

## School information report

Name and contact details of the SENCO (special educational needs coordinator):

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### **In 2024/25 what kinds of SEN/D did we provide for?**

The school has an SEND Policy in line with local and National expectations which is available on the school's website or as a hard copy on request. At Moss Valley Primary Academy, we cater for all children with SEND, including children with:

- communication and interaction, including Autistic Spectrum Condition;
- cognitive and learning difficulties;
- social, emotional and mental health needs; and
- sensory, physical and medical needs

A number of resources to support children with dyslexia are available in each class. The local authority resource provision for pupils with Autistic Spectrum Conditions (ASC) is run by Moss Valley Primary Academy. The Resource Provision (The Orchard) has places for 18 pupils with an Education, Health and Care Plan and a diagnosis of ASC. The pupils in the resource integrate into the mainstream but this is based on individual needs. Moss Valley Primary Academy also has an additional resource provision (The Acorn) accommodating children in EYS-KS1 who have moderate learning difficulties. This has places for 12 pupils with an Education Health and Care Plan. These children do not integrate into mainstream due to the complexity of their needs.

### **2. How our school identifies and assess children with SEND**

The school assesses pupils on entry with a baseline assessment for learning and speech and language and use an assessment tracker to record progress and attainment.

In other year groups, children are assessed regularly against national expectations. Scholar Pack and SOLAR are our school tracking system where teachers update the children's assessment results. The SLT and SENCO can access these to plan interventions and monitor progress. The SENCO then works with the class teacher and LSAs to support the individual child with the most suitable intervention to support their individual needs. If teachers have other concerns about a child, such as behaviour or social skills, they will contact the SENCO and an assessment and advice given. Children with identified SEND and working well below ARE at P levels are accessed using SOLAR.

### **3. What are our arrangements for consulting parents and involving them in their child's education?**

Parents are kept informed about their child's progress at all times, from informal meetings at the school door, meetings inside school (may be with the SENCO), learner review days and multi-agency meetings. If parents are concerned about their child, they are encouraged to talk to the class teacher first and then the SENCO.

See-saw is used for children who are brought to school and collected via transport. Both Early Years, The Orchard and The Acorn use See-saw to enable regular contact and sharing of photographs, news etc.

### **What are our arrangements for consulting young people with SEN and involving them in their education?**

Children are used to staff sharing information about their learning and behaviour. Marking in books encourages children to read through their teacher's comments and respond to them. Often, there is a question or an activity to reinforce pupils' learning or to develop it further. The school has a school council; this is a group of children from each class who are involved in making decisions about parts of school life. If appropriate, children are invited to their annual EHCP reviews and they are asked for their thoughts and opinions about school, their support and aspirations.

### **What are our arrangements for assessing and reviewing pupils' progress towards outcomes?**

Believe, Achieve, Succeed

(opportunities available to work with parents and young people as part of this assessment and review)
Children are assessed 3 times per year and their results are logged in our school systems, Scholar Pack or SOLAR. Interventions are planned to support children to bridge gaps and make progress. The SENCO monitors the provision maps termly and any children who have not made individual progress towards their targets/interventions are discussed and advice given or sought from other professionals.
<b>What are our arrangements for supporting pupils in moving between phases of education and in preparing for adulthood?</b>
<p>We recognise that 'moving on' can be difficult, especially for a child with SEND. We personalise our transition to ensure that these are as smooth as possible.</p> <p><b>When a pupil is moving to another school:</b></p> <ul style="list-style-type: none"> <li>• We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.</li> <li>• We will arrange additional visits to new schools for pupils and personalised resources to support transitions.</li> <li>• Staff from the receiving school may also visit pupils in our setting.</li> <li>• We will make sure that all records about pupils are passed on as soon as possible.</li> <li>• Teachers will attend any appropriate training around transition arrangements.</li> </ul>
<b>What is our approach to teaching pupils with SEN?</b>
<p>Staff are very proactive in seeking expertise to further understand children's SEND needs. We are a very inclusive school and have children with varying needs both in our mainstream classes and Resource Provision. The ASC Resource Provision (The Orchard) caters for 18 pupils with an EHCP for Communication and Language and Social and Learning Needs. They all have a diagnosis of ASC. The provision provides an education for children who require ASC specific provision which is tailored to meet their social, sensory and communication needs, as well as providing support to enable them to manage levels of anxiety.</p> <p>Lessons and activities are planned around children and their individual needs and learning styles. Some activities are taught 1-1, groups and whole class. Each class has a variety of dyslexia friendly resources and strategies in place. Our additional provision (The Acorn) caters for children in EYs-KS1 with moderate learning difficulties. Lessons and activities are planned around children and their individual needs and learning styles. Some activities are taught 1-1, groups and whole class.</p>
<b>How do we make adaptations to the curriculum and the learning environment?</b>
All children take part in all areas of the curriculum with the same aims and outcomes. We differentiate and adapt to meet the needs and preferred learning styles of all learners. Staff deployment is crucial in ensuring all children are supported as well as given time to be independent. Visual timetables are put into place in all classrooms. Every table has a basket of resources to help to support pupils in their lessons. Other resources are available for children with more specific needs, e.g. ear defenders, 'move-it' cushions and coloured overlays.
<b>The expertise and training of staff to support pupils with SEN, including specialist expertise</b>
3 members of staff have undertaken ELKLAN training to support speech and language needs with one member of staff focusing on ASC ELKLAN. 8 staff have taken part in Lego Therapy training. Many of the staff have completed Team Teach Training and there is a rolling programme for the training of others. The SENCO/Assistant Headteacher has achieved the Postgraduate Certificate in Autism and Asperger Syndrome. Staff have had training on dyslexia; AET: Autism Education Trust standards; talk strategies; metacognition and behaviour. The Orchard staff have taken part in a variety of training around autism. 2 teachers have had training to deliver the Attention Autism programme. All staff have had training around attachment play.
<b>How do we evaluate the effectiveness of the provision made for pupils with SEN?</b>
Provision maps and IEPs target intervention for pupils. Children are assessed, provision maps/IEPs written to address areas of need, interventions are carried out then progress is reviewed and the cycle continues. Annual reviews and IEP review meetings are held to review the provision for pupils via their EHCP

