

Our Local Offer for Special Educational Needs and/or Disability



Please click the relevant words on the wheel to be taken to the corresponding section.

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Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

How will you know if my child or young person needs extra help? **(IRR)**

We know pupils need support through dialogue about concerns by parents/ carers or school staff or the pupil's previous educational setting. These concerns may be based on the pupil's lack of progress in comparison with their peer group, starting from the same baseline; with a widening attainment gap; persistent emotional and/or social and mental health difficulties, which have not been managed by personalised strategies. Pupils may have been identified having sensory or physical problems that result in little progress despite the provision of appropriate aids and equipment, or, showing poor communication and interaction, requiring specific interventions to access learning. Slow progress and low attainment will not necessarily mean a pupil is recorded as having special educational needs. Class teachers monitor the children's progress on a termly basis using assessment data and through pupil progress meetings which are led by the senior leadership team. Concerns are raised with the school SENCO by the class teacher who would discuss them with the pupil's parents/ carers and the pupil themselves, seeking their views. This discussion focuses on the desired outcomes for the child which determines the support that is needed. This could be through advice given to the class teacher in order to support differentiation or reasonable adjustments put into place. For some pupils something different or additional may be needed like an out of class intervention offered. Those pupils with the highest need might be referred to other agencies for further advice and support. The SENCO keeps a register of pupils requiring additional support in order to monitor the progress of these pupils and to plan for provision

What should I do if I think my child or young person needs extra help?

If you have any concerns about any aspects of your child's education, the first point of contact should be your child's class teacher; the best time to talk to the class teacher being the end of the day. Appointments can be arranged via dojos. The SENCO is available for a chat via the telephone each Monday and Tuesday. If you require a longer discussion appointments can be made for meetings with the SENCO and, wherever possible, the class teacher.

Where can I find Moat Hall's SEND policy and other related documents? **(IRR)**

- *The school's SEND policy and other relevant policies can be found on the school's website. Please provide hyperlink(s) to the setting/school/college's SEND policy and other relevant documents e.g. SEND policy, Accessibility plan, Assessment Policy , Admission arrangements, Children with health needs who*

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How we identify and assess needs

cannot attend school, SEND policy, Supporting pupils with medical conditions, Behaviour in schools, Schools Exclusion, Health and safety, Equality information and objectives (public sector equality duty) statement for publication, Teaching & Learning Policy and Remote Education Policy (*IRR*)

Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

- *Teachers are responsible and accountable for the progress and development of all the pupils in their class; high quality first class teaching is our first step in responding to pupils with SEND, differentiating the curriculum to ensure it meets the needs of individual pupils.*
- *Where additional levels of support are required, a personalised individual support plan is created, an ILP, (an individual learning plan), which outlines set targets and the provision to help address specific needs. This is following the graduated response, 'Assess, Plan, Do and Review.'*
- *Parents/ carers are consulted regularly and involved in the graduated response.*
- *Pupils are involved in their learning when setting and reviewing targets.*
- *Progress is assessed through: marking, observations of children working, questioning, regular formal assessments and pupil tracking.*
- *The support needed for pupils with SEND is planned; working closely with the teaching assistant.*
- *The class teacher works regularly with pupils with SEND. They retain responsibility for the pupil when involved in group/ one to one teaching away from the main class.*
- *Class teachers and support staff are given professional development to support them in differentiating learning opportunities for the pupils in their class. This additional support will help to remove barriers and enable SEN children to access the curriculum more easily.*
- *The effectiveness of the support and interventions, and their impact on the pupils' progress, is reviewed, alongside the views of pupils and parents/ carers, to ascertain the effectiveness of the provision, and to inform future planning.*
- *Close liaison with the SENCO is maintained with regard to the identification of SEND pupils and how to meet their needs.*
- *The advice and reports from outside agencies is used*
- *The school seeks the advice of specialists e. g. Speech and language therapists, Occupational therapists.*
- *Moat Hall has a wide range of intervention programmes available to support children who require more than differentiated classwork. The length of time of the intervention will vary according to need. These include Catch up literacy and numeracy commercial packages and personalised approaches based on best practice e. g social skill development.*
- *The desired outcomes for children with an Educational health care Plan are planned for and reviewed regularly with parents/ carers and pupils. This information is used in the annual review process to inform decisions about the level of the provision required.*
- *When a pupil moves from one class to another at the end of the year, teachers liaise with each other to share information about children in the class and ILPs are shared for pupils on the SEN register. Progress meetings are held with the SENCO to support this process of transfer.*
- *Our approach to teaching pupils with SEN includes breaking objectives into small steps of learning; teaching assistants providing pre-learning and overlearning opportunities; adult support directed to complete a task by the teacher; additional resources given to help children access particular areas of the curriculum (e.g practical apparatus, writing equipment, word mats, coloured overlays, sounds cards, writing slopes).*

