



# **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 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

- |   |                                  |
|---|----------------------------------|
| 1. Communication and Interaction                    | 2. Cognition and Learning        |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

<b>General School Details:</b>	
School Name:	Moorfield Primary School
School website address:	<a href="https://www.moorfieldprimary.co.uk/">https://www.moorfieldprimary.co.uk/</a>
Type of school:	Maintained Primary School
Description of school:	Moorfield Primary School is an inclusive, mainstream primary school. We offer places for children from Reception to Year 6.
Does our school have resource base?	No
Number on roll:	241
% of children at the school with SEND:	12.9%
Date of last Ofsted:	2 <sup>nd</sup> -3 <sup>rd</sup> October 2019 Graded: Good in all areas
Awards that the school holds:	<ul style="list-style-type: none"> <li>School Games Mark Gold</li> <li>5 Ways to Wellbeing (Awarded 2022)</li> <li>History Mark Gold (Awarded 2022)</li> <li>Healthy School Award</li> </ul>
Accessibility information	Our school is accessible for all. We have wheelchair accessible entrances and exits with automatic doors. There is an on-site disabled parking space.

about the school:	We have a fully accessible toilet space with a changing bed. In addition, our EYFS outdoor learning space has a wheelchair accessible sand pit. We work closely with outside agencies such as physiotherapists, occupational therapists, paediatric continence nurses and HI and VI specialists to ensure that our spaces meet the needs of our children.		
Please provide a web link to your school's Accessibility Strategy	<a href="https://moorfieldprimary.co.uk/Accessibility-Plan-and-Strategy.pdf">Accessibility-Plan-and-Strategy.pdf (moorfieldprimary.co.uk)</a>		
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<ul style="list-style-type: none"> <li>• SENDCo holds the NASENCo qualification award by the University of Chester (July 2023)</li> <li>• Fully trained ELSA (Emotional Literacy Support Assistant) x 1</li> <li>• Staff trained for catheter and stoma care x 3</li> <li>• Colourful Semantics Training delivered by Chatterbug</li> <li>• Asthma and allergy training</li> <li>• Administration of medicines</li> <li>• Mental Health and well-being training</li> <li>• Mental Health First Aid training x 1</li> <li>• Epilepsy training</li> <li>• Dyslexia awareness training (23.09.24)</li> <li>• Whole staff 'Making sense of Autism/Good Practice for Autism'. (13.03.23 and 20.03.23)</li> </ul>		
Documentation available:  Please visit the school website for the most up to date policies as they are subject to change annually	Are the following documents available on the school's website?	SEND Policy	<a href="https://moorfieldprimary.co.uk/SEN-POLICY-2024-change-of-personnel.pdf">SEN-POLICY-2024-change-of-personnel.pdf (moorfieldprimary.co.uk)</a>
		Safeguarding Policy	<a href="https://moorfieldprimary.co.uk/Safeguarding-Child-Protection.pdf">Safeguarding-Child-Protection.pdf (moorfieldprimary.co.uk)</a>
		Behaviour Policy	<a href="https://moorfieldprimary.co.uk/Behaviour-and-discipline-policy-new-1.pdf">Behaviour-and-discipline-policy-new-1.pdf (moorfieldprimary.co.uk)</a>
		Equality and Diversity	<a href="https://www.moorfieldprimary.co.uk/wp-content/uploads/2021/07/Equality-plan-and-action-plan.pdf">https://www.moorfieldprimary.co.uk/wp-content/uploads/2021/07/Equality-plan-and-action-plan.pdf</a>
		Pupil Premium Information	<a href="https://moorfieldprimary.co.uk/wp-content/uploads/2024/04/Pupil-Premium-Strategy-statement-23-24-V2.pdf">moorfieldprimary.co.uk/wp-content/uploads/2024/04/Pupil-Premium-Strategy-statement-23-24-V2.pdf</a>
		Complaints procedure	<a href="https://moorfieldprimary.co.uk/wp-content/uploads/2024/10/Complaints-Policy-Sept-24-SEND-referenced.pdf">https://moorfieldprimary.co.uk/wp-content/uploads/2024/10/Complaints-Policy-Sept-24-SEND-referenced.pdf</a>

