



Moorlands Schools Federation Special Educational Needs and Disability (SEND) Information Report

All local maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and or Disabilities and are supported by the Local Authority (LA) 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 SEND being met in a mainstream setting wherever possible, and where families want this to happen.

Below are some of the people who will support the children with Special Educational Needs and/or disabilities in this school:

School Based Information	People	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?</p> <p>How can I talk to them about my child if I need to?</p>	<p>Class teacher is responsible for:</p>	<ul style="list-style-type: none"> • ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet a child's individual needs (also known as differentiation). • checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing adjustments with support staff or the Special Educational Needs Coordinator (SENCo) as necessary. • writing individual targets on Target Action Plans (TAPs), and sharing and reviewing these with parents, at least once each term, and planning for the next term. If outside professionals are involved in supporting a child their recommendations will be included in the TAP. • ensuring that all members of staff are aware of a child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • ensuring that all staff are supported in delivering the planned work/programme to a child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • ensuring that the school's Special Educational Needs and Disability (SEND) Policy is followed for all pupils they teach with any SEND. <p>Contact with class teachers can be made through telephoning 01225 421912 or visiting the school Office to arrange an appointment, speaking directly to them or by email on ateacher@moorlands-school.com (first initial and surname followed by moorlands-school.com, all in lowercase)</p>

<p>The Headteacher, and SENCo, are responsible for:</p>	<ul style="list-style-type: none"> • the day to day management of all aspects of the school, this includes the support for children with Special Educational Needs and/or Disabilities (SEND). They will give responsibility to class teachers and Teaching Assistants (TAs) but are still responsible for ensuring that children's needs are met. • being fully aware of children's individual needs and the support that is in place. • co-ordinating all the support for children with SEND and developing the school's SEND Policy to ensure that all children get a consistent, high quality response to meeting their needs in school. • making sure that the Governing Body is kept up to date about any issues in the school relating to SEND. The Headteacher's report to Governors at meetings contains a SEND update. • ensuring that parents are: <ul style="list-style-type: none"> • involved in supporting their child's learning • kept informed about the support their child is getting • involved in reviewing how their child is doing • part of planning ahead for their child. • liaising with all the additional adults who may come into school to help support a child's learning e.g. Speech and Language Therapist, Occupational Therapist, Educational Psychologist and Theraplay practitioner. • monitoring the school's SEND intervention audits and making sure that there are records kept of a child's progress and needs. • providing specialist support for teachers and support staff in the school so they can help an individual child (and other pupils with SEN and/or Disabilities in the school) to achieve their potential. • supporting class teachers to write, monitor and review Target Action Plans (TAPs) that specify the targets set for a child to achieve. • ensuring that Education and Health Care plans (EHCP) and Educational Statements are implemented, monitored and reviewed. • organising training for staff so they are aware of, and confident about, how to meet the needs of an individual child and others within the school. • Andrea Grafton can be contacted by telephoning 01225 421912, visiting the school Office to arrange an appointment or by email (as above)
<p>Teaching Assistant (TA) who may be allocated to some pupils with SEN and or Disabilities)</p>	<p>A Teaching Assistant (TA) may be allocated to a pupil with exceptional Special Educational Needs and/or Disabilities. However, whilst TAs play a very valuable role in a child's education and we welcome daily dialogue between parents and TAs, it is requested that questions regarding a child's learning and progress are directed to their class teacher.</p>
<p>SEND Governor (Joanna Reeves) is responsible for:</p>	<ul style="list-style-type: none"> • making sure that the school has an up to date SEND Policy • making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • understanding and monitoring the support given to children with SEND in the school as part of the process to ensure each child achieves his/her potential.
<p>Parent Support Advisor (Debbie Youngs)</p>	<p>A Parent Support Advisor (PSA) is available to work with families in the school. Debbie offers advice and support for families with things like routines at home, behaviour strategies or if they are facing difficult times such as separation, bereavement or illness. She can be contacted on 07530 263 289 or Deborah_youngs@bathnes.gov.uk</p>

