



Moat House Primary School SEN Information Report 2018-2019



Moat House - General statement

Moat House is a fully inclusive mainstream school in the north east side of the city. Our aim is to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their full potential. The skills, resources and techniques we employ in order to achieve this as a school are continually developed and are used to modify our provision to meet the changing requirements for individual pupils.

Regulations	Question	Possible response
1. The kinds of special educational needs for which provision is made at the school	Do you have children with SEND in your school? What kinds of SEND do those children have?	Typically, children with SEN in our school have difficulties with speaking and language, learning generally (especially reading and/or writing), social, emotional or mental health issues, and sensory difficulties with sight or hearing. We are a mainstream school and the majority of our pupils are expected to reach the learning goals for their age by the time they leave us - although the majority of children enter our school well below age related expectations.. Children are identified as having SEN when <ul style="list-style-type: none">• their progress is two sublevels below their expected target• their progress has slowed or stopped• interventions, resources etc. we normally put in place do not enable