

Morda C.E Primary School

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SENDCO – Julie Kavanagh email: Kavanagh.j@morda.shropshire.sch.uk

Special Education Needs and Disability

SEND Information Report

All Shropshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

[www.shropshire.gov.uk/special-education-needs-and-disability-\(send\)/](http://www.shropshire.gov.uk/special-education-needs-and-disability-(send)/)

(This also has explanations of terminology and vocabulary used).

As part of the **Children and Families Bill 2014**, all schools are required to make available their Local SEN Report to families which details how they can support children and young people with a special educational need and/or disability (SEND).

By scrolling down or clicking on the headings below, details of this school's local SEND offer will be explained.

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Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

Class teacher

Julie Kavanagh - SEND (Special Educational Needs and disabilities Co-ordinator)

kavanagh.j@morda.shropshire.sch.uk

John Eglin or Helen Chapman:

Co-Headteachers

head@morda.shropshire.sch.uk

Lesley Edwards – Learning Mentor / Family support.

Edwards.l@morda.shropshire.sch.uk

Harry Pickavance – SEND Governor

Parent partnership (Now called IASS – Information advice support services) -

iass@shcab.cabnet.org.uk

Below is an outline of staff responsibilities;

Class teacher	<p>Is responsible for:</p> <ul style="list-style-type: none"> • Adapting and refining the curriculum to respond to strengths and needs of all pupils. • Checking on the progress of your child and identifying, planning and delivery of any additional support using the <p style="padding-left: 40px;">Graduated Assess, Plan, do, Review' approach.</p> <ul style="list-style-type: none"> • Contributing to and devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning. • Applying the school's SEND policy
<p>Special Educational Needs Coordinator (SENCO) Mrs Julie Kavanagh</p>	<p>Is responsible for:</p> <ul style="list-style-type: none"> • Coordinating provision for children with SEND and developing the school's SEND policy; <p>And ensuring that parents are:</p> <ul style="list-style-type: none"> • Involved in supporting their child's learning and access • Kept informed about the range and level of support offered to their child • Included in reviewing how their child is doing • Consulted about planning successful movement (transition) to a new class or school • Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident in meeting a range of needs.
<p>Learning Mentor & family support Mrs Lesley Edwards</p>	<p>Is responsible for:</p> <ul style="list-style-type: none"> • Liaising with families, teachers and outside agencies regarding pupils who are needing additional support with either emotional, social or behaviour difficulties. • Providing support following illness, bereavement or family separation. • Delivering personal and/or social skills or confidence programmes • Providing transition programmes where required (see specific information on transition) • Support parents in understanding their child's learning and development • Facilitating Early Help Partnership meetings where required
The Governing	<p>Is responsible for:</p> <ul style="list-style-type: none"> • Supporting school to evaluate and develop quality and impact of

Body	<p>provision for pupils with SEND across the school.</p> <p>The governing body should:</p> <ul style="list-style-type: none"> • Ensure that provision is made for pupils who have SEND; • Ensure that the needs of pupils with SEND are made known to all who are likely to teach them if relevant; • Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND; • Consult the Local Authority and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole; • Ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision; • Report to parents on the implementation of the school's policy for pupils with SEND via a yearly update in the Governors' Newsletter to Parents and Carers; • Have regard to the Code of Practice when carrying out its duties to pupils with SEND; • Ensure that parents are notified of the decision of any extra provision being made for their child. • Governors are involved in developing and monitoring the SEND policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.
Headteacher John Eglin Helen Chapman	<p>Is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the provision made for pupils with SEND.
SEND Governor Harry Pickavance	<p>Is responsible for:</p> <ul style="list-style-type: none"> • Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

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What are the different types of support available for children with SEND at Morda C.E Primary School?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Morda uses the following resources/support to enable children to break down the barriers to their learning:

- Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.
- TA support – used to aid/confidence, learn strategies and independence (within some 1:1, small group and whole class situations)
- Small group targeted support focusing on child's specific needs.

Examples of some of the resources used according to the needs of the child:

- Read/Write/Inc
- Phonics tutor
- CLIC Big Maths
- ELKLAN
- Makaton
- ACORNS
- Cool Kids
- Talkboost KS1
- Talkboost KS2
- SUMO
- Superflex (ASD) approach used
- Wave 3 Maths
- Circle of friends.
- Reach for the top.
- No worries

- Reading Rockets (Reading recovery program)
- Positive leap dyslexic tutor
- Teamteach trained staff
- Play Therapy

Please feel free to ask directly about these interventions.

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How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially.

Also you could speak to:

SENCO – Julie Kavanagh

kavanagh.j@morda.shropshire.sch.uk

Headteachers – John Eglin

head@morda.shropshire.sch.uk

Helen Chapman

chapman.h@morda.shropshire.sch.uk

or

Learning Mentor/ Family Support – Lesley Edwards

edwards.l@morda.shropshire.sch.uk

We endeavour to answer any questions, concerns or complaints you may have but if you feel you would like more support then please get in touch with the information advice and support services (IASS) who are an independent service for parents.

