

SEND Information Report 2024-2025

Meeting the needs of pupils with Special Educational Needs and Disabilities



Moseley Primary School is an inclusive mainstream school with two form entry and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs. Our Vision is for every child to **‘Enjoy, Discover and Grow’** at our school.

How do we define SEND in our school?

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

The SEN and Disability Code of Practice: 0 to 25 years, 2014.

Moseley aim to support pupils with SEN by providing provision that is ‘additional to or different from’ that of other pupils in school.

What types of SEN do we provide for?

We consider it essential that the curriculum is presented in a supportive, stimulating atmosphere, which values each child and encourages them to reach their full potential. Some children may find it more difficult to access the curriculum and may need a different approach or level of support.

Our support encompasses the four main areas of SEND:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Attendance 2024 to 2024

SEN Pupils	94%
Whole School	95.2%

Permanent exclusions of children with SEN 2024 to 2025

Education, Health and Care Plan (EHCP)	Special Educational Needs (SEN) Support	Non-SEN Children
0	0	0

Number of pupils with SEN 2024 to 2025

Term	Education, Health and Care Plan (EHCP)	Special Educational Needs (SEN) Support
Autumn	11	84
Spring	12	87
Summer	13	92

Who should I contact to discuss concerns or needs concerning my child?

Contact details: -

admin@moseley.coventry.sch.uk

Telephone: 024 76593572

1. Class Teacher

Responsibilities

- Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning and delivery of any additional support.
- Ensuring parents are informed of their child's progress and attainment.
- Ensuring parents are aware of any additional support their child is receiving.
- Ensuring that the school's SEND Policy is followed in their classroom, and for all the pupils they teach with any special educational needs or disability
- Directing any Learning Support Assistants (LSAs) who are delivering specific interventions, or supporting individuals
- Day to day queries e.g. playtimes and friendships

2. SENCO

Miss Danni Sherriff

Responsibilities

- Contributing to devising personalised and whole school provision to prioritise and focus on the next steps required for your child to make progress.
- Liaising with external professionals.
- Contributing to in-service training of staff.
- Ensuring that the school's policies and procedures are up to date and adhere to the SEND Code of Practice.
- Dissemination of SEND information to staff
- Reporting to the Governing body.
- Ensuring that parents are:
 - Involved in supporting their child's learning and access to the curriculum
 - Kept informed about the range and level of support offered to their child
 - Included in reviewing progress and next steps (through Learning Chat meetings each term)
 - Consulted about planning successful movement (transition) to a new class or school.
- Applying for further support and assessment e.g. EHCP's and reviewing the progress of these measures.

3. Headteacher

Mrs Nikki Evans

Responsibilities

- The strategic management of all aspects of the school, including the provision made for pupils with SEND.
- Giving responsibility to the SENCO and class teachers but still being accountable for ensuring that your child's needs are met.


4. SEN Governor

Responsibilities

- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.
- Making sure that the school has an up to date SEND policy.
- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential.

How do we implement SEND provision within our school?

The identification, assessment, planning and review of children with SEND



At Moseley Primary School, pupils are identified as having SEND in a variety of ways, including the following:

- Concerns made by Parents /Carers
- Liaison with a previous school/nursery setting
- Concerns raised by a teacher
- Liaison with external agencies and concerns assessed by a qualified therapists and/or paediatricians
- The pupil is performing significantly below age related expectations

If a concern is raised about a barrier to a pupil's learning or progress, we use the following approaches to investigate the concern: -

- Observations of the pupil
- Informal and formal assessments, results from which will inform a teacher's planning for the pupil
- Scrutiny and moderation of work samples
- Discussion between staff, including SENCO, to draw on expertise from within the school
- Discussion over time with parents
- Discussion between the pupil and a familiar adult to gain the child's perspective including their social, emotional and mental health needs
- Outside agencies will be consulted at the appropriate time
- The SENDCO may also sign post to outside agencies who may offer further support to the family.