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

Teaching, Learning and Support

All class teachers take responsibility for meeting the needs of all pupils in their class by differentiating their learning. Where pupils have SEND, class teachers will be aware of the pupils' areas of strength and weaknesses and will make every effort to cater for individual needs.

For example, for learners with literacy difficulties, the class teacher may provide aids like personalised spelling banks, coloured overlays, word lists, sentence starters, larger font, visual timetables; or for those with processing difficulties visuals may be used alongside verbal instructions, key vocabulary may be pre-taught, and longer processing time be given.

Where learners are working at an attainment levels below their peer group, class teachers adapt their teaching to cover the gaps in their learners' knowledge, or revisit previous learning objectives, as some pupils need more consolidation than others and a few children will benefit from reinforced learning. We aim to encourage independence in all learners and provide independent tasks that are matched as near as possible to the strengths of the learners. All additional provision for pupils with SEND is overseen by the school SENCO, Mrs Escritt, and the head teacher, Mrs King; and monitoring of these pupils' progress takes place at termly, calendared SEN meetings with every class teacher, and at parents' consultative meetings.

How resources are allocated to meet children or young people's needs?

A proportion of the SEND budget is used towards class based provision. This might be

- *Additional physical resources for example, writing slopes, weighted blankets*
- *Intervention programmes provided outside of the classroom like Catch up literacy and numeracy programs and, ' Tutoring with the lightning Squad'.*
- *The provision of teacher Assistants to provide additional support on a 1 to 1 basis, small group basis or in class support as well as delivery of interventions and the carrying out of diagnostic assessments for individual SEN pupils.*
- *Provision of 1 to 1 support and small group support matched by the funding provided by a child's EHC plan or AEN funding, where needs and provision have been described to meet individual children's desired outcomes.*
- *The SEND budget is the responsibility of the head teacher and regular discussions takes place involving the SENCO to ensure that resources are allocated appropriately and cost effectively.*

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

When children's needs are initially identified, and this can arise from parents' concerns or from individual members of staff; or from assessment data, a discussion takes place involving parents/ carers and teachers in the first instance. The provision, or strategies to employ to support the pupil using high quality teaching are agreed with reasonable adjustments put into place. If a child's attainment levels and rates of progress are below the expected for that particular age range and the gap is widening then the need for additional support is agreed. Set targets are drawn up on an ILP (Individual Learning Plan) devised by the class teacher with intervention planned to help address a child's needs. These ILPs are shared with the SENCO, involve parents with targets made aware to the children. This is part of the Gradual Response. These ILPs are reviewed termly and regularly revised. Where advice from external agencies, like Speech

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Teaching, Learning and Support

therapy Services has been received the targets are incorporated into the ILPs using the expert advice. Where additional support and provision has had little impact on a child's progress the SENCO may seek further advice from external agencies, and may also, present some cases to the attention of the Cheslyn Hay Inclusion hub where professional advice is shared amongst experts, including Educational Psychologists, other SENCOs, Family Support services and Autism Outreach. It is often the case too, that decisions are made about next steps to help SEND children. Such decisions, may include a referral for assessment for an EHCP.