<http://www.cabshropshire.org.uk/shropshire-iass/>

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How will the school let me know if they have any concerns about my child's learning in school?

Communication is key and we will have many informal talks with you if there are any concerns. In addition we have (20 minute) termly meetings for all children in Morda C.E.Primary School and we expect 100% participation from parents.

These are called POSITIVE MENTORING MEETINGS where you will meet with the class teacher, review progress across every area; Reading, Writing, Maths, Phonics, Behaviour (emotional needs), Attendance , Independence and Contribution to school life.

We follow a graduated approach to concerns about a child's progress and monitor closely with targeted support. Please download the [Graduated Response](#) on the SEND website page.

New targets will then be agreed with the pupil, parents and school, which will be mirrored in the PCP (Pupil Centred Plan.) There will be actions – What can school do? What can parents do? What can I do? (pupil)

This meeting is vital to get all parties jointly responsible and working collaboratively towards the targets in order for pupils to progress across all aspects of school life.

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How is extra support allocated to children?

- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Headteacher, Deputy Headteacher and SENCO discuss all the information they have about SEND in the school, including:
 1. The children getting extra support already
 2. The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
 3. All resources/ training and support are reviewed regularly and changed according to the needs of the children.

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Who are the other people providing services to children with an SEND in this school?

- Learning Mentor/family support, Mrs Lesley Edwards

[\(See family link on home page\)](#)

- Independent Educational Psychology service
indpsychservices.com
- Positive leap
www.positiveleap.co.uk
- SPECTRA – ASD support
spectraautisminclusionservice.co.uk
- Occupational Therapy support
– (Cool Kids used in school)
www.shropscommunityhealth.nhs.uk/rte.asp?id=10110
- School Nurse
www.shropscommunityhealth.nhs.uk/rte.asp?id=10072
- CAMHS
www.shropscommunityhealth.nhs.uk/rte.asp?id=10774
- Physiotherapist
www.shropscommunityhealth.nhs.uk/rte.asp?id=10077
- Autism West Midlands
<http://www.autismwestmidlands.org.uk>
- Speech and Language therapy
<http://www.shropscommunityhealth.nhs.uk/rte.asp?id=10071>
- Parent partnership (Now called IASS – Information advice support services) -

iass@shcab.cabnet.org.uk

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How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups in order to become an independent learner.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Regular training, resources and input from outside agencies support staff to adapt teaching to the specific needs of children on SEN support.
- The SENCO has in-depth discussion with staff and the Headteacher whilst moderating and monitoring the SEND provision through the SEND Termly subject leader reports. This not only monitors the impact of the current provision but also highlights the priorities for future provision such as Educational psychologists, dyslexic tutor and training needs for staff.

Adaptations to learning and the curriculum
<ul style="list-style-type: none"> • In all year groups • Regular small group intervention programmes • Learning support groups • Intensive programmes for key literacy and numeracy skills • Appropriate training for staff to meet children's needs • Staff trained in ; Read Write Inc (KS1 & KS2 staff trained) , Super flex (ASD), ASD awareness training, ELKLAN, Makaton, Cool Kids, Talk boost KS1 & KS2, Reading Rockets, behaviour management training, dyslexia awareness training.of
Strategies to support speech and language
<ul style="list-style-type: none"> • Advice from Speech and Language Therapist disseminated to and followed by teaching and non-teaching staff. • TAs to sit in with speech therapist for sessions with pupil. • Makaton trained staff • Elklan trained staff • Specific differentiation or modification of resources.
Strategies to support and develop literacy, including reading
<ul style="list-style-type: none"> • Daily phonics KS1 & into KS2 if needed • Talkboost KS1

- Additional phonics tutoring daily (if needed)
- Reading rockets (Reading recovery) program KS1
- Positive leap – dyslexic tutor
- KS2 Talkboost program
- VRH – Voluntary Reader Helpers program
- Beanstalk – reader helpers
- Some small group intervention programmes
- ICT used more frequently when appropriate to the needs of the child

Strategies to support and develop numeracy

- Clear understanding of progression
- Small group intervention programmes
- Use of resources to support understanding; dienes, unifix, numberlines and to be able to visualise concept.
- Use of ICT programmes if needed in class to reinforce strategies
- Use of BIG MATHS (CLIC) program throughout the school
- Real life situations to support understanding of maths in life.

