

# MOLDGREEN COMMUNITY PRIMARY SCHOOL



**School Offer**  
**2020-2021**

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## Contact Details:

Moldgreen Community Primary School

The Avenue

Moldgreen

Huddersfield

HD5 8AE

(01484) 226681

[office.moldgreen@kirkleeseducation.uk](mailto:office.moldgreen@kirkleeseducation.uk)

The following people can be contacted using the above details.

Mrs H. Pearson - [Headteacher](#)

Mrs L. Szewczyk - [Deputy Head/SENDCo](#)

Mr Dean Davis - [SEN Governor](#)

## Introduction

This is an overview to how we support children with Special Educational Needs and Disabilities (SEND) in our school. We are a National Centre of Excellence for Inclusion (assessed February 2014 and re assessed annually) and have high aspirations for everyone in our school. There are a range of other documents you may wish to read alongside this in order to support you making a decision for your child. On the website you will find a copy of the prospectus and a range of our policies including the Special Educational Needs policy. If you would like further information, please do not hesitate to contact us and we can arrange a suitable time to discuss things with you. This guidance has been designed by our Inclusion Working Party to answer questions you, as a parent, may have. Our Inclusion Working Party includes Governors, Parents, Children and Staff from school.

At Moldgreen Community Primary School, we treat all children as unique individuals and work with them from their starting point regardless of whether or not they have a diagnosis. Our aim is to enable all children to reach their potential and equip them with skills they need for the future.

## Our School Vision

Moldgreen is an inclusive school where all are treated equally and given equality of opportunity regardless of gender, special needs, race or disability. This school will combine high standards with a broad, balanced and rich curriculum within a happy, safe, caring and stimulating environment. We believe learners do better when they are excited and engaged and want all to learn to love learning. This school will drive its own improvement, set its own challenging targets and recognise that for the sake of our learners we can always do better.

Learning will be focused on individual pupils' needs and abilities and we will develop assessment for learning, which enables knowledge about individuals to inform the way they are taught and learn. All will have high expectations and set high standards for themselves and others. All will be treated fairly and listened to. All will have an opportunity to take responsibility, build their self-esteem and develop self-confidence.

Successes will be celebrated and progress and achievement will be rewarded.

We will build partnerships with parents by giving good information and by knitting the school into the fabric of the community.

## Core Values

All the children and staff were involved in deciding on our core values. These are the things that are at the centre of the things we do.

**Trust**

**Determination**

**Being Adventurous**

**Friendship**

**Fun**

## A Child Centred Approach

Children are very much at the centre of everything we do and we aim to support children in all areas. Wherever possible, children will be involved in making choices and sharing their thoughts and opinions. If a child struggles to communicate their meaning we will do our very best to provide them with the tools to do this.

## Early Identification

We believe early identification is essential and all teachers are responsible for identifying children who may have additional needs. Teachers work together with parents, children and the school SENDCo to ensure targeted support and interventions are put in place quickly in order for that child to achieve. As parents/carers you may notice differences in your child at home that we may not notice in school, please let the class teacher know and we will ensure we monitor this in school.

If your child's class teacher feels your child has an additional need they will arrange a mutually convenient time to speak to you. Similarly, if you feel your child has an additional need then you should arrange to speak with your child's class teacher. Staff will always try to find time to speak with you although sometimes the start of the day is a little difficult as they have their class.

Teachers are constantly assessing and ensuring lessons are carefully differentiated in order to meet the needs of the learners. Pupil Progress is carefully monitored and meetings are held regularly to discuss this. As a result of the meeting a teacher may feel that a child requires some help to reach their targets.

We will work on the Assess, Plan, Do and Review Model. At the centre of everything we do will be ensuring we work together to ensure the best outcomes for every child. Key actions will be recorded on planning and these will be reviewed regularly.

Looked After Children will be supported in school by all staff and Mrs Louise Szewczyk is responsible for Looked After Children in school. Please see Appendix 1 for our definition of

SEN.