How will equipment and facilities to support children and young people with SEND be secured?

Moat Hall possesses a range of equipment and facilities. These include a lift and a toilet for disabled children. Resources to support some children include writing slopes, weighted blankets, coloured overlays, I pads etc.

The head teacher and SENCO make strategic decisions about the allocation of such resources, based on identified needs of SEN pupils, with agreement and full involvement of parents and carers. Additional resources are procured as and when required.

How will you and I know how my child or young person is doing?

All school staff members have high expectations for all learners. Monitoring of progress is ongoing. For learners with the most significant needs, daily contact with parents/ carers takes place through informal discussions via dojos. Formal monitoring takes place termly in the form of pupil progress meetings held between class teachers and members of the Senior leadership team. Information is shared with parents/ carers at parent meetings and via the school annual report, which is sent home in the Summer term. For pupils with SEND, ILPS are discussed with parents/ carers when they are reviewed,; and for those with an Educational Health Care Plan, an annual review is held, with full involvement and contributions sought on progress from class teacher, TA, child , SENCO and parents/ carers.

How will you help me to support their learning?

- Parents/ carers are welcome to seek additional appointments with the SENCO and / or the class teacher to discuss how individual children can be further supported at home.*
- Information about available workshops and forum meetings run to support children with SEND in Staffordshire is disseminated to all our parents/ carers.*

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

- Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupils' opinions are sought at a level, which is accessible to the individual. We organise the Voice of the Child questionnaire annually. We recognise that there is sometimes a need to protect pupils' self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties; in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.*

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Teaching, Learning and Support

How do you assess and evaluate the effectiveness of provision for children and young people with SEND? (IRR)

The SENCO, head teacher and members of SLT at Moat Hall School undertake regular monitoring of pupil progress and of the effectiveness of provision. This is done through book trawls, learning walks and observations of individual children with SEN. Attainment data and feedback from diagnostic assessments is evaluated regularly. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. The "Voice of the child," and, "Voice of the parents/ carers", also serve to inform the school about effectiveness of provision. At the Annual Reviews held for children with EHCPs, reports are collated from the class teacher, SENCO, TAs, parents/ carers and child. Such reports provide information on the child's progress towards set outcomes and evidence how provision has been tailored to meet the needs of the child.

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Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Pupil safety is paramount. Information about pupils with SEND is communicated to relevant school staff. Where risks are identified, measures are taken to limit these. Where necessary alternative arrangements for the most, "risky" times of the day are made, for example at playtimes during breaks and lunch times and a room is available for children with who need supervision. All staff are informed about children with medical needs.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

At Moat Hall we recognise that pupils with SEND can experience a range of social and emotional issues. We understand that for some pupils social and emotional factors can be complex and discussion about how best to address the child's needs is explored with parents/ carers, class teacher, SENCO and head teacher. Sensitive information is shared through CPOMS. Sometimes support is sought from Entrust's Behaviour Support Team to ensure the provision we offer is appropriate and personalised. The Boxall Profile is sometimes adopted to ascertain a pupil's difficulty which may be impacting on a child's self-esteem and confidence. All children in school are supported to develop relationships with their peers. Moat Hall holds a clear position on bullying and its staff are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected personalised support is put into place for victims and perpetrators which take into account the needs of all pupils involved.

How will you manage my child or young person's medicine or personal care needs?

- We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication and toileting needs.*

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Keeping students safe and supporting their wellbeing

What support is there for behaviour, avoiding exclusions and increasing attendance?

- *Include link to Behaviour policy. Support from external agencies?*

How do you support children who are looked after by the local authority and have SEND?

Working Together

Who is involved in my child's education?

The class teacher has the overall responsibility for pupils' learning and their day to day well-being in school. They are first port of call for pupils, parents and carers and act as a hub for information about the children in their class. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and ensure that any resources in place to support learning, are used efficiently, including additional adult support and intervention programmes.

For those pupils with EHCPs, who have enhanced support there will be a designated Teacher Assistant working with the classroom teacher. This is to ensure that pupils are given the opportunity to be included in mainstream learning opportunities.

