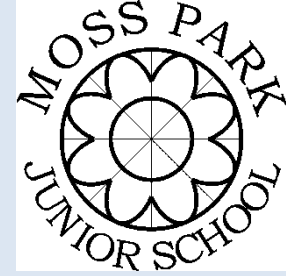




Moss Park Junior School

Special Educational Needs Offer



The intention of the local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible by the LA and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen.

1. What kind of special needs does the school provide for?

Moss Park Junior School prides itself on inclusion and as such we work to accommodate all Special Educational Needs in line with the Equality Act 2010 and provision is available for all 4 areas of need outlined in the 2014 SEND code of practice:

Communication and Interaction

The school provides support for pupils with Speech, Language and Communication Needs (SLCN), including children with Autistic Spectrum Condition (ASC) and Asperger's Syndrome.

Cognition and Learning

The school offers provision for pupils with learning difficulties who require learning at a slower pace than their peers, even with appropriate differentiation. In addition to this, the school provides support for children with Specific Learning Difficulties (SpLD), which may affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social Emotional and Mental Health

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. The school has a structured support pathway for these individuals.

Sensory and/or Physical

The school has a number of pupils who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities without appropriate adjustments or support. The school works alongside Trafford's SENAS and the relevant health care professionals to ensure that the appropriate support, resources and reasonable adjustments are made. Sensory needs provided for include visual impairment (VI) and hearing impairment (HI).

Children with medical conditions will have Individual Healthcare Plans which specify the type and level of support required to meet their medical needs.

2. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

Class teachers are responsible for the monitoring and tracking of their own class and every child is monitored closely. If a child is not making expected progress, or displays signs of a Specific Learning Difficulty, then teachers will speak to Mrs Foster, the school SENCo, and together they will monitor the child's progress for an agreed period in line with the Graduated Approach. If their progress after this monitoring time is still causing concern then further discussions will take place with the school SENCo and the child's parents/carers and the child will receive support as detailed in an Individual Education Plan. Parental permission will always be sought if external agencies are to be consulted.

If parents/carers have concerns about their child they should initially speak to the class teacher who will refer those concerns accordingly.

3. How will school staff support my child/young person?

Children, first and foremost, will be supported in class by Quality First Teaching. Teachers will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress in every area is made. Should a pupil be targeted for SEND support they will benefit from a tailored plan for which they will obtain extra support in class and targeted interventions from either the class teacher or a Learning Support Assistant. Children who require further intervention, and have funding from the LA, will receive targeted support provided by a specialist provider such as a Play Therapist, outreach teachers from Longford Park and other professionals. Using the Graduated Approach, teachers will provide a more personalised level of differentiation to meet the specific needs of their SEND learners.

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

Teachers plan differentiated lessons that incorporate different learning styles and needs. If a child has been identified as having additional educational needs, they will be fully supported and given opportunities to access the curriculum. Teachers make use of both formative and summative assessment to inform their planning so that every child has access to the curriculum with the appropriate amount of challenge or support.

Learning strategies are matched to the child's individual needs. These strategies include: high aspirations for the achievement of all pupils, ensuring an appropriate classroom learning environment matched to the needs of the pupils, highly trained and skilled staff who are experienced in working with children with a wide range of learning difficulties and disabilities, the provision of a range of teaching and learning strategies and breadth of resources to match the individual needs of all learners, a differentiated curriculum which is matched to the needs of all of our learners. Differentiation may be by task, support, resources, objectives set or the expected outcome.

5. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

If a child has an Individual Education Plan the class teacher and SENCo will hold regular meetings to discuss progress and outcomes. Parents/Carers will be invited into school to discuss their child's plan. As well as detailing specific SMART targets, desired outcomes and how the child will be supported in school to meet them, the plan will offer advice on how to address the targets at home. Also, progress will be discussed at Parents' Evenings and parents/carers are encouraged to communicate regularly with the class teacher.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCO and discuss how your child is making progress.

If your child has complex SEND they may have Education Health Care (EHC) Plan or a Statement of SEND, which means that a formal meeting (at least annually) will take place to discuss your child's progress and a report will be written.

Children who are not making expected progress are identified through Pupil Progress Meetings with the class teachers and a member of the senior leadership team. In this meeting a discussion takes place around why individual child might be experiencing difficulty and what further support could be given to aid their progression. If your child has Social, Emotional and Mental Health needs that result in behavioural concerns then your child may have a behaviour target book to aid communication between the parents, pupil and teacher. This will be sent home on a daily or weekly basis and reviewed regularly to ensure that any targets set are appropriate. If the child's behavioural needs are significant then the school, in collaboration with parents, may decide to start a Pastoral Support Plan or Early Help Assessment (previously CAF). These meetings focus on improving behaviour by setting clear outcomes (please see the school's Behaviour and Discipline Policy).

6. What support will there be for my child's/young person's overall wellbeing?

At Moss Park Junior School we pride ourselves on being an inclusive school who celebrate diversity. We have zero tolerance for bullying or discrimination. All staff believe that children's self-esteem is crucial to their overall well-being.