### [A Graduated Approach](#)

The SEN Code of Practice states that schools need to have a graduated approach, this works a little bit like a ladder - children can move up and down. All children will receive high quality teaching. Across Kirklees children with SEN may be at one of 3 levels - in school support; SEN Support or will have an Education, Health and Care Plan (EHCP).

#### In School Support

If a child needs additional support in order to meet end of year expectations we will offer additional interventions. These will be discussed with you by your child's class teacher. In school we offer a range of interventions and also develop our own to support children.

#### SEN Support

If a child remains at significant risk of not achieving end of year expectations and the gap between them and their peers increases, we will consult with you about moving the child to SEN Support. At this stage we may need the support of other agencies such as Educational Psychology, Children's Therapy Services, CAMHS etc. We will work with you to support your child's development and begin to draw up a plan with you.

#### EHCP

If a child has a range of needs and requires more support than we can give, we will, with your consent, request that your child undergoes assessment for an EHCP. If we need to do this we will work with you at every step and explain the process in detail. This will enable us to provide more support for your child in school. The areas are set out in Appendix 2.

### [Range of Provision](#)

All teachers carefully differentiate lessons in order to meet the needs of all learners. In Nursery, Reception, Year 1 and Year 2, children are ability grouped for phonics to ensure maximum progress for all learners. In some Key Stage 2 classes children are ability grouped for Maths and English enabling teachers to ensure high quality lessons, tailored to meet specific children's needs.

We have a number of highly trained and very skilful Educational Teaching Assistants in school who support the children in class as well as leading interventions. Within school we also have Higher Level Teaching Assistants and Cover Supervisors who support in class as well as leading specific interventions across school.

There are a range of intervention programmes and the Inclusion Team keeps up to date with current strategies. Interventions are adapted to meet the individual needs of a child;

we do not apply a 'one size fits all' policy. All teaching staff are responsible for highlighting children in their class that require interventions and this is monitored by the SENDCo.

### Types of Support Available

#### Quality First Teaching

All children will receive this as part of excellent classroom practice. We ensure:

- ✚ The teacher has high expectations of all the pupils in the class.
- ✚ Teaching sequences are designed around what the children know and how to develop their knowledge further.
- ✚ Work is carefully differentiated so the needs of all children are met. This means that all children move forward from their starting point.
- ✚ Children experience different types of learning experience such as practical work, written work, oral work, group and individual work.
- ✚ Specific strategies are put in place to support learning.
- ✚ Aspirational targets are set for all and these are monitored.
- ✚ Gaps in learning are identified and understanding is addressed.
- ✚ Regular formal and informal assessments are undertaken, practice is reviewed in light of this and we look for exciting ways to engage learners on the next part of their learning journey.

#### Intervention Work

If the class teacher feels there is a specific area where a child needs further support they may suggest an Intervention. This can be delivered one to one, one to two or with a small group of children. These are used when there is a specific area that needs working on. Interventions are run either in the classroom or in another space around school. They are led by highly trained and experienced Educational Teaching Assistants or by teaching staff. Professionals such as Occupational Therapists, Speech and Language Therapists and Educational Psychologists may provide staff with further training.

These interventions may last a few weeks, a half term or a term. Children will have specific targets and they will be assessed on entry and exit so that progress can be monitored. You will have the opportunity to discuss these with staff in school.

## Individual Support

This individual support is for children with complex needs and children will often have an EHCP. They will have been identified as needing additional support which cannot be provided by the school's budget. There will be specialist professionals involved in supporting very specific and personalised targets.

## Monitoring Progress

Progress is monitored regularly by the class teacher and then discussed with the Senior Leadership Team at Pupil Progress Meetings. Class teachers are responsible for the progress of all the children in their class. Progress will be discussed with parents each term at parents' evenings. Staff will make themselves available by appointment at parents request to discuss their child's progress at other times throughout the year. Children with EHCP will have annual reviews where everyone involved in supporting the child is invited.

## Specialist Services

All staff in school are highly trained and keep up to date with the latest educational initiatives. The Inclusion Manger meets regularly with external agencies but will not discuss your child unless you have discussed this and given consent. As well as meeting with external agencies there are regular partnership meetings where local schools share good practice and offer support and advice.