Provision to support access to the curriculum

- Close monitoring through assessment to identify need
- Differentiated curriculum
- Intervention groups where applicable
- A range of resources
- Social skills groups
- Liaison with parents
- Behaviour plans / personalised timetable

Strategies and support to develop independent learning

- Mentoring by support or teaching staff
- Pop in / pop out approach
- Tag team approach used (staff swap regularly as and when needed) TeamTeach trained staff.
- Differentiated activities
- Visual timetables for individual and class where appropriate
- Personalised timetable when needed
- Steps to success in lessons where appropriate

Strategies and support for supporting children with emotional and social development

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem

- Small group programmes including social skills group and social skills with the learning mentor. Friends for Life programme, reach for the top.
- Mentoring
- Regular celebration of success opportunities

Mentoring activities

- Lunchtime activities
- Lunchtime support for friendships
- No worries
- Reach for the top

Strategies used to reduce anxiety, promote emotional wellbeing (including communication with parents)

- Transition support, visits and events
- Social skills groups
- No Worries
- SuperFlex Programme
- Photo stories , especially for transition
- Social stories
- Regular contact and liaison with parents
- Advice from SPECTRA used
- EHAF (Early Help Assessment Form)
- EHM (Early Help Meetings) Reviewing progress

Strategies used to support behaviour

- School sanctions and reward system
- Lanyard system used
- Individual Behaviour plans
- Tag team approach used
- Home/ school books

Support at unstructured times of the day :

- Lanyard system used to support vulnerable children
- Calming areas used at lunchtime for specific individuals.
- Lunchtime groups to aid friendships.

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How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- You and your child will be part of reviewing the Positive Mentoring Meeting targets each term (these will include Pupil Centred Plans with targets agreed in the meeting.)
- The SENCO along with the subject leaders and the Headteacher reviews progress of all children receiving SEN support each term and will be checking that your child is making good progress within short term interventions against their PCP (Pupil Centred Plan) targets.
- Any change in provision, successes and concerns are discussed with parents.

If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

The progress of children with an Education Health Care Plan (EHCP) of SEND is formally reviewed at an Annual Review with all adults involved with the child's education invited.

The SENCO reviews progress of all children receiving SEN support each term through SEND monitoring and moderation reports alongside class teachers, subject leaders and Headteacher. We check that your child is making good progress within any individual work and in any group that they take part in, this is reported to you during the positive mentoring meetings held at the beginning of each term. The SEN subject leader reports are reviewed and questioned during termly governors' meetings,

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What support do we have for you as a parent of child with an SEND?

It is all about the partnership between home and school. The class teacher is always the first person to speak to. He/she is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

Julie Kavanagh (SENCO), **John Eglin** and **Helen Chapman** (Headteachers) are available to meet with you to discuss your child's progress or any concerns/worries you may have.

Lesley Edwards (Learning Mentor/ Family Support) is available to speak to/liaise with and help to seek support outside the school.

All information from outside professionals will be discussed with you and with the person (outside agency) involved directly, or where this is not possible, in a report.

Positive mentoring meetings and targets will be reviewed with your involvement each term.

Homework will be adjusted as needed to your child's individual needs and times in the week will be discussed when your child could access a homework club.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

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How is Morda C.E. Primary School accessible to children with SEND?

The main school building is accessible via a ramp.

- There are two disabled toilets accessible to pupils/ adults.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Advice from professionals disseminated and followed; such as Occupational therapist / physiotherapist
- Use of recommended equipment
- Assessment arrangements e.g. modified print, extra time
- Specialist equipment as required on an individual basis
- Software to support learning
- Laptop and tablets as appropriate to age and
- After school provision is accessible to all children including those with SEND
- Extra-curricular activities are accessible for children with SEND

We make sure that in partnership with parents, pupils and appropriate agencies suitable arrangements are made.

We promote equal opportunities and take all reasonable steps to meet the physical, emotional and intellectual needs of all our children. This offer should therefore be read alongside our policy for equal opportunities.

[Link to accessibility policy](#)

[Link to medical policy](#)

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How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school, moving to another class or transferring to Reception from Nursery or to secondary school from year 6...

- Prior meetings with Pre-school leaders and Pre-school SENCO.
- Regular visits / story-time sessions with feeder Pre-school.
- Joint partnership with Children's Centre / Pre-school and EYFS setting.
- We will have meetings with the school SENCO or class teacher and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that you have time to speak/ meet with the SENCO of the Secondary school.

In addition:

- Passports/ one page profiles of children on SEN support will be passed on to the next teacher/ SENCO of the secondary school.
- Prior visits are of paramount importance to support transition and the SENCOs from Secondary schools are invited to Annual Reviews and to have time to meet parents and children
- SENCOs and TAs from Secondary schools will visit Year 6 in the Summer Term
- Extra transition days to Secondary school or Reception will be made depending on the child's needs.
- Our learning mentor/ family support worker – Lesley Edwards will take children for extra Secondary School visits such as lunchtimes etc.

- Emotional support and sessions will be given by Lesley Edwards to small groups of children focussing on their needs.
- When moving between classes, information will be passed on to the new class teacher IN ADVANCE and planning meetings will take place with the new teacher, looking at the positive mentoring forms together. All education plans and strategies that help each child succeed will be shared with the new teacher.
- Time for relationships to build up is important. Any staff changes will be given careful transition plans such as TAs shadowing each other for consistency.

Resources/ strategies will be shared within the one page profile.

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