention support

Stage 3 - Targeted, additional support

Stage 4 – Targeted, intensive additional support

Stage 5 – Pupils whose needs are severe, complex and long term and who require an Education and Health Care Plan.

Pupils are identified as having a special educational need and are identified on the school's SEND Register if they meet the criteria for Stages 4 and 5 of the Graduated Response Plan.

Q: How does your education setting know if children/young people need extra help and what do I do if I think my child has special educational needs?

This is decided on an individual basis by the class teacher and SENDCo. We use information from:

- Assessments
- Our feeder playgroups
- Staff working with the children
- Outside agencies (eg. Social Services, Child and Adolescent Mental Health Service, Occupational Therapy, Speech and Language Therapy, Physiotherapy)
- Educational Psychologists
- Parents and carers
- If there is a change in the pupil's behaviour

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Such concerns are identified at Stage 3 of our Graduated Response Plan and an investigation is undertaken to identify the barriers to learning and progress, assess the pupil's needs and make recommendations for further intervention and support.

What should parents/carers do if they think their child has a special educational need?

If you have concerns about your child, you should initially contact your child's teacher. The SENDCo, Mrs Carolyn Wilkinson, can then be alerted and can become involved if deemed appropriate.

How does Mason Moor Primary School support children with special educational needs?

- Each pupil's education programme is planned by the class teacher. It is differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class
- If a pupil has needs related to more specific areas of their education (e.g. spelling, handwriting, numeracy & literacy skills etc.) the pupil is placed in a small focus group. This is delivered by the teacher or teaching assistant. The length of time of the intervention varies according to need but is generally for a term. Interventions are regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning
- Pupil Progress meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential barriers to learning in order for further support to be discussed, planned and implemented by the SENDCo.
- Sometimes a pupil may need more expert support from an outside agency such as the Educational Psychology Service, Southampton Advisory Outreach Service for SEND or Children's Therapy Team. If this additional expertise is required, referral forms are completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- Pupils with a special educational need are identified on the school's SEND Register and have a Pupil Passport which sets out the pupil's needs and strengths, support and provision. They also

have an Individual Education Plan, identifying outcomes and targets for an identified period. These are reviewed formally at least three times a year.

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

- When a pupil has been identified with special educational needs, their work is differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants may be allocated to work with the pupil 1:1 or in a small focus group to target more specific needs.
- Evidence based interventions are used individually and in small groups to target specific needs and gaps in learning.
- If appropriate, specialist equipment and resources may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips, enlargers, individual work stations etc.
- A range of inclusive strategies are used by the class teacher and support staff to ensure that the pupil is appropriately supported and is able to access a broad and balanced curriculum e.g. visual schedules, task board, alternative methods of recording etc.

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

We aim for high levels of motivation and engagement from all children throughout the school day. The school offers a wide variety of extra pastoral support for pupils who are encountering emotional difficulties. This includes listening to the views of pupils with SEND and taking measures to prevent bullying.

- The school employs two ELSAs (Emotional Literacy Support Assistant) who can provide pastoral and social support.
- We work alongside Social Services and our Education Welfare Officer to support families.
- The school's Ethos and Engagement Officer works in partnership with the SENDCo and the leadership team on attendance and punctuality.
- Pupils who find lunchtimes challenging are able to attend lunchtime club which is run by the ELSAs.
- The school's behaviour policy makes provision for pupils who need additional support in understanding and developing positive behaviours and individuals may follow personalised Positive Behaviour Plans.
- Games and activities are made available to help provide pupils with the social skills needed to enable them to form friendships.
- We fully implement PSHE within our broad and balanced curriculum.
- Children with SEND are included as fully as possible in roles of responsibility and valued as members of a highly inclusive school.

Pupils with medical needs

- The Children and Families Act 2014 places a duty on schools to make arrangements for supporting pupils with medical conditions. In line with this duty, Mason Moor Primary School ensures that children with medical needs are able to access the same opportunities at school as any other child.

- If a pupil has a medical need, then a detailed Health Care Plan is compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- All staff receive basic First Aid training in addition to those who are already fully trained.
- Where necessary, and in agreement with parents/carers, medicines are administered in school where there is a signed medication agreement (in line with their Health Care Plan). This is to ensure the safety of both child and staff member.
- The school can provide some aspects of personal care. Please speak to the school in advance of your child's placement at the school to determine whether their needs can be met.

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

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

- Southampton Educational Psychology Service
- Southampton Advisory Outreach Service for SEND
- CAMHS (Child and Adolescent Mental Health Services)
- Education Welfare Officers
- Child Protection Advisers
- Physical and sensory Services (supporting pupils with hearing or visual impairment)
- Inclusion Team
- Social Care
- Children's Therapy Team (Speech and Language, Occupational Therapy and Physiotherapy)
- Learning Support Service
- Behaviour Support Service
- Compass Centre
- Jigsaw

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose 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's educational needs 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 parents/carers on how to best support the pupil in order to take their learning forward.

How will the school consult with parents of pupils with SEND and involve them in their child's education?

- You will be able to discuss your child's progress at termly Parents' Evenings. You will receive an annual school report detailing your child's attainment, progress and achievements. Additional appointments can be made to speak in more detail to the class teacher or SENDCo by requesting an appointment using this form <https://docs.google.com/forms/d/e/1FAIpQLScZYTgGsVXZMSg8LsHfUSgxfsqHfKvIODLtoo-dXloINcDfWg/viewform>.