## Transition

We recognise that transition from year group to year group can cause anxiety for both children and their families. Home visits are done for children coming into our nursery and Reception children new to the school. We also arrange to visit the children's current preschool setting. From Easter Reception and Year 1 arrange transition visits so the children can get used to their new classrooms and entry/exits. When other children move from year group to year group we ensure there are opportunities to meet their new teacher on 'moving up morning' as well as holding an open afternoon where parents can come into school and visit their child's new classroom and teacher. All class teachers pass on information about all the children to their new teacher. In addition, all safeguarding concerns are also highlighted.

When children move to a different school the SENDCo contacts the new school and shares all information. We aim to send records on as soon as possible. If needed the SENDCo will try to arrange a transition visit to the new school.

In Year 6 all children will leave our school and move to a large number of high schools. If the child has an EHCP we ensure that their annual review is held early in the year and invite the high school to attend. Prior to any transition days, the SENDCo will contact the new school and arrange for a meeting where information can be shared. In some cases we will arrange additional transition visits so the child is comfortable with arrangements. There are times when we will hold a multi-agency meeting in order to draw up a very specific transition plan.

### Accessibility

Our school is arranged over 2 floors. There is a lift for those who cannot use the stairs. We have a number of disabled toilets as well as a shower room. For children using wheel chairs we complete risk assessments with support from Manual Handling experts as well as parents. These are reviewed when needed. We have a bilingual support worker who works part time in the Foundation Stage but will translate across school. Many of our parents will also offer translation support. When children enter school and have English as an Additional Language (EAL) we support them as much as possible using a wide range of resources however, the best resource is ensuring they surrounded by a language rich environment.

Classrooms have access to laptops and iPads which are used to support learning.

In formalised tests at the end of Year 6 children are assessed in school and if they meet the criteria for additional time then extra time is able to be applied for.

Teachers ensure text is accessible to all learners and use fonts as suggested by the British Dyslexia Association (Comic Sans, Arial, Sassoon) and will use coloured over lays and enlarged print where needed.

We ensure all children have access to a broad and balanced curriculum.

### Key People in School

Your initial point of call will be your child's class teacher - they are responsible for your child's progress. The Headteacher is Mrs Helen Pearson , the SENDCo is Mrs L. Szewczyk and the Governor with responsibility for SEN is Mr Dean Davis . The Inclusion Working Party is made up of parents, governors and staff and they also speak with children. See Appendix 3 for further information.

A member of staff is always on the door at the start and end of the school day.

We also recognise that as parents you often need further support and advice. Please see Appendix 4 for a list of organisations you may find helpful.

## Evaluation

If you are unhappy with the provision we are providing in the first instance speak to your child's class teacher. Everyone in school works incredibly hard to support all the children and this is always at the forefront of everything we do. If you remain unhappy with our offer then arrange a meeting with the Headteacher/SENDCo to discuss these concerns. Notes from this meeting will be taken and then relevant strategies will be put into place. It may be that your child needs specialist services and equipment we are unable to provide, in these cases we will try and support you in finding where these can be accessed.

This SEN Report will be updated at least annually by the Inclusion Working Party; however, this is a working document.

This is available as a paper copy from the school office or on the school website.

The Complaints Procedure is set out in the policy and copies of this are available online and from the school office.

## The Local Offer

Kirklees provide a local offer and this can be found at:

<https://www.kirkleeslocaloffer.org.uk>

## Appendix 1

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

Additional needs are most likely to be found in some or all of these areas:

- Children with Special Educational Needs
- Children with emotional needs and/or behaviour problems
- Children in need or at risk of harm
- Disabled Children
- Looked After Children
- Children who have English as an Additional Language
- Children who may spend long periods in hospital or out of school
- Gifted and talented children
- Refugee children

- Traveller children

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

## Appendix 2

**Section A:** The views, interests and aspirations of the child and his or her parents or the young person.

**Section B:** The child or young person's special educational needs.

**Section C:** The child or young person's health needs which are related to their SEN.

**Section D:** The child or young person's social care needs which are related to their SEN.

**Section E:** The outcomes sought for the child or the young person, including outcomes for adult life. The EHC plan should also identify the arrangements for the setting of shorter term targets by the school.