	<p>For children with SEND needs, the class teacher will have regular Target Action Plan (TAP) meetings with the parents/carers to review and discuss a child's progress. The first part of the meeting will look at the support and provision that is in place. The second part of the meeting is to make new plans and adjust the provision as necessary. These meetings will happen approximately every term.</p> <p>If a specialist professional works with a child, there may be recommendations that are made, which might include:</p> <ul style="list-style-type: none"> ○ making changes to the way a child is supported in class e.g some individual support or changing some aspects of teaching to support them better ○ support to set targets which will include their specific professional expertise ○ a child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group ○ group or individual work with an outside professional <p>These recommendations will be included in a child's TAP.</p>
<p>3) How will the curriculum be matched to my child's needs?</p>	<p>Our curriculum is designed to match a child's needs by offering personalised learning which is differentiated according to their ability and their style of learning. This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their full potential. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable. Where a child has been identified with SEND, their work will often be further differentiated by the class teacher to enable them to access the curriculum more easily.</p> <p>The regular TAP review meetings also provide opportunities for parents/carers to discuss the curriculum with the class teacher.</p>
<p>4) How will I know how well my child is doing?</p>	<p>Class teachers are always happy to discuss how well a child is doing; these discussions do not need to be limited to the regular TAP review meetings. Some children may also have a home and school communication book (HASP book) so that parents/carers and teachers can monitor progress, record concerns or share achievements.</p> <p>All reports from outside agencies are passed to you with their ideas for support or resources that may be used at home. An annual report will also be written by the class teacher for each child.</p>
<p>5) What support will there be for my child's overall well-being?</p>	<p>The school offers a wide range of pastoral support for children who are encountering emotional difficulties. This could be through 'Circle Time', Emotion Coaching, 1:1 discussions with the class teacher or the SENCo, regular 'monitoring' meetings with parents/carers, small group support (e.g. a nurture group or a friendship group) or may include a specific intervention to support the child. These could include Theraplay or play, art or dance therapy and Place 2 Be.</p> <p>Sometimes the school will get support from elsewhere such as Nikki Cull, the School Nurse. Where necessary, referrals may also be made to Child and Adolescent Mental Health Service (CAMHS)</p> <p>For some children, it may be appropriate to complete a Common Assessment Framework (CAF) which supports the wellbeing of a child and their family. A CAF essentially creates a plan of support for the child and family and is written by a 'Lead Professional' in consultation with the family and with other professionals that are working with the family.</p> <p>For children with medical or sensory needs, the school can access the disability team at the RUH in Bath as well as the Physical and Sensory team. This may lead to an assessment or support from, for example, a Disability Nurse or an Occupational Therapist.</p> <p>As a school we believe in promoting the voice of the child and involve them in age appropriate ways in relation to contributing to their TAP, CAF or EHC.</p>

	See also section 13 below 'How are parents involved in discussions about and planning for my child?'
6) What specialist services are available at or accessed by our school?	<p>There is access to a very wide range of specialist services as follows:</p> <p>Speech and Language Therapy (S&LT) Theraplay worker Play, dance, art therapists Behaviour Support Service (Brighter Futures) Child and Adolescent Mental Health Service (CAMHs) Educational Psychology (EP) School Nursing Team Paediatric services GPs Children's Therapy Services (including Physiotherapy (Physio) and Occupational Therapy (OT)) Social Care teams Children Missing Education Officer (CMEO) Vision Support Hearing Support Children's Centre Autistic Spectrum Disorder Support Service (ASDSS) SEND Partnership Service (SPS) Parent Support Advisor (PSA)</p>
7) What training are the staff supporting children with SEND had or are having?	<p>The Headteacher, Inclusion Leader and SENCo support class teachers in planning for children with SEND and provide in-house training where possible and necessary. This may include whole school training on SEND issues or to support identified groups of learners in school, such as the Attachment Aware schools programme, Autistic Spectrum Condition, dyslexia support. Whole staff training is used to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Support Service.</p> <p>Training takes place on a regular basis. The SENCo will be happy to talk about the training which is currently taking place, has taken place or is proposed for school staff.</p>
8) How will my child be included in activities outside the classroom including school trips?	<p>Activities and school trips are available to all children. Financial assistance is possible via the school's Pupil Premium allocation or other sources available to ensure access to activities where payment is needed. Where a professional makes a recommendation for a child to receive additional support out of school hours, parents will be supported and signposted to the relevant service.</p> <p>For activities off the school site, risk assessments are carried out, and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent may be asked to accompany a child during the activity.</p>
9) How accessible is the school environment?	<p>MSF always does its best to meet individual need, and staff are always happy to discuss individual access requirements. The school site is large and on lots of different levels. Wherever possible wheelchair access has been considered and action continues to make it as accessible as possible. There are toilet and changing facilities adapted for disabled users in both buildings and wide doors fitted across most of the school.</p> <p>Children and families who have English as additional language are also supported to be part of our school community and to access</p>