### 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.	<ul style="list-style-type: none"> <li>• Quality first teaching practices are embedded across the school to ensure that all children are able to access a rich curriculum.</li> <li>• We operate a graduated approach to the identification and support of special educational needs.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Half termly progress meetings are held between the headteacher and all class teachers.</li> <li>• The progress of all children is monitored and first concerns regarding less than expected progress are discussed and a plan of support actioned.</li> <li>• Following a cycle of assess, plan, do, review, if there are still concerns regarding progress or social, emotional, mental health needs, then a formal plan of SEN support will be put in place.</li> <li>• Parents are involved in the process from the first concern raised.</li> <li>• We value working closely with parents as partners and as such, value close communication and regular reviews.</li> <li>• Parents and children are invited to termly progress meetings to review SEN support plans and progress made towards achieving outcomes.</li> </ul>
<p>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.</p>	<p>We value working with the Local Authority SEN Service and will regularly seek their advice and expertise. All staff work with Halton's Local Offer to access a range of strategies that are beneficial in school when working with our children.</p> <p>We also work together with:</p> <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Specialist teachers within Halton</li> <li>• Speech and Language Therapy Service - Chatterbug</li> <li>• Occupational Therapist - OT- and Physiotherapist</li> <li>• Continence Team</li> <li>• School Nurse</li> <li>• Diabetic Nurse</li> <li>• Hearing Impairment Team</li> <li>• Visual Impairment Team</li> <li>• Halton's Behavioural Team</li> <li>• Health Visitor</li> <li>• Woodview Child Development Centre</li> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Primary and Specialist Family Support Workers</li> <li>• Social Workers</li> </ul>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>We aim to ensure that our school and classroom spaces are well organised, calm and purposeful spaces conducive to supporting all children in increasing</p>

	<p>independence and accessing learning. There are many features that are consistent across the school:</p> <ul style="list-style-type: none"> <li>• Clear 'help' stations with word mats, dictionaries, sound mats, concrete mathematical resources etc</li> <li>• Handwritten lower and uppercase alphabets on display in all classrooms</li> <li>• a consistent visual timetable in all classrooms</li> <li>• blue tinted 'whiteboards'</li> <li>• Specialist equipment to support the curriculum such as coloured overlays/ paper/ reading rulers, seating aids, concentration aids etc</li> <li>• a full class set of iPads</li> <li>• a range of resources to support an adaptive approach across the curriculum</li> </ul>
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• ambiguous language is limited</li> <li>• routines are predictable</li> <li>• Children requiring additional support are closely monitored during unstructured times of the day</li> <li>• Children requiring additional support are signposted to midday support staff</li> <li>• social stories are used to support changes to the normal routine</li> <li>• all staff have received LA training</li> </ul>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<ul style="list-style-type: none"> <li>• All children are screened using Well Comm on entry to school and intervention is delivered as appropriate.</li> <li>• All staff have received training in Colourful Semantics from Chatterbug and this is used across the curriculum.</li> <li>• All staff are trained in the use of sentence stems and modelling spoken language.</li> <li>• Children experiencing speech and language difficulties requiring additional support are referred by school to Communicate.</li> <li>• School have a contract with a private Speech and Language provider, Chatty Therapy, to support children with face to face therapy twice weekly.</li> </ul>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>In the first instance, all children receive quality first teaching and an adapted approach in the classroom and this enables children with SEN to make expected progress. Children who are identified as making less than expected progress are prioritised for intervention. This may include:</p> <ul style="list-style-type: none"> <li>• 1:1 reading sessions</li> </ul>