The SENCO has responsibility for coordinating and monitoring the provision with SEND, and may work individually with pupils, carry out assessments where required and host formal meetings including Annual Reviews of children with SEND.

There is also a large team of skilled teaching assistants working in school. Some of them run intervention programmes additionally, under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1 to 1 basis where there is the highest level of need. Some TAs carry out diagnostic testing i.e. to ascertain reading ages and identify dyslexia traits.

The head teacher delegates responsibility of the delivery of the whole school SEND policy to the SENCO, with monitoring visits paid by the SEN link governor.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

We used a password protected integrated information management system for all electronic data in school which records pupils' SEND and medical needs. All class teachers involved with the child are given a copy of EHC plans, medical information, copies of reports from external agencies and provided with access to ILPs devised past and current as well as assessment data. There are regular opportunities to discuss the content of the documentation and reports made available with the SENCO during and at the end of the school day.

What expertise do you have in relation to SEND?

All school staff have a good awareness of SEND through regular staff meetings and training opportunities calendared each year. Regular meetings are held to enable staff to work with the SENCO to develop their practice in relation to the specific needs of the pupils in their classes. The SENCO, Mrs Escritt, is a specialised member of staff with specialist knowledge of the implementation of the National SEND Code of Practice, with skills acquired from over 30 years of experience of being appointed to the post of SENCO.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

We work with the following agencies to provide support for pupils with SEND:

**NHS Speech and Language Services*

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Working Together

SENIS Support Services –ENTRUST

**CAMHS*

**Autism Outreach Service*

** Educational Psychologist Service*

** Visual and Hearing Impairment Services*

**NHS Occupational Therapy*

**NHS Physiotherapy team*

** Midland Psychology Service*

** Staffordshire Family Partnership*

** Staffordshire CC SEN and Inclusion*

** SCC SEND and Planning assessment team*

** Social Services*

The list is not exhaustive and the school will work alongside necessary agencies when required to do so.

Who would be my first point of contact if I want to discuss something?

- *Your first point of contact should be your child's class teacher. The SENCO is also always available to support you in matters relating to SEND*

Who is the SEN Coordinator and how can I contact them?

The SENCO is Mrs Ann Escritt. She can be contacted through the school office or via email : annescritt@moathall.staffs.sch.uk

The Assistant SENCO is Mrs Emma Bradford

What roles do your governors have? And what does the SEN governor do?

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated SEN governor, appointed in 2021, Mrs Georgina Raybould. Meetings between the governors and the SENCO take place to ensure that all pupils, including those who are looked after, make progress and the school's SEND policy is being effectively implemented.

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Working Together

How will my child or young person be supported to have a voice in the setting, school or college?

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupils' opinions are sought at a level which is accessible to the individual. Younger or less able children are given the opportunity to contribute their ideas in discussions, which take place with a familiar adult, who acts as an advocate for them, such as presenting their own views for Annual Review meetings of EHC plans.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents/ carers are encouraged to take an active role at Moat Hall Primary School. Some volunteer in school to hear children read and parent governors sit on the governing body.

What help and support is available for my family through the setting?

We recognise that there can be a huge amount of paperwork as a parent/ carer of a child with SEND. The SENCO provides support to parents/ carers as required. This might be completing forms or sign posting parents/ carers to agencies or workshops and forums who can support families further.

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

As an inclusive school setting we seek to ensure that all pupils, regardless of need are able to attend enrichment opportunities such as after school clubs, school trips etc. Therefore we work creatively to make all relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering support to pupils attending after school club activities and going on residential.

How accessible is the setting's environment?

Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

Are disabled changing facilities available? Yes

No

Details (if required)

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Inclusion & Accessibility

Are disabled toilet facilities available? Yes
No

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes
No

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? Yes
No

Details N/A

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Joining and moving on

Who should I contact about my child or young person joining your setting?

For information about entry please email the main school office office@maothall.staffs.sch.uk who will discuss the entry process with you.