	<p>the learning environment fully.</p>
<p>10) How will the school prepare and support my child to join the school or transfer to the next school?</p>	<p>Induction for all Early Years children takes place in term 6 and term 1.</p> <p>For Reception children there is an induction meeting for parents, a 'Play and Story' time and a 'Stay and Play' visit for the children to their classroom in term 6. Reception staff also work with pre-school settings to help ensure a smooth transition. In term 1 all the children are home-visited and then have a part-time induction.</p> <p>In Reception there is a trained 'Get Set for school' Teaching Assistant who works with pre-school settings, parents/carers and identified children to help them feel confident about coming in to school.</p> <p>If a child has more specific needs and meets the criteria, pre-school settings can apply for Higher Level Transition Support Funding (HLTSF) to support them settling into school.</p> <p>To support children in their relationships across the Federation there are Federation assemblies, mixed age playgrounds and other opportunities for the children in each Key Stage to meet/play/learn with each other e.g. Y6 and Reception Reading Buddies. Transition is carefully planned and the children have the opportunity to spend time with their new class teachers in term 6. Teachers meet to hand over information/data/books etc. before the end of the year.</p> <p>If children are moving to a new school there is communication between the schools to ensure a smooth transition. Secondary transition is supported, as required, by additional visit days/group or individual work/Summer school etc. to aid any children who have greater difficulties or anxieties</p> <p>If a child has a current CAF all professionals become involved in supporting the transition process.</p> <p>For children who transfer mid-year, Local Authority (LA) procedures are followed (see Admissions and Transport on the B&NES website).</p> <p>The LA's 'Local Offer' is also available on the B&NES website.</p>
<p>11) How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The school budget, received from the Local Authority (LA), includes money for supporting children with Special Educational Needs and/or Disability. (This is called 'notional SEND funding') The Headteacher and Senior Leadership Team (which includes the SENCo) decide on the allocation of the total budget for SEND in consultation with the school governors, on the basis of the needs of the children currently in the school.</p> <p>The Headteacher and the Senior Leadership Team discuss all the information they have about SEN in the school, including children:</p> <ul style="list-style-type: none"> ○ getting extra support already ○ needing extra support ○ who have been identified as not making as much progress as would be expected <p>and decide what resources/training and support is needed. SEN funding is usually allocated to employ staff and outside specialists (e.g. speech & language support, play therapy) and to buy resources and equipment.</p> <p>All resources/training and support are reviewed regularly and changes made as needed within the resources that the school has.</p> <p>Where a child has significant needs which the school feels it cannot meet, or can no longer meet, the school is able to apply for a Education Health and Care Plan, which may lead to further support being provided by the LA. Parents can also request that the LA carry out an assessment of a child's needs. This is a legal process and more details about this can be provided by the school or from the LA, by contacting the Parent Partnership Office.</p>

<p>12) How is the decision made about what type and how much support my child will receive?</p>	<p>Each child is assessed individually and a personalised package of support put into place dependent on need. If these needs change, support is adjusted as necessary. Additional assessments from outside professionals will sometimes necessitate an increase of support and/or resources.</p> <p>Pupil progress meetings are held 3 times a year where children's progress, their individual needs and the impact of any support they are receiving is monitored and assessed.</p> <p>Regular review meetings are held between the class teacher and parents to discuss a child's progress and any additional needs which require support.</p> <p>If a child joins from another school, information provided by the feeder school, alongside MSF assessment, will inform the allocation of resources/support for the child.</p>
<p>13) How are parents involved in discussions about and planning for my child?</p>	<p>All parents are encouraged to contribute to their child's education. This happens through:</p> <ul style="list-style-type: none"> ○ discussions with the class teacher – either formally at Support Plan or TAP meetings and parent/teacher consultations or informally at the end of the day. These discussions are really important – not least so that we are informed about a child in their home setting but we can share how the child is being supported, and how they are doing, in school. This helps to make sure that consistent approaches are being used and sharing what is working well at home and in school. ○ discussions with the SENCo and other professionals where information is shared (either verbally or by written reports or both). <p>This may also happen through other means e.g. a home and school communication book (HASP book), or TAC/F (Team Around the Child/Family) or ChIN (Children in Need) meetings.</p>
<p>14) Who can I contact for further information?</p>	<p>If you wish to discuss any aspect of your child's education, please contact:</p> <ul style="list-style-type: none"> a) Your child's class teacher b) The SENCo c) Headteacher d) The SEN governor <p>See also Section 6 for a list of the other support services which may be able to offer guidance and support.</p> <p>Information about SEND from BANES is available at www.bathnes.gov.uk/SENDreform</p> <p>The SEND Code of Practice (2014) can be found on www.gov.uk</p> <p>For any further questions, please contact the school on 01225 421912.</p>