



# **SEND INFORMATION**

## **2023 - 2024**

**Effective Date:**

**Last Reviewed: September 2023**

**Reviewed by: Mrs H Smith and SEND Governor**

**New Review Date: August 2024**

**What is our Approach?** 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.

**What is our 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 relationships 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 at ([hsmith@moggerhangerprimaryschool.co.uk](mailto:hsmith@moggerhangerprimaryschool.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 their child, either individually or as part of a group in the class, or as an intervention. These sessions will be explained to parents/guardians 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 of the provisions on offer.

**How will my child be helped?** The class teacher will meet with parents/guardians 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, Mrs A Carter, Mrs A Hardyman, Mrs K Healey, Mrs H Morris, Mr P Petrucci, Mrs M Thompson, Mrs C Wheatley and Mrs G Ziccardi. Miss A Storey is our Apprentice LSA. Training in the academic year 2022-2023 has included Autism in the Classroom, Team Teach, Precision Teaching, Mental Health First Aid and Boxall Profiling for the Primary Setting. 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/guardians 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
- Parents/guardians and students are invited to record their thoughts and feelings on the IEP's

**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/guardian
- Concern raised by teacher
- Liaison with/diagnosis from external agencies.

**How are progress and achievements measured?** We measure children's progress in learning against national expectations, age-related expectations and Strengths and Difficulties Questionnaires (SDQs). 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. An Individual Education Plan (IEP) 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. The reviews are completed in liaison with parents/guardians, children and staff.

**How do we support emotional and social development?**

Classes have been split in 2022-2023 and this will follow through to 2023-2024 with groups carefully considered. We have Pupil Champion and Environment Champion roles for students and as a school we focus on our values of courage, determination, excellent and inspiration which link into our reward system (Dojo). Our calm start to the day allows staff to check in with students and our zones of regulation are discussed and used in class. Any allegations of bullying are investigated and followed up in line with our behaviour policy.

**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 and individual risk assessments are used as needed. Groupings of peers are carefully thought through to ensure a mix of groups and representations within school.

**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/guardians, sharing information and preparing the pupil well in advance of the move. Children are provided with social stories for the move to the next class. When moving to another school, information is passed on and meetings/visits encouraged. Children are provided with social stories for the move to the next class. When moving to another school, information is passed on and meetings/visits encouraged'.

**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, pediatricians, speech and language therapists, educational psychologists, and staff from the hearing or visual impairment services. The SENCO can make a referral to the above services, in collaboration with parents/guardians. Any additional equipment will be discussed and acquired if recommended by specialists such as the OT, IV or HI team.

**How are Looked After Children (LAC) supported?**

If a child is identified as SEND and LAC the SENCO contributes to the regular LAC and PEP reviews, in addition to the usual arrangements in place to support those with SEND.

**How do you make a complaint?**

Complaints will be dealt with in line with the school's complaints procedure, but it is hoped close home-school liaison will minimise the need for complaints, giving rise to effective partnership working. Please do not hesitate to contact the school's SEND Team if you would like to talk through any of this in more detail. Further information can be found in our SEND policy, Accessibility Policy and Equalities Policy.

**What additional 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. Moggerhanger contribution is within the Local Offer. 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: <http://outsidein-solutions.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: <https://bdadyslexia.org.uk>

CHUMS, a counselling and support service, can be contacted at: <https://chums.uk.com>

SEND code of practice – <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## How are adaptations and provisions made?

Need Type	Stage 1 Provision	Stage 2 Provision (Stage 1 provision plus below)	EHCP/high needs (stage 1+2 provision plus below)
Cognition and Learning	Adapted delivery Adapted outcome Visual aids Writing frames Tasks broken down Seating plans Transition Individual Education Plans	In-class support Exam arrangements Word wasp Key worker Handwriting intervention SNAP Parent/Guardian Forum CBC SEND PYPPS	1:1 learning support Sounds – Write Personalised timetable Educational Psychology SENDAT Assistant Weatherfield Outreach
Communication and Interaction	Class routines Behaviour policy Adapted delivery Adapted outputs Visual aids Break and lunch support Seating plans Transition Individual Education Plans	Social Stories In-class support Exam arrangements Key Worker SNAP Parent Guardian Forum CBC SEND PYPPS Sensory Circuits Mable Speech Therapy The Nest	Morning meet and greet ASD Advisory Teacher Liaison with CDC Referral top School Nurse Liaison with SALT Autism Bedfordshire Families United Network Outside-iN Personalised timetable
Social, emotional and mental health	Stepped behaviour policy School praise system Seating plans Transition Individual Education Plans	Social Stories In-class support Exam arrangements Timetable changes Key Worker Time out SNAP Parent Guardian Forum CBC SEND PYPPS Sensory circuits The Nest SEMH groups Sunshine Circles Hamesh and Milo Behaviour Support Plans	Morning meet and greet TAC/TAF meetings Personal Support Plan Risk assessment School Nurse CHUMS/CAMHS Internal exclusion Guardians in Bedfordshire Personalised timetable Liaison with CDC Jigsaw involvement

Need Type	Stage 1 Provision	Stage 2 Provision (Stage 1 provision plus below)	EHCP/high needs (stage 1+2 provision plus below)
Sensory and/or physical difficulties 	Care plans Alternative PE activities First aid Seating plans Transition Individual Education Plans 	Word processor Exam arrangements Adaptions to school site Touch typing support Practical assistance SNAP Parent Guardian Forum CBC SEND PYPPS 	1:1 support where needed Specialist equipment Advisory teacher for VI Advisory teacher for HI School Nurse Occupational Therapist