**Section F:** The special educational provision required by the child or the young person.

**Section G:** Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN, and, where an Individual Health Care Plan is made for them, that plan.

**Section H1:** Any social care provision which **must** be made for a child or young person.

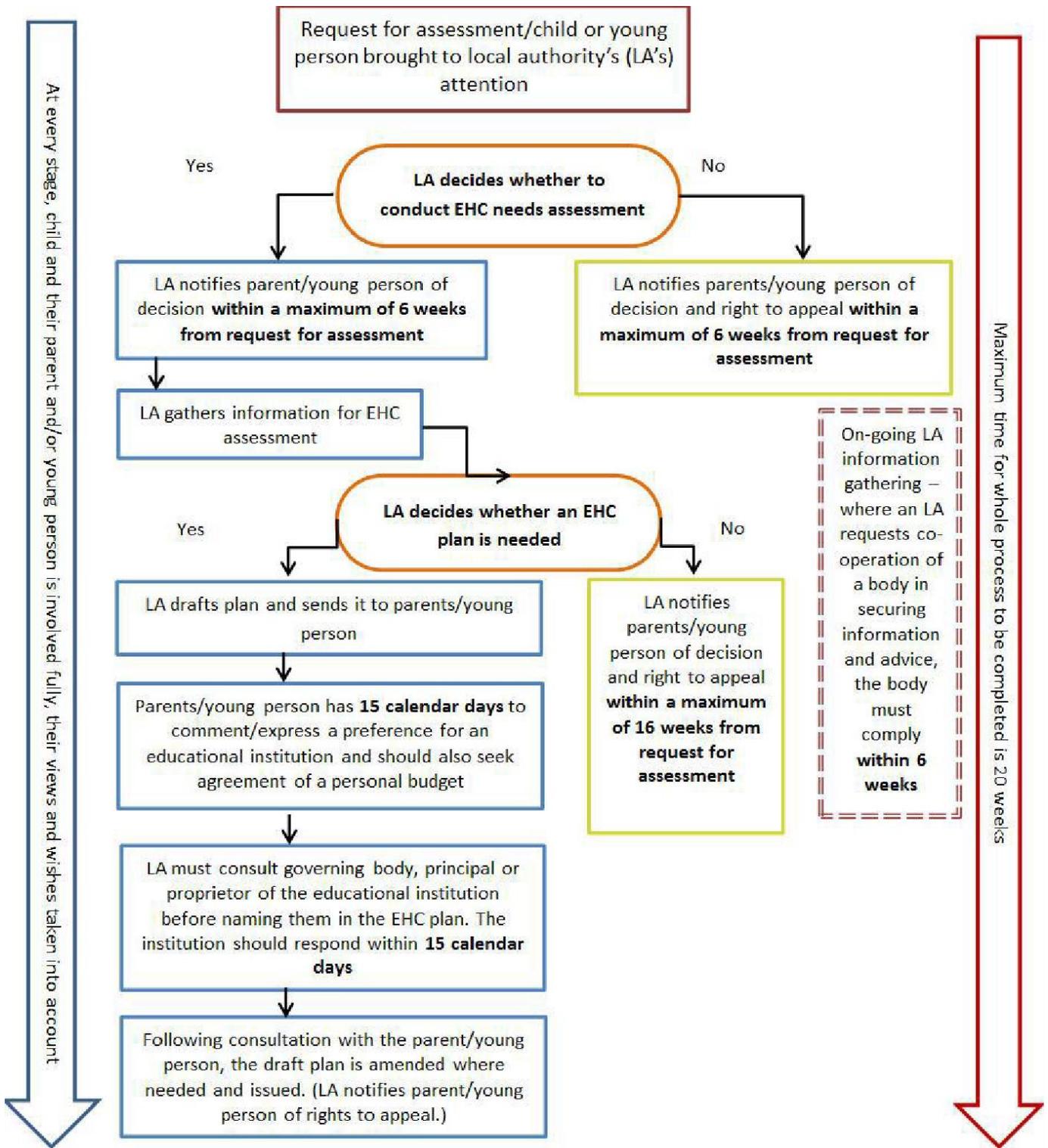
**Section H2:** Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. This will include any adult social care provision being provided to meet a young person's eligible needs (through a statutory care and support plan).