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Joining and moving on

How can parents arrange a visit to your setting, school or college? What is involved?

We offer a range of transition visits for new pupils; alongside this we encourage the families of pupils with SEND in any curriculum year transferring to Moat Hall, to arrange an appointment with the SENCO so that information, which specifically relates to your child's requirements can be shared.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?

Prior to entry to Moat Hall School, it is usual for families of pupils with SEND to visit for an informal tour. For pupils who will be able to access mainstream learning opportunities, information is shared with the prospective class teacher. For the pupils with a higher level of need, if it is agreed that the school is able to meet the pupil's needs, a meeting is held to share information about the pupil and to consider the most appropriate provision deemed necessary for the pupil's future success.

Wherever possible, we prepare pupils for transition to new settings, which may include additional visits to the new setting or it might be working through materials which address key aspects of the new setting.

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Additional Information

What other support services are there who might help me and my family?

SEND IASS (Information, Advice and Support Service) Tel: 01785 356921 email: sfps@staffordshire.gov.uk

Families health and wellbeing 0-19 service www.mpft.nhs.uk/services/health-visiting-school-nursing/information-professionals/families-health-and-wellbeing-0-19-service

Early Help <https://www.staffordshire.gov.uk>

Child Bereavement UK-----www.childbereavement.uk.org

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Additional Information

Staffordshire Children Advice and Support Service Tel: 03001118007 9 (a platform to raise safeguarding concerns)

Childline Tel :08001111 (support for bullying, abuse, safety and the law, friends and relationships, home and families, school work)

Action for Children(emotional health and well -being support for children and young people) Tel: 01782977877

Family Support Service SCTSP Tel: 01902424147

Family support by Malachi Tel: 01214414556 - offer a dedicated family support worker for 12 weeks

YOUNG MINDS Tel: 08088025544 – a charity for children and young people’s mental health.

Mental health Support teams www.camhs.mpft.nhs.uk/south-staffordshire .Tel: 07929846820

Children and Young Person’s Autism Services Tel; 03003030691 www.camhs.mpfs.nhs.uk/south-staffordshire/our-services . Self- referral available via website

Children and adolescence mental health service Early years Tel: 01785 221665. Self -referral available via the website. www.camhs.mpft.nhs.uk/south-staffordshire/our-services

Paediatric Psychology Tel: 01785 221665. Self -referral available via website www.camhs.mpft.nhs.uk/south-staffordshire/our-services

When was the above information updated, and when will it be reviewed? May 2022 >to be reviewed May 2023

Must be updated annually – please provide date of latest update

Where can I find Staffordshire’s Local Offer?

Staffordshire’s SEND Local Offer can be found at www.staffordshireconnects.info

What can I do if I am not happy with a decision or what is happening?

As a school, we encourage parents/ carers to address concerns with the class teacher, and then if they are unable to help with the SENCO or head teacher.

Type of Setting (tick all that apply)

- | | | | | |
|--|--|--------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input type="checkbox"/> Early Years | <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained | <input type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | |

Additional Information

Other (Please specify below)

DFE Number

District

Cannock

Lichfield

East Staffordshire

Tamworth

Newcastle

Moorlands

Stafford

South Staffordshire

Specific Age range

Number of places

Which types of special educational need do you cater for?

inclusive mainstream school

special school

Offer specialisms in. Tick all those that apply.

Resource for autism

Resource for cognition and learning difficulties

Deaf friendly

Resource for physical disability

Resource for severe learning difficulty

Visual impairment friendly

Resource for social, emotional and mental health

Fully accessible environment – for pupils with physical or sensory needs

Resource for moderate learning difficulty

Resource for profound and multiple learning difficulty

Resource for speech, language and communication needs

Other specialist support/equipment:

Specialist technology

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Additional Information

Comment:

- Rebound trampoline
- Accessible swimming pool
- Outreach and family support
- Bought in support services
- Sensory room/garden

- Hydrotherapy
- Medical
- Therapy services
- Hearing loop