outcomes. SOLAR assessments are used for children who need the smaller steps of learning to show progress. A4A meetings are held to discuss children's progress and attainment from assessments. Escalation plans show children's ability to regulate and attend in lessons. These are evaluated regularly and amended and adapted where necessary. These feed into children's individual Zones of Regulation Scale or will inform changes/adaptations required for their sensory needs. Learning walks, pupils observations, book looks and pupil voice show evaluation of the provision.

**How do we enable pupils to engage in activities available with others in the school who do not have SEN?**

All pupils have the same opportunities and curriculum as their mainstream peers although there may be some adaptations required to support them in accessing it. Parts of the day are adapted to give SEND pupils the opportunity for sensory breaks, if required, to help them regulate and prepare for the next lesson or part of the day.

**How do we improve emotional and social development, including extra pastoral support and arrangements for listening to the views of pupils and measures to prevent bullying?**

We have links with The Primary Inclusion Team. PIT offer support to all primary schools for pupils with SEMH needs. We buy into a package of support from them. The PIT Lead meets with the SENCO to discuss children that have been prioritised by staff and the Senior Leadership Team (SLT). A variety of interventions are available in school that have been provided by the PIT team. Throughout the school, staff deliver a curriculum that promotes Personal, Social, Emotional Development (for EY children) and Personal, Social and Health Education (Year 1-6). The school buys into a programme called Jigsaw to allow staff to plan for PSHE lessons. Our school has a counselling intervention called 'Place2Be' in place to offer support to children, parents and staff. Assemblies are used to discuss key issues which may include bullying and diversity which are discussed to create awareness and develop understanding of 'differences'. Talk and P4C lessons are also used to explore a variety of issues and gives pupils a voice when discussing.

**How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils and young people's SEN and supporting their families?**

At Moss Valley Primary Academy, we have a positive working relationships with the Educational Psychologist, Learning Support Service, Primary Inclusion Team, Early Help, Social Care, CAMHS and Speech Therapy Service. The SENCOs meet regularly for planning meetings with these teams to discuss individual children brought to her attention through monitoring. Training sessions are organised to deliver information to staff regarding needs of the pupils.

**What are our arrangements for handling complaints from parents about the provision made at the school?**

We hope that parents will feel that they can work alongside school in supporting their child and approach teacher, SENCO or Headteacher at any time. However, if parents feel that they need to make their comments more formal then they should request a copy of the school's Complaints Procedure from the office and a meeting will be held to talk about the concern to try to resolve it. Each child with an EHCP has an SEND Caseworker at the Local Authority. Salford Information and Support Services is also available for advice to parents.

<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/salford-information-advice-and-support-services-siass/>

**What are the arrangements for supporting pupils who are looked after by the LA and have SEN?**

We ensure those pupils who have SEN and are Looked After by the Local Authority, have the personalised support they need by liaising with the appropriate agencies when necessary. We consult with the teacher, the designated teacher and allocated social worker to discuss progress through LAC reviews and ensure all agencies are working collaboratively in the best interest of the pupil.