The class teacher has overall responsibility for the care of every child in their class. If additional provision is required, the class teacher will liaise with the SENCo for further advice and support. This may include consultation with outside agencies. If a child is placed on an Individual Education Plan appropriate members of staff are made aware of the targeted outcomes in place for that child. To support behaviour, we employ a carefully considered system of rewards and sanctions and children's achievements, both in and out of school, are celebrated in a weekly assembly (see separate Behaviour and Discipline Policy). Children can also be targeted to join specific clubs or teams to provide pastoral or social support.

As the children's overall wellbeing is of utmost importance to us, in addition to the curriculum we offer a wide range of afterschool and lunchtime clubs, including but not limited to: girls' and boys' football, judo, fencing, choir, cross country, coding, art, signing, dodge ball and drama. These are inclusive and we offer priority to pupils who would benefit from the chance to learn new skills and enhance their confidence.

Mrs Nunwick (head teacher) meets with parents of children with more complex medical/ physical needs and jointly writes a Health Care Plan which outlines the child's needs and what to do in an emergency situation. These are shared with staff on a need to know basis.

Attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported to the head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school e.g. weekly attendance in Celebration Assembly.

To support the overall wellbeing of our pupils, our school has:

- A SENCo
- A large pupil support team of TA level 3s trained to deliver Precision Teaching and Lego Therapy who are also trained in the administration of reading tests such as NARAs
- A TA3 trained to support children with dyslexia
- A TA3 trained to support children with ASD (Autistic Spectrum Disorder)

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

Moss Park Junior School has cultivated strong working relationships with outside agencies who may be consulted to support the schools provision for children with SEND. These agencies include, but are not limited to the following:

- * Trafford SEN advisory service
- * Social Services
- * Parent Partnership
- * Healthy Young Minds
- * Educational Psychologist
- * Learning Mentor
- * Speech and Language Therapist
- * Educational Welfare Officer
- * Play therapy
- * Stronger Families
- * Engage
- * Youth Offending Team
- * Trafford Sensory Impairment Support Service
- * School Nurse service
- * Multi Agency Referral and Assessment Team
- * Cognitive Behavioural Therapy
- * SENAS
- * Longford Park School

8. What training are the staff supporting children and young people with SEND had or are having?

Meeting the varied needs of our individual pupils is important to us. As such, the school SENCo attends termly SEND forums run by the Local Authority, ensuring that school has the up to date information about provision surrounding SEND. All teaching staff have regular, up to date training in school and they can attend specific training in order to support the provision of individuals as appropriate to the needs of the children in their class. If staff are leading a particular intervention programme, the leadership team ensures that they are suitably trained. Currently, we have teaching assistants trained to support children with dyslexia and autism. Training has also been given in Lego Therapy and Precision Teaching. At present, all teaching staff are undergoing online training through NASEN for Primary SEN in an effort to further their knowledge of how to support SEND children and to stay up to date with best practice. Developing staff training in supporting our most vulnerable pupils is on the School Improvement Plan.

9. How will my child/young person be included in activities outside the classroom including school trips?

We strive to ensure that *all* children are involved in *all* activities outside the classroom. Activities are differentiated for the individual as required. If a child has a specific need, for example, physical or sensory impairment, an individual risk assessment will be made for that child and suitably trained staff will support.

10. How accessible is the school environment?

With inclusion for all pupils of paramount importance, adjustments to the environment are made regularly to include children with specific needs. The school has a disabled toilet, disabled parking spaces, and ramp access and is on one level. To leave the school the main door is automatic and accessible for wheelchair users.

11. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

The majority of our pupils transfer from our adjoining infant school. Meetings are set up between the infant and junior SENCo to ensure that information has been exchanged to enable smooth transition. In addition to this, class teachers from Years 2 and 3 meet to discuss individual children's needs. Similarly, the SENCo will ensure that pupils who join us from other schools will have a smooth transition and all information will be exchanged. Before starting at our school, all parents/carers and children are invited to look around the school and talk to any relevant staff. During the transition between the infant and junior schools we host parent's meetings and reading clubs for the infant child who are also

invited to play on the Junior playground in the weeks leading up to the transition. When transferring to a new school necessary paperwork is passed on to the school and transitional visits are arranged in line with the new school timetable.

With regards to children with possession of and EHC or Statement, during the transition to KS3, the SENCo will liaise closely with the relevant high school to assist in a smooth transition. A Transfer Review Meeting will be held including the child, their parents/carers, the SENCo and class teacher and often a representative of the Local Authority.

12. How are parents involved in the school? How can I be involved?

At Moss Park Junior School we strive to cultivate a working relationship with parents/carers of SEND children so that we might work together in the best interests of the child. Teachers can be contacted before and after school to ensure a constant line of communication. Parents/carers are involved in agreeing the targets for their child's Individual Education Plans and are invited to annual reviews of Education and Health Care Plans. Should a parent/ carer wish to discuss their child with the SENCo or head teacher, an appointment can be arranged through the office staff.

13. Who can I contact for further information?

Mrs Nunwick – Headteacher
Mrs Foster – SENCo
Mr Boyer – Acting Deputy Headteacher

14. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053 Mon – Fri, 8.30am until 5pm

Email: fis@trafford.gov.uk