



The Mosley Academy
SEND Information Report 2022-23



What kinds of need does the school provide for?

Children and young people with SEND have different needs, but all children with SEN without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there, would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How does the school know if my child needs extra help?

At different times in their school career, a child or young person may have a special educational need. Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning.

We know when pupils need help if:

- Assessment, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health

4. Sensory/physical

- Whole school tracking of attainment or termly monitoring, shows a lack of expected levels of progress.
- A pupil asks for help.
- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.

If you think your child may have special educational needs talk to the teacher or SENCO.

What should I do if I think my child may have special educational needs?

- If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher. This may then result in a referral to the school SENCo whose name is Miss Amelia Hardwick and whose contact details are 01283 247465.
- Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support my child with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the senior leadership team.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies

to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained.

- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
- For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

What provision is currently being made for children in the school with SEND?

This academic year (2021-2022) the following provision is being made for children with SEND under each of the four broad areas of need:

1. Communication and interaction

Children within the school are receiving small group intervention sessions aimed at developing their communication and language skills. Children have also been referred to the local speech and language team for additional speech and language therapy sessions outside of school. Children in EYFS, Year 1 and 2 receive daily phonics sessions and talk and group collaboration are regular features of classroom practice. Our teachers and teaching assistants are also trained to deliver Lego Therapy sessions where appropriate to support the development of children's communication and interaction skills.

2. Cognition and learning

High quality teaching is the first port of call for supporting children with cognition and learning needs in the school and all classrooms employ dyslexia-friendly strategies such as: multi-sensory teaching approaches, visual prompts and cues for learning, clear steps for success in learning and varied opportunities and methods for children to demonstrate their understanding. Additionally, children within the school are receiving small group intervention sessions to help them to work towards the expected standard or narrow the gaps in different areas of the curriculum. Precision teaching and classroom-based interventions are being used to support children with weaknesses in phonics, reading and mathematical understanding. Teaching Assistants are trained in using Accelerated Reading intervention for children making less than expected progress in reading.

3. Social, mental and emotional health

Children with social, mental and emotional health difficulties benefit from 'Helping Our Pupils' Emotions' (HOPE) sessions with a trained TA to support the development of their self-esteem, confidence, social skills and emotional health. The school places a strong focus on children's holistic development and wellbeing and offers many opportunities, such as school productions, school fundraising challenges and team activities, to support children's social, mental and emotional health. The school also has a trained Emotional Literacy Support Assistant (ELSA) who provides sessions for

children who require support with their social behaviours and emotional wellbeing. Permission of parents is sought before these sessions and parents are invited to review their child's progress along with the class teacher using questionnaires. TA's are also trained to deliver a Positive Play programme for children who benefit from additional support for their social, emotional and mental health.

4. Sensory/physical

Currently, children with physical disabilities are supported through the provision and use of necessary aids. Strategies to support children with sensory difficulties are employed including the provision of: distraction-free space for learning, movement breaks, sensory stimulus materials and writing aids such as writing slopes.

What specialist services and expertise are available or accessed by the school?

1. Special Educational Needs Support Service
2. Behaviour Support Service
- 3.. Autism Outreach Team
4. Hearing Impairment team
5. Visual Impairment team
6. Speech and Language Therapy Service
7. Educational Psychologist Service
8. Educational Welfare Officers
9. Physical and Disability Support Service
10. Social Services
11. School Nurse or School Doctor
12. Child & Adolescent Mental Health Service
13. Special Educational Needs Inclusion Hub

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

How will the curriculum be matched to my child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.

- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENCo and/or external specialists.

- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents at the review meetings or parent's evenings.

Children may be placed on an Individual Education Plan which provides measurable and achievable targets for children. These are reviewed termly and actions revised with the input of the child and families.

How will I know how my child is doing?

- Attainments towards the identified outcomes will be shared with parents through feedback at review meetings and also through the school report and Parents' Evenings.
- Age appropriate pupil / teacher discussions focussed on positive reinforcement and manageable next steps.
- Parents may also find a home-school diary a useful tool to use to communicate with school staff on a more regular basis, or for occasional notes, they may use the reading record.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo, or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01283 247465.

How can parents support their child's learning?

- The class teacher or SENCo may suggest ways of supporting your child's learning at review meetings and also through the school report and Parents' Evenings.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- Please look at the school website. It can be found at [The Mosley Academy - Home](#) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- Evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups and these aim to support improved interaction skills, emotional resilience and well-being.

- Pupils who find outside class times difficult are supported through the use of structured zones at lunchtimes, led by playground buddies, to facilitate a choice of more structured activities.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.
- The school has completed the Anti-bullying Pledge and is audited annually for its provision in regard to ensuring pupils safety.

What training have the staff had or are having in order to support my child?

Staff have received a range of training on:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum and those with attachment disorder.
- How to support pupils with behavioural difficulties.
- How to support pupils with speech, language and communication difficulties.

One TA is trained to deliver HOPE, supporting vulnerable pupils, pupils with self-esteem issues etc.

One TA is trained as the school Emotional Literacy Support Assistant (ELSA) delivering support for children with Social, Emotional and Mental Health needs.

The SENCo holds a National Certificate for SEN Co-ordination.

Training is provided to the SENCo through:

- Access to the termly SENCo Update meetings within the John Taylor Multi Academy Trust.
- Visits from the SEND specialist and an Educational Psychologist who provide advice to support the success and progress of individual pupils.

The Governor with specific responsibility for SEND has completed the SEND Governor training.

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
- All staff are first aid trained, 2 have paediatric first aid, 2 full first aid and all first aid at work trained.
- Medicines are stored safely with easy access for staff. Visible and clearly communicated information on allergies etc in the medical room. Medipacs are taken on all school trips and outings.

How accessible is the school environment?

- The school was completely rebuilt in 2004 and is on one level. We have access to a sensory room and intervention space.
- Disabled parking spot is located to the rear of the school hall.

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:
On entry:

- Meetings are held between the nursery leader and the Early Years co-ordinator, to ensure that the school is fully aware of any children who may have special educational needs.
- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be found prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school:

- The transition programme in place for pupils with SEND provides a number of opportunities for pupils and parents to meet staff in the new school. The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.

How are the school's resources allocated and matched to my child's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated, per pupil to the school, to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENCo or the Head Teacher.

How is the decision made about how much support my child will receive?

- For pupils with SEND but without an educational need/ EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent.
- For pupils with an educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENCo or senior leadership team member,
- during parents evenings,
- during IEP and/or review meetings,
- meetings with support and external agencies.

How will my child be involved in discussions about and planning for their education?

This will be through:

- discussions with their class teacher and/or SENCo to discuss their targets and strategies they find helpful for learning
- decisions with IEP targets using self-evaluation sheets, completed with a TA or the class teacher.
- discussions with their class teacher and/or SENCo of reward systems they feel would help them towards achieving their targets or celebrating the completion of their targets

- self-evaluation of the progress they have made towards any individual targets set
- learning conversations with the SENCo or SLT throughout the year to feedback on their learning and the support strategies in place for them

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENCo, Miss Amelia Hardwick
- The Headteacher, Mrs Sarah Rowe
- For complaints, please contact the School Governor with responsibility for SEND, Jess Taberner, who can be contacted via the school office on 01283 247465.

Who else can I contact for support?

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via [http:// www.parentpartnership.org.uk/](http://www.parentpartnership.org.uk/)
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here [http:// preview.tinyurl.com/ovg4so3](http://preview.tinyurl.com/ovg4so3)

Where can I find information about the local Offer?

[Special Educational Needs and Disabilities \(SEND\) Local Offer | Staffordshire Connects](#)