**Section I:** The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child or young person and the type of that institution (or, where the name of a school or other institution is not specified in the EHC plan, the type of school or other institution to be attended by the child or young person).

**Section J:** Where there is a Personal Budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care.

**Section K:** The advice and information gathered during the EHC needs assessment **must** be attached (in appendices). There should be a list of this advice and information.

**Statutory timescales for EHC needs assessment and EHC plan development**



### **The Role of the Class Teacher**

The SEN Code of Practice specifies that class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff and that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have Additional Needs. The class teacher's responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for pupils with SEND.
- Collaborating with the SENDCo to decide the action required to assist the pupil to progress.
- Working with the SENDCo to collect all available information on the pupil
- Develop My Support Plans for SEND pupils.
- Working with pupils with SEND on a daily basis to deliver the individual programme set out in the My Support Plan or Provision Map.
- Developing constructive relationships with parents.
- Planning and delivering any additional work or ensuring that the person delivering the support is able to do so to a high standard.
- To remain responsible for progress in all areas.

### **The Role of the SENDCo**

- Coordinating all the support for children with SEND and developing policy to ensure that all staff have a consistent approach and high expectations.
- Ensuring that parents are involved with supporting their child's learning and are informed about the support their child is getting.
- Liaising with external agencies to ensure further high-quality support is accessed.
- Monitoring all children with SEND and keeping up to date and clear records.
- Monitoring, assessing, tracking and analysing the progress of pupils with SEND
- Monitoring interventions and support given in class.
- Providing support for staff so they can in turn support children.

### **The Role of the SEN Governors**

- To be fully involved in developing and monitoring the school's SEN policy and SEN Report
- Ensure they are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the school development plan
- Make sure that necessary support is made for any child who attends school with SEND

### **The Role of the Headteacher**

- The day-to-day management of all aspects of the school including the SEND provision within the school
- Working closely with the SENDCo
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

- Keeping the *Governors* up to date with SEND.

## [Appendix 4](#)

### Local Support Services for Parents

Kirklees Parent Partnership <http://kirkleesparentpartnership.co.uk/>

PCAN (Parents of Children with Additional Needs) <http://www.pcankirklees.org/>

Huddersfield Down Syndrome Support Group [www.hdssg.org](http://www.hdssg.org)

North Kirklees Autism Support Group and Friends - Contact Kath Woodhouse on 07772534625

FEDS Kirklees (Families of Eating Disorder Sufferers) <http://www.fedskirklees.org/>

Huddersfield Support Group for Autism <http://www.autismhuddersfield.co.uk/>

Kirklees Deaf Children's Society

[http://www.ndcs.org.uk/family\\_support/support\\_in\\_your\\_area/local\\_groups/find\\_a\\_local\\_group/yorkshire\\_and\\_humber/kirklees\\_dcs.html](http://www.ndcs.org.uk/family_support/support_in_your_area/local_groups/find_a_local_group/yorkshire_and_humber/kirklees_dcs.html)

Kirklees Family Information Service - telephone service for parents to call (01484 414887) or you can email them on [FIS@kirklees.gov.uk](mailto:FIS@kirklees.gov.uk)

Northorpe Hall Child and Family Trust: a charity supporting children's mental and emotional health in Kirklees <http://www.northorpehall.co.uk/>

Ruddi's Retreat: West Yorkshire charity offering a break away <http://www.ruddisretreat.org/>

Unique (rare chromosome disorder support group) Yorkshire Facebook group

<https://www.facebook.com/groups/342603205754536/>