- IEPs (Individual Education Plans) and Pupil Passports are shared at parents' evenings and targets are set by the class teacher and are overseen by the SENDCo. Parents/carers are encouraged to contribute to the pupil's Individual Education Plan.
- The class teacher may communicate suggestions for ways of supporting your child's learning through written or telephone messages, at parents' evenings or meetings you may be asked to attend .
- Mrs Carolyn Wilkinson, the SENDCo, may meet with you to discuss how to support your child.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home .
- If your child has an Education, Health Care Plan you will be invited to contribute and attend the Annual Review meeting.
- Home learning is set according to our home learning policy and is closely linked to classroom learning. Your child is expected to read at least four times a week to an adult and to have their reading log completed. We have books accessible for all children.
- The school has a link SEND governor.

How does the school consult pupils with SEND and involve them in their education?

- Children are regularly asked for their opinion on a variety of aspects of school life e.g. by subject leaders, the Headteacher and the Ethos and Engagement Officer who leads pupil voice.
- Pupils with SEND will have the opportunity to express their views about their learning and provision. Their views will be recorded on their Pupil Passport.
- Pupils with an Education, Health and Care Plan will be invited to contribute their views on their education as part of the annual review process.
- A range of inclusive strategies will be used to ensure that the views of pupils with SEND are captured, regardless of their special educational need or disability e.g. adult scribe, picture prompts, ongoing observations, drawings etc.

What training is available for staff who support pupils with SEND?

- The school regularly receives training from professionals with expertise in special educational needs. This includes external training courses, in-service training, staff meetings and coaching sessions.
- All staff have received training related to SEND. These have included sessions on:
 - How to support pupils on the autistic spectrum.
 - How to support pupils with emotional needs.

- How to manage behaviour positively.
 - The use of inclusive strategies to strengthen learning.
 - How to write outcomes and set targets.
 - The use of concrete equipment to support learners.
- A teaching assistant delivers Speech and Language programmes written in consultation with the Children's Therapy Team.
 - Some teaching assistants have received training by the Occupational Therapy Team to deliver programmes to support pupils with fine or gross motor difficulties.
 - Teaching assistants working 1:1 with pupils receive direct coaching from the Southampton Advisory Outreach Service for SEND.
 - The Ethos and Engagement Officer, under the supervision of the SENDCo, provides additional coaching support for teaching assistants throughout the school.
 - The school coaches provide additional mentoring support.
 - TAs receive weekly training through TA professional development meetings.

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

The aim is for all children to be included on all trips. However, this is subject to a school risk assessment. If there are concerns we will always seek to make adaptations, but in exceptional circumstances your child may not be able to attend. Alternatively, you may be invited to accompany your child.

If you would like your child to attend an after-school club please contact the school first.

Lunchtime and break time support can sometimes be arranged but this is dependent on funding and the level of need.

How are the school's resources allocated and matched to children's special educational needs?

- When a child joins the school, support is allocated on the information provided by the previous school. In consultation with the pupil's teacher and Senior Leadership team, the SENDCo will allocate teaching assistants to individuals or small groups to support in class or in other focus groups tailored to the pupils' needs.
- The SEND budget is allocated each financial year. This funding is used to provide additional support or resources appropriate to an individual's needs.
- Additional provision may be allocated to a pupil after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- If any concerns are raised following assessment of a pupil, Mrs Wilkinson, the SENDCo, will investigate further support or advice from outside agencies if required.
- Individual Pupil Premium payments are also used to support a pupil's learning.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Areas of the site are generally accessible, dependent on the child's specific needs.

The facilities we have at present include:

- Ramps into school to make the building accessible to all
- Two disabled toilets
- A disabled parking space
- The school is located all on one level
- Each classroom has external access.

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

Mason Moor Primary understands that moving schools can be a difficult time for pupils, especially those with special educational needs. For this reason a number of strategies are in place to ensure the pupil's transition is as smooth as possible. These include:

- Meetings between the previous or receiving schools prior to the pupil joining/leaving.
- A Transition Day for all pupils where they spend the day with their new class teacher.
- Additional visits for pupils who need extra time in their new school.
- Meetings for parents/carers with the school SENDCo, prior to their child joining the school.
- Visits by secondary school staff prior to pupils joining their new school.
- Meetings for staff and SENDCo with secondary schools to pass on information regarding SEND pupils.
- Additional support and resources e.g. transition stories, timetables and opportunities to build relationships with new staff members.

How does the school evaluate the effectiveness of its SEND provision?

In line with the school's Graduated Response Plan, the effectiveness of SEND provision is reviewed on a regular basis through pupil progress meetings with the Senior Leadership Team and school SENDCo. Pupil passports and Individual Education Plans are monitored and reviewed at least termly. SEND provision is also outlined in the school's Provision Map which is reviewed on a termly basis to ensure interventions are positively impacting on pupil outcomes.

If you have a concern or a complaint about the provision made for pupils with SEND at the school, please contact the Headteacher, Miss Kristy Wharton.

Email: head@masonmoorprimary.co.uk

Who can I contact for more information?

If you wish to discuss your child's special educational needs, please make an appointment to see the SENDCo, Mrs Carolyn Wilkinson (cwilkinson@masonmoorprimary.co.uk) or Assistant SENDCo, Miss Gemma Patrick (gpatrick@masonmoorprimary.co.uk)

Phone: 02380 390140

The Local Authority is also required to consult with parents and young people in developing and reviewing the Local Offer. Further information about Southampton's Local Offer can be found at www.southampton.gov.uk/localoffer

Parents/ carers may also like to contact Southampton Special Educational Needs and Disabilities Information and Advice Service (SENDIASS) for additional support on 0300 303 2677.

We hope this Information Report has answered any queries you may have but do not hesitate to contact the school if you have any further questions.

Updated 16 November 2020.