Moore Primary School
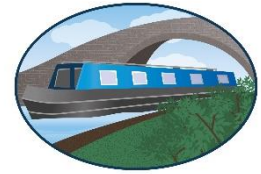# Annual Review
SEND Information Report 2024-2025

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the [Special Educational Needs and/or Disability Code of Practice and Regulations 2015, Regulation 51, Schedule 1.](#)

General School Details:	
School Name:	Moore Primary School
School website address:	www.mooreprimary.co.uk
Type of school:	Maintained Primary Phase
Description of school:	school. We are one form entry school with 7 classes with a standard admission number of 30 children. The school is committed to inclusion and makes Provision for learners with a range of special needs and disabilities. Parents of the school are very supportive, and the school has a good reputation in the local community.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	211
% of children at the school with SEND:	14.22%
Date of last Ofsted:	February 2023
Awards that the school holds:	• Halton Healthy School Standard • 5 Ways to wellbeing • School Games Gold Award • Music Ambassador • Artsmark Gold • Eco School • Primary Science Quality Mark
Accessibility information about the school:	Moore is on one level with uncluttered corridors throughout. There is a dedicated disabled parking bay in the school car park. All exterior doors have ramp access. There is a disabled toilet on the infant corridor.
Please provide a web link to your school's Accessibility Strategy	[Accessibility Strategy](#)
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	SENDCo attended SEND Networks & Workshops covering a range of SEND subjects. Moore Primary School Staff have a range of knowledge of SEND. School has a policy for continued professional development in this area. 3 Classroom Assistants are qualified in ELSA and continually participate in professional development.

	AET Autism training for whole school staff. Classroom Assistants also have been trained in Lego, Social Stories and cognitive load. Headteacher and 2 Classroom Assistants have trained in EBSNA (Emotional Based School Non-Attendance) Whole Staff THRIVE training

School Policies/Procedures: Add website links to <u>each individual policy</u> below or explain where policies can be accessed by parents/carers	
SEND Policy	**SEND Policy**
Safeguarding Policy	**Sageguarding Policy**
Behaviour Policy	**Behaviour Policy**
Equality and Diversity	**Equality & diversity Policy**
Pupil Premium Information	**Pupil Premium Information**
School Complaints Policy/Procedure	Details of the arrangements for handling complaints from parents/carers about the support provided for children and young people with Special Educational Needs and Disability (SEND) can be found within the policy below: **Complaints Policy**

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	• When pupils have identified SEND before they start here, we work with the people who already know them and use the information they already have available to identify what their SEND will be in our school setting • If you tell us you think your child has SEND we will discuss this with you. We will share with you what we find out and agree next steps with you as to how we can all help your child. • If your child does not appear to be making the same level of progress as other children of their age, we will undertake assessment in school and by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages. • We are child and family centred so you will be involved in all decision making about how best to support your child. • When we assess SEND, we discuss if understanding and behaviour are the same at school and at home; we take this into account and

Range of Provision and inclusion information:	
	work with you so that we are all helping your child in the same way. • We will write individual SEND Support Plans with pupils and parents / carers. • We use homework to repeat and practise activities that are new and present an achievable challenge.
What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.	• We can access support from specialist teachers and support staff to access the curriculum and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties. • We get support from local authority services and local special schools who provide outreach. • We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources. • We get support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe they need a period of therapy. • We will hold multi professional meetings with parents and the pupil, if appropriate, to review the child's progress. At these meetings the following types of discussions will take place; what will be put into place in school to make teaching and learning more effective, agree targets for pupils achievement, agree how we will work together and what we each will do, agree a review date to explore how well the pupil is doing and whether we are making a difference and what we will do next. This information is recorded to ensure accountability. • We can consult with Educational Psychology Service for advice and support.
How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc.	• Specialist equipment to support the curriculum • Individual workspaces • Access to ICT resources such as chromebooks, laptop, visualiser and Ipads • Prompt and reminder cards for organisation • Symbols and visual prompts
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	• Work with Speech & Language Services to implement recommendations and deliver programmes. • Classroom Assistant support in class • Social Stories / Workstations etc

Range of Provision and inclusion information:	
	• S.E.N. Support Plans
What strategies/programmes/resources are available to speech and language difficulties?	• Intervention from speech and language therapist • Delivery of personal speech and language programme • Support from classroom assistant within class • Support from SENDCo/Classroom Assistant for small group or individual • Language resources and programme materials • Referral to Specialist Teaching Service
Strategies to support the development of literacy (reading /writing).	• Small group support in class for guided reading / writing • Individual reading with / to teaching assistant / teacher • reading schemes for 'struggling' readers • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills
Strategies to support the development of numeracy.	• Small group support in class through guided teaching • Withdrawal in a small group for 'catch up' maths activities. • Withdrawal by teaching assistant for support • Use of maths resources online for reinforcement
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	• Personalised and differentiated curriculum. • Small group support in class from classroom assistant or teacher • 1:1 support, when appropriate, in the classroom from a teaching assistant to facilitate access. • Specialist equipment • Support plans (educational, behaviour, pastoral) • Time spent in a year group more appropriate to the needs of the child • School / year group provision mapping Strategies put into place as provided by professionals / specialist services / outreach
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	• Observation • Target setting • Support Plan targets and review • Provision map • Individual pastoral support plans • MAP • External professionals undertaking assessment • Regular review of targets with child / parents
Strategies/support to develop independent learning.	• Use of individual timetables and checklists • 'Chunking' of activities • Individual success criteria • Visual prompts • 'PSHCE' / personal development targets

Range of Provision and inclusion information:	
Support /supervision at unstructured times of the day including personal care arrangements.	• Named midday supervisor at lunchtimes • Individual pastoral support plans which specify break and lunchtime provision • Playtime buddy system • Auxiliary staff employed responsible for personal care for named pupils
Extended school provision available; before and after school, holidays etc.	• We offer a range of after school activity / sports clubs for pupils of different ages
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	• Liaison with parents/guardians • Risk Assessment • 1:1 Support • Social Stories
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	• Planned support from classroom assistant. • 3 ELSA trained classroom assistants. • Meet and greet at start of day. • Parental contact daily through home-school book. • Referral to CAMHS. • Individual pastoral support plan.
What strategies can be put in place to support behaviour management?	• Use of the school's behaviour policy • Individual behaviour plans in place. • Social skills / behaviour group using social skills programme. • Daily behaviour record • Time-out support • Reward system • Support and intervention from outreach behaviour specialist • Individual pastoral support plan • Strategies in place for unstructured times of the day e.g. alternative location for break time • Referral to PBS (Positive Behaviour Support Team)
How we support pupils in their transition into our school and when they leave us *and in preparing for adulthood*.	• Regular meetings with parents • Transition plans for individual children • Risk assessments completed • Close links with Halton transition lead • Work with parent partnership • Social stories and visual prompts for pupils • Work through PSHCE on managing and preparing for change • Programme of visits • Longer term links with secondary schools to increase familiarity
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	• Intervention from physiotherapy / occupational therapy team • Assessment and individual programmes • Specialist resources

Range of Provision and inclusion information:	
	• Delivery of planned intervention programme by member of school staff. • Close liaison with medical staff where required. • Staff training for managing medical needs
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	We offer opportunities for parents to come into school. These include: • Parents' Evenings • Open Classroom • Pre-arranged meetings • Fundraising events • We have an open door policy We also have a range of facilities and resources open to parents: • School website. • Communication through emails (teacher designated emails for parents/carers to communicate directly) • The school will signpost parents to appropriate groups and organisations that are relevant. • Moore works with Halton iCART and the family support team. We will support families through formal and informal processes (MAP /CIN meetings) • The Safeguarding leads works closely with the ICART early intervention team and will sign post parents to outside agencies and supports families through the MAP process. • Pupil voice is highly valued. We have an active School Council, Junior Safety Officers, and Climate Crew. • Targets are shared with children and parents and reviewed.
How additional funding for SEND is used within the school with individual pupils.	School receives funding for all pupils including those with special educational needs and disabilities and they meet pupils' needs through this. The budget is used: • For specialist resources • Specialist support from outside agencies for example educational psychologists, counsellors etc. • Training for staff • Additional support for children from a Classroom Assistant. • Interventions provided by Classroom Assistants or external tutors. The school may apply to the local authority for additional funding to support individual needs.

Range of Provision and inclusion information:	
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	Looked after children are supported by: The Designated Teacher who liaises with PEP Coordinators and Halton's Virtual Head. - Good communication between school and carers. - Termly PEP meetings with social care, carers and any other outside agencies. - DT Attends annual conferences. - Referrals are made to relevant agencies. - Applications for EHCP are made in consultation with Halton Virtual Schools were deemed appropriate. PP is used for: - Resources - Specific interventions - Specialist support such as counselling and therapy - Music Lessons - Additional teaching - Additional staffing - Educational visits and residential

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ANNUAL REVIEW 2024-2025

Completed by: Completed by SENDCo: Mrs Emma Swain   Date: September 2024