



SEND Information Report – Moss Valley Primary Academy September 2023

1. The kinds of Special Educational Needs (SEND) for which provision is made at our school

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's largest 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 assesses 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.

<p>3. Information about our school's policies for making provision for pupils with SEND whether or not pupils have EHC plans, including a. How our school evaluates the effectiveness of its provision for such pupils</p>
<p>Pupils are assessed regularly and provision maps are used and evaluated. Children's performance and progress is then monitored by the SENCO. Pupil Progress meetings are led by the headteacher with the class teacher.</p>
<p>b. How we assess and review the progress of pupils with SEND</p>
<p>Children are assessed at least 5 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.</p>
<p>c. The school's approach to teaching pupils with SEND</p>
<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. 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>
<p>d. How the school adapts the curriculum and learning environment</p>
<p>All children take part in all areas of the curriculum. We differentiate 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.</p>
<p>e. Additional support for learning that is available for pupils with SEND</p>
<p>Children's additional needs are managed via an SEND Register. This allows all staff to know about the level of support needed. An individual education plan is written to address children's individual needs to enable teaching and interventions to be planned around this.</p>
<p>f. Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum</p>

We offer a range of interventions to support pupils with SEND. These may help learning, social or other needs. Interventions may take place on a 1 to 1 basis or in a small group.

g. Support that is available for improving the emotional and social development of pupils with SEND

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.

4. Our Special Educational Needs Coordinator (SENCO)

Our Special Education Needs Co-ordinator for mainstream school is Mrs Katy Thomason who is Key Stage 2 lead.

Our Special Education Needs Co-ordinator for The Orchard and The Acorn is Mrs Suzanne Lewis who is the Assistant Headteacher.

5. Specialist expertise and training of our staff in relation to children with SEND

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.

6. Information about how equipment and facilities to support CYP with SEND will be secured

At Moss Valley Primary Academy, we have a positive working relationships with the Educational Psychologist, Learning Support Service, Primary Inclusion Team, CAMHS and Speech Therapy Service. The SENCO meets regularly for planning meetings with these teams to discuss individual children brought to her attention through monitoring.

7. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child

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.

8. The arrangements for consulting young people with SEND about, 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.

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

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) https://www.salford.gov.uk/children-and-families/early-help-for-families/early-support-key-workers-and-portage/
Statutory Assessment Team/Local Authority	Learning Support Service

0161 778 0410	0161 778 0477
Educational Psychology Service 0161 778 0476	Children with Disabilities Social Work Team 0161 793 3535
12. The contact details of support services for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living	
Starting Life Well (0-5 years) 0161 778 0384	Educational Psychology Service 0161 778 0476
Learning Support Service 0161 778 0477	New Directions (Joint Learning Difficulty Team within adult services) 0161 793 2164
Transition Coordinator 07967 520 428	Connexions 0161 393 4500
13. Information on where the local authority's local offer is published	
https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/	