After discussions with school staff, additional support will be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage.

- This additional support is documented in a 'Learning Plan'. Here, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured.
- Where external agencies are involved, their advice and recommendations are included in these support programmes.
- Actions agreed consider each pupil's strengths as well as their difficulties. Impact is measured termly and shared with parents at termly Learning Chat meetings. We identify this stage as '**SEN Support**'.
- If a pupil is identified as having SEND then their name will be added to the SEND register. However, we recognise that pupil's needs may change over time and provision must reflect this.
- If a child continues to demonstrate considerable cause for concern, a request for an 'Education, Health, and Care Plan' may be made with support from outside agencies such as the Educational Psychology Service, Specialist Teaching Services like SEMHL or CCT, or Speech and Language professionals.

How do we support pupils with SEN to improve their emotional and social development?

At Moseley Primary School, all adults within the school community are responsible for the welfare of all our pupils. We foster a positive ethos where everyone understands the importance of a positive approach to all behaviour within a nurturing environment. This includes:

- Mutual trust and respect between all adults and children
- Personal, Social, Health Education (PSHE) curriculum in class, including Protective Behaviours
- Teacher led Circle Times to explore emotions, feelings and worries as well as 'My Happy Mind' whole school approaches.
- Class teachers adapting approaches within class to support a child's needs which may include 1:1 discussion with the child.
- Peer support through Happiness Heroes and buddy systems
- Access to a quieter environment. This may include access to an individual work station within the classroom.
- Extra communication with Parents/Carers through times of increased need for the child.
- Intervention programmes provided by external agencies. The areas of emotional difficulties provided for are: specified social skills; friendships and relationships; anger management; loss and change; self- organisation.
- Access to social communication groups
- For those children with specific social, emotional, mental health difficulties we work closely with The Mental Health in Schools' Team who provide further advice and support.

How do we assess and review pupils' progress towards their outcomes?

At Moseley Primary School your child's progress is continually monitored by their class teacher, SENDCO and the Senior Leadership team (SLT).

- Progress is reviewed every half term through observations or more formal testing or screening.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will show smaller but significant steps of progress. This is known as 'Small Steps Assessment'.
- Key Stage One children who are working just below age related expectations (ARE) are assessed as Working Towards Standards (WTS) and children working at ARE will be assessed as Expected (EXP). Any children who are working above ARE will be assessed as Greater Depth (GDS)
- At the end of each key stage (i.e. at the end of year 2) all pupils are required to be formally assessed using Standard Assessment Test (SATs). In Reception, pupils are formally assessed at the end of the key stage using the Early Learning Goals (ELG). Pupils who continue to work towards the ELGs are assessed as 'Emerging.'
- Pupils on the SEND register will have additional personal targets. These targets will be reviewed with both yourselves and your child in regular 'Plan, Do, Review' meetings, known as Learning Chat meetings.
- Interventions will be tracked and impact measured to ensure progress.
- A graduated approach of Assess, Plan, Do, Review will be followed.

How do we adapt teaching to meet the needs of children with SEND (including groupings and interventions)?

Teachers are expected to adapt quality first teaching to meet the diverse range of needs in each class. Daily planning considers individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

- Grouping arrangements are organised flexibly with to maximise learning opportunities for all.
- Teaching staff and additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills.
- In some rare cases, teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

What expertise and training do our staff have to support pupils with SEND?

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 Hearing Impairment Team and medical training to support staff implementing care plans.

- The SENCO works closely with specialists from external support services who may provide advice or direct support to enable best provision for your child.
- **Recent training includes Children's Mental Health, Emergency First Aid training, Paediatric First Aid training, Child Protection, Safeguarding, Safeguarding lead training, Prevent training, GDPR and online safety, Welcoming EAL, Team Teach, Makaton, Early Years Autism and Autism Awareness for Girls' training.**

Staff also deliver interventions in the following areas;

- 1:1 Reading
- Phonic interventions, such as Oral Blending
- Precision teaching of key skills and knowledge e.g. letter sounds, keywords, or numerals
- Social Communication groups
- WELLCOMM Speech & Language toolkit
- Social Skills groups e.g. Time to Talk, Lego Therapy
- Sensory diets for children following a sensory screening assessment
- Occupational Therapy intervention programme for schools
- Write from the Start handwriting intervention

How do we adapt the curriculum and learning environment?