	<ul style="list-style-type: none"> <li>• phonics interventions (teacher led)</li> <li>• Colourful semantics interventions</li> <li>• Teodorescu 'Write from the Start' programme</li> </ul>
Strategies to support the development of numeracy.	<p>In the first instance, all children receive quality first teaching and an adapted approach in the classroom and this enables children with SEN to make expected progress. Children who are identified as making less than expected progress are prioritised for intervention. This may include:</p> <ul style="list-style-type: none"> <li>• small group intervention</li> <li>• 1:1 number work</li> <li>• working to address gaps highlighted by Sandwell assessments</li> </ul>
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> <li>• Quality first teaching practice is employed across the school.</li> <li>• Staff employ adaptive strategies to ensure learning is well supported.</li> <li>• All staff engage with the Local Authority 'Graduated Approach Tool Kit' to identify creative and inclusive ways of ensuring that the school curriculum can be accessible for all.</li> <li>• Children use knowledge organisers across the curriculum.</li> <li>• Word banks are provided to support.</li> <li>• Teachers 'pre-teach' content to identified children.</li> <li>• Concrete, hands on resources are utilised whenever possible.</li> </ul>
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.	<p>We operate a rigorous system of pupil progress tracking and monitor interventions regularly and robustly to ensure they meet need. We do this by:</p> <ul style="list-style-type: none"> <li>• Half termly pupil progress meetings between the headteacher and class teacher.</li> <li>• Half termly monitoring of interventions using school's intervention impact summary documentation.</li> <li>• We use the EEF Toolkit to ensure that all interventions are evidence based.</li> <li>• When interventions do not have the desired impact we seek an alternative.</li> <li>• We hold termly meetings with parents and children in receipt of SEN support.</li> </ul>
Strategies/support to develop independent learning.	<p>School have invested heavily in Growth Mindset CPD for all staff and workshops for all children. A growth mindset is something that our children can confidently discuss and it is something that is evident in classrooms</p>

	<p>across our school. This undoubtedly supports and encourages independent learning.</p> <p>In addition:</p> <ul style="list-style-type: none"> <li>• age-appropriate dictionaries and thesaurus' are accessible on table tops in all classrooms</li> <li>• working walls are in each classroom for current English and maths focus</li> <li>• each classroom has resources available to children for support (sound mats, word mats, concrete resources etc)</li> <li>• peer support is encouraged</li> <li>• all children partner read 4 x a week</li> </ul>
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<p>We understand that for some of our children, unstructured times can be a source of worry. Therefore we:</p> <ul style="list-style-type: none"> <li>• Have a lunch hall supervised by the Headteacher.</li> <li>• a regular, familiar team of midday assistants who know our children well.</li> <li>• the SENDCo works with midday assistants to identify children requiring additional support.</li> <li>• run lunchtime clubs offering a quiet space.</li> <li>• Children with personal care plans have named members of staff who attend to need.</li> </ul>
<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> <li>• We have close links with Funky Monkeys who offer wrap around provision to children at Moorfield. They operate a drop off and pick up service.</li> <li>• We facilitate holiday sports camps that operate from the school buildings and grounds.</li> <li>• We do not have school led wrap around care.</li> </ul>
<p>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?</p>	<p>All staff at Moorfield take into consideration the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'</p> <p>Accessing a full and rich curriculum is the right of each child and therefore we work closely with our children and families to ensure that all trips are accessible and inclusive.</p> <p>We will:</p> <ul style="list-style-type: none"> <li>• hold a 1:1 meeting with parents to ensure that the child's needs are fully understood and supported prior to any trip over an extended period (eg residential)</li> </ul>

