



# **SEND INFORMATION**

## **2022 - 2023**

**Effective Date:**

**Last Reviewed: May 2022**

**Reviewed by: Mrs H Smith**

**New Review Date: May 2023**

**Introduction** – we are a small school, catering for pupils aged 3 to 11. We are an inclusive school and strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching.

**SEND policy** – see our school website for a copy of this.

**Who can I talk to about SEND?** Talk to us by firstly contacting your child’s class teacher. Alternatively contact our SENCO (Mrs Smith) or Executive Principal (Miss Hayward). We pride ourselves on building positive relationship with parents.

**How will school support your child?** Our SENCO oversees all support and progress of any child requiring additional support across the school. She can be contacted via email ([office@moggerhangerprimary.co.uk](mailto:office@moggerhangerprimary.co.uk)) or on the telephone (01767 640270). The class teacher will review, plan and work with each child with SEND in their class to ensure that progress is made. There may be Learning Support Assistants (LSAs) working with your child, either individually or as part of a group in the class or as an intervention. The regularity of these session will be explained to parents when the support starts. We support children with learning difficulties, communication difficulties, social emotional mental health needs and physical or sensory needs. Please see the provision map at the end of this information for details on the provisions on offer.

**How will my child be helped?** The class teacher will meet with parents/carers at least once a term (this could be as part of parents’ evening) to discuss your child’s needs, support and progress. As well as the SENCO (Mrs H Smith), we have a number of Learning Support Assistants (who can support in the classroom, as well as in small groups or on a one to one basis). The Learning Support Assistants in school are: Miss L Ball, Miss A Barber, Mrs A Carter, Miss H Grahame, Mrs A Hardyman, Mr P Petrucci and Mrs C Wheatley. SEND staff have received initial training to support children with autism, and focus has been given to the ‘anxiety curve’. They have attended basic Makaton training and manual handling training. The SENCO has achieved BA Hons (Hertfordshire), Dip. SpLD (Northampton), NASENCO (Middlesex).

**How are the governors involved?** The SENCO reports to the governors every term to inform them about the progress of children with SEND. One of the governors is responsible for SEND and meets regularly with the SENCO.

**How are pupils and parents/carers involved in planning and support?** In a variety of ways including:

- Planning and review meetings
- Advice on how to support learning at home
- Regular contact between home and school
- Individual pupil/teacher conversations

**How are children with SEND identified?** In a variety of ways including:

- Liaison with nursery/previous school
- Child performing below age expected levels
- Concerns raised by parent/carer
- Concern raised by teacher
- Liaison with/diagnosis from external agencies

**How is progress and achievement measured?** We measure children's progress in learning against national expectations and age-related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. Children who are not making expected progress are identified through review meetings with the class teacher. A Personal Achievement Plan (PAP) may be drawn up and when it is reviewed, comments are made against each target to show what progress has been made. The targets may be adapted or a different approach tried to ensure the child does make progress.

**How is my child encouraged to take part in school activities?** Pupils with SEND are encouraged to participate in all school activities. Access to before and after school clubs is provided and support is given by trained activity leaders. School trips are accompanied by a high ratio of adults to children.

**How is transition managed?** Careful consideration is given to preparing pupils with SEND for transition at all stages. Initial contact is made with the setting previously attended and with the parents, as soon as we are notified that a pupil is transferring to our school. When pupils are changing classes or moving to another school SENCOs and teachers will liaise together and with parents/carers, sharing information and preparing the pupil well in advance of the move.

**What specialist services are accessed by the school?** We work closely with any external agencies that we feel are relevant to individual children's needs including behavioural specialists, mental health specialists, GPs, school nurse, paediatricians, speech and language therapists, educational psychologists and staff from the hearing or visual impairment services.

**What other support is available?** The Central Bedfordshire Local Offer provides links to pages and information to support you and your child. The local offer shares information about upcoming events, advice for families and directs you to the different services available to support your child's education. This can be found at: [https://www.centralbedfordshire.gov.uk/info/15/special\\_educational\\_needs\\_and\\_disability\\_-\\_local\\_offer](https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer)





Support for those with ADHD or ADHD type difficulties can be found at Outside iN: [outsidein.com](https://www.outsidein.com)

Support for those with ASD or ASD type difficulties can be found at the Autism Beds website: <https://www.autismbedfordshire.net/>

The British Dyslexia Association website can be found at: [bdadyslexia.org.uk](https://www.bdadyslexia.org.uk)

CHUMS, a counselling and support service, can be contacted at: [chums.uk.com](https://www.chums.uk.com)

Provision map

Need type	Stage 1 provision	Stage 2 provision (stage 1 provision plus below)	EHCP/ high needs (stage 1+2 provision plus below)
 <p>Cognition and Learning</p>	<p>Differentiated delivery Differentiated outcome Visual aids Writing frames Tasks broken down Seating plans Personal Achievement Plans SEND Support Plans Transition</p>	<p>Accelerated Reader In-class support Exam arrangements Word wasp Key Worker Handwriting intervention SNAP Parent Carer Forum Parent Network CBC SEND PYPPS</p>	<p>1:1 learning support Sounds-Write Numbershark Personalised timetable Educational Psychology</p>
 <p>Communication and interaction</p>	<p>Class routines Behaviour policy Differentiated delivery Differentiated outputs Visual aids Break and lunch club Seating plans Personal Achievement Plans SEND Support Plans Transition</p>	<p>Social Stories In-class support Exam arrangements Key Worker Parent Network SNAP Parent Carer Forum CBC SEND PYPPS</p>	<p>Morning meet and greet ASD Advisory Teacher Liaison with CDC Referral to School Nurse Liaison with SALT Autism Bedfordshire Families United Network Outside-iN</p>
 <p>Social, emotional and mental health</p>	<p>Stepped behaviour policy School praise system Seating plans Personal Achievement Plans SEND Support Plans Transition</p>	<p>Social Stories In-class support Exam arrangements Timetable changes Key Worker Time out SNAP Parent Carer Forum Parent Network CBC SEND PYPPS</p>	<p>Morning meet and greet TAC/TAF meetings Personal Support Plan Risk assessment School Nurse CHUMS/CAMHS Internal exclusion Carers in Bedfordshire</p>
 <p>Sensory and/or physical difficulties</p>	<p>Care plans Alternative PE activities First aid Seating plans Personal Achievement Plans SEND Support Plans Transition</p>	<p>Word processor Exam arrangements Adaptations to school site Touch typing support Practical assistance SNAP Parent Carer Forum Parent Network CBC SEND PYPPS</p>	<p>1:1 support where needed Specialist equipment Advisory teacher for VI Advisory teacher for HI School Nurse Occupational Therapist</p>