The school makes reasonable adjustments to both the curriculum and learning environment to meet the range of special educational needs of children. This can mean teachers plan:

- Visual, auditory and kinaesthetic activities
- Small group or 1:1 learning
- Pre-teaching content or vocabulary
- Adapted resources and materials to make them accessible for pupils with specific difficulties
- Differentiated homework, where appropriate
- Additional/specialised apparatus or materials (wobble cushions, pencil grips)
- Plus, strategies such as, 1) Scaffolding, 2) Explicit instruction, 3) Flexible grouping and 4) Use of technology.

How accessible is our school?

- The school site is on one level so is accessible to all.
- Wheelchair access onto school grounds at the main entrance on Moseley Avenue
- Wheelchair access into the school at all entrances, and all rooms
- Carpeted classrooms to aid hearing impaired pupils' learning.
- Exterior lighting to improve evening access
- Routes to the main entrance are clearly signed and free from obstructions
- There are two disabled toilets in school, which includes a shower for those pupils with physical disabilities.
- Disabled parking is available at the main entrance

Please look at our website to view our accessibility plan and SEND policy with details of arrangement for the admission of disabled pupils.

How do we consult with pupils and involve them in their learning?

- Your child will be involved in review meetings about them at an appropriate level agreed with yourselves.
- Personal plans, such as Learning Plans, Mt Support Plans, EHCP's and Behaviour Plans are discussed with the pupils and they take ownership of them.
- Discussions with children at early stages about their perception of needs and feelings.
- The children are encouraged to talk about their learning in pairs and small groups.
- Individual learning targets are discussed with the pupils and they take ownership of them.
- Pupil interviews provide opportunities for pupils to feedback.

How do we support pupils moving between different phases of education?

- Staff work closely to share information about pupils to ensure that specific needs of individuals are met.
- Additional support, including additional visits, are available for pupils with SEND to help them make successful transitions.
- Parents and children are fully involved in the process. This may involve transitional meetings with current and future staff and any outside agencies involved with a pupil.
- Additional time with new teachers and in the new surroundings may be provided.
- We work very closely with our local education providers and transition can be adapted to meet the needs of the individual child as deemed necessary, including extra visits, transition booklets and meetings with parents.
- If your child is moving to another school, we would contact the new provider to ensure the transfer of information and the child's school files.

How do we evaluate the effectiveness of our SEND provision?

- Monitoring of lessons, work scrutiny and analysing pupil progress data.
- Parent and pupil questionnaires to gather feedback and ideas on how we can further support pupils with SEND.
- School Improvement Plan monitoring, evaluating provisions and progress.
- Pupil progress meetings to analyse data, track progress and discuss individual pupil needs.
- Evaluation of interventions ensuring progress is measurable.

Where can the LA's local offer be found?

Coventry's Local Offer for Special Educational Needs and Disabilities can be found at: -

- <https://www.coventry.gov.uk/localoffer>

Here you will find additional information about services, policies and ways in which young adults within our area can be supported to ensure their needs are successfully met.

You can also access support from the Special Educational Needs and Disabilities Independent Advice Service (SENDIASS). More information on this service can be found here:-

- <https://www.coventry.gov.uk/sendiaass>

How do we handle complaints from parents of children with SEND about provision made at the school?

Whenever you have a concern about your child, you must contact their class teacher in the first instance. If you wish to discuss the matter further then contact the **SENDCO Miss Danni Sherriff, Headteacher Mrs Nikki Evans**, or the **SEND Governor**. For further information please see the school website for our complaint's procedure.