**Children and young families Act 2014 – section 69. Section 6.2 of the code of practice**

**What are our arrangements for admitting a pupil with a disability?**

At Moss Valley, we ensure that we consult with parents and other agencies/provisions about the needs of pupils with SEND to make allowances and prepare for any additional support a child will need on admission to the school. All necessary amendments to facilities or additional support will be sought to ensure our

school is an inclusive environment for all pupils. An Accessibility Plan is in place which identifies how Moss Valley is a barrier free school.

**What steps have we taken to prevent disabled pupils from being treated less favourably than other pupils?**

We are a fully inclusive school and have a drive for inclusion from staff, e.g. DFS award, baskets of resources, Zones of Regulation scale. As a school, we recognise that our approach to each child is about equity not equality. We understand that each pupil that comes to our school with SEND has different circumstances and different needs. We ensure that we allocate trained staff, resources and opportunities that are personalised to individual pupils needed for them to reach equal outcomes. Assemblies and Jigsaw lessons address diversities so that pupils can develop an understanding.

**What facilities do we provide to help disabled pupils to access the school?**

Main entrances to the school building via the main office, and other key entrances are all step free access and have wide doors suitable for wheel chair access if required.

In the main foyer area of school there is a disabled toilet suitable for use by staff, children and any visitors to our school.

Specific equipment and resources are accessed for individual pupils/students' needs as appropriate.

We have a sensory room that is accessible to all pupils who require use of it.

The school has an autism and dyslexia friendly environment with consistency throughout the classrooms and visuals for environmental support.

**What is the plan prepared by the governing body under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for: increasing the extent to which disabled pupils can participate in the school's curriculum?**

- Curriculum pathways in place to support individual pupils needs and attainment. Curriculum for all pupils including SEND pupils follows the same aims with the same objectives. Pupils within the Orchard provision follow three main pathways:
  - Pathway 1 – Full time provision, heavily adapted curriculum.
  - Pathway 2 –Part integration into mainstream class age related class with adapted work where necessary.
  - Pathway 3 – Full integration with differentiated support/work.
- Pupils within the Acorn provision are following the EYFS curriculum which adapted to suit the individual needs of each child and includes EHCP outcomes.
- Pupils with SEND attend clubs and this is currently at 40% as transport can be a barrier to their attendance to after school clubs.
- Appropriately trained staff on a range of disabilities and medical needs.
- Specialist resources available to support children with sensory processing needs and visual and hearing impairments as required.
- Staff training to enhance personalised provision for children to maintain high quality teaching for all.
- CPD opportunities provided for all staff.

**What is the plan to improve the physical environment of the school to increase the extent to which disabled pupils take advantage of education and benefits, facilities and services provided/offered by the school?**

- As a school. we strive to ensure the environment is ready for children with physical disabilities that may join us and for transition between phases. We liaise with provisions and schools prior to any transitions to consider any necessary amendments to the environment.
- Planning ahead for when children transition between year groups so that their needs can be met immediately
- Appropriately trained staff on a range of disabilities and medical needs. This is reviewed to support individual children or on a termly basis.
- New sensory room installed to support all SEND pupils.
- New library with no step easy access for all.

- The school was awarded the dyslexia friendly award and so the environment is suitable for all needs, for example, colours chosen to reduce visual stress.
- The school is on the ground floor only and all doors have good access into school areas.
- All main access points to the school are step free and provide easy access to wheelchairs.
- Place to Be counselling support accessed by referral service.

**What is the plan to improve the delivery to disabled pupils of information which is accessible to pupils who are not disabled?**

- Appropriately trained staff on a range of disabilities and medical needs.
- We are a Dyslexia Friendly School.
- We follow the Zones of Regulation in each class with some children receiving more targeted support according to their needs.
- Autism friendly classrooms- visual timetable in every classroom, visual resources, ongoing support for teachers from SENCo for resources and ASD friendly teaching strategies.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.**

We hope that parents will feel that they can work alongside school in supporting their child and approach teacher, SENCO or Headteacher at any time. However, if parents feel that they need to make their comments more formal then they should request a copy of the school's Complaints Procedure from the office and a meeting will be held to talk about the concern to try to resolve it. Each child with an EHCP has an SEND Caseworker at the Local Authority. Salford Information and Support Services is also available for advice to parents.

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**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such children**

The Governing Body supports the work carried out by Salford Information and Support Services (SIASS). School may consider a referral to external agencies and a termly planning meeting is held by the SENCO to discuss children on an individual basis to best support them. This will be discussed with parents and their agreement sought before the referral takes place.

**11. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32**

Salford Information and Support Services 0161 778 0343/0349	Early Support/Portage Home Visiting Team/Inclusion Officers (0-5 years) <a href="https://www.salford.gov.uk/children-and-families/early-help-for-families/early-support-key-workers-and-portage/">https://www.salford.gov.uk/children-and-families/early-help-for-families/early-support-key-workers-and-portage/</a>
Statutory Assessment Team/Local Authority	Learning Support Service