	<ul style="list-style-type: none"> <li>• provide social stories to support children in understanding change</li> <li>• Work with travel companies able to accommodate wheelchairs</li> <li>• Ensure that any venues visited are fully accessible and all risk assessments are completed.</li> </ul>
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<p>The emotional wellbeing of our children is important to us. This is reflected in the acquisition of the '5 Ways to Wellbeing' award that school received in 2022.</p> <p>Please see the school's prevention of bullying policy for details regarding strategies used to ensure that bullying is prevented. <a href="https://www.moorfieldprimary.co.uk/prevention-of-bullying-policy-Oct-2023-1.pdf">prevention-of-bullying-policy-Oct-2023-1.pdf (moorfieldprimary.co.uk)</a></p> <p>Robust safeguarding procedures with all staff having had recent training.</p> <p>In addition, we:</p> <ul style="list-style-type: none"> <li>• Operate ELSA led sessions for identified children</li> <li>• A thorough PSHE curriculum with PSHE taught through drama sessions led by a specialist teacher</li> <li>• PSHE focus texts and studies</li> <li>• Regularly monitor the Behaviour Policy and how it contributes to children's increased self esteem</li> <li>• have pupil voice represented with the School Council</li> <li>• Meet and greet at the start of the day for individual children.</li> <li>• Annual programme for young carers.</li> </ul> <p>We are currently working with NurtureUK and are seeking Nurture Accreditation.</p>
<p>What strategies can be put in place to support behaviour management?</p>	<p>At the heart of our behaviour management strategy lies positive and respectful relationships between children and adults in school. We work on a 'pip and rip' basis. This meaning that we look for plentiful opportunities to praise positive behaviour in public and that any reprimand is done in private out of respect for the child. Further information can be found in our behaviour policy.</p>
<p>How we support pupils in their transition into our school and when they leave us and in preparing for adulthood.</p>	<p>We ensure that there is effective transition both to and from our setting.</p> <p>For our new starters, we visit them in their previous setting and hold meetings with key staff. We have</p>

	<p>information evenings for our new parents and welcome communication.</p> <p>For children that are ready to leave us, we participate fully in the new school's transition programme and ensure that all relevant information is securely shared.</p>
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	We have a good working relationship with the occupational therapy and physiotherapy team. Our staff are regularly trained by therapists to deliver programmes of care that meet individual need in school.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> <li>• It is important to us that we work in partnership with parents and we operate an open door policy. Our staff and SENDCo are always available to talk to when needed.</li> <li>• We hold termly meetings, in addition to regular parents evenings, for parents and children in receipt of SEND support.</li> <li>• We have a parent friendly guide to SEND available on our school website and signpost our parents to supportive services such as Advanced Solutions.</li> </ul>
How additional funding for SEND is used within the school with individual pupils.	<p>In common with all maintained schools in Halton, Moorfield is allocated funding for all pupils including those with SEND and we meet pupil's needs through this (including additional support and equipment).</p> <p>In some cases, where the child's need exceeds support beyond the allocated notional budget, that an application to the Local Authority will be made for an Education and Health Care Plan which will involve statutory assessment. Parents and children will be involved at all stages together with any professionals involved.</p>
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.	Children who are looked after by the local authority or neighbouring authorities are supported within school and receive the same level of SEND support as their peers. In addition, termly PEP meetings are held in which SEND information is shared and ambitious outcomes are set.
<b>SENCO name/contact:</b>	Jenny Williamson 0151 424 3108
<b>Headteacher name/contact:</b>	Kathryn Heyes 0151 424 3108
<b>ANNUAL REVIEW 2022-2023</b>	
<b>Completed by: Jenny Williamson (SENDCo)</b>	<b>Date: 2nd September 2024</b>



**SEND Broad Areas of Need****Communication and Interaction**

<b>6.28</b>	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
<b>6.29</b>	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and Learning**

<b>6.30</b>	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
<b>6.31</b>	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health difficulties**

<b>6.32</b>	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
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**Sensory and/or Physical Needs**

<b>6.34</b>	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related
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	<p>and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).</p>
<b>6.35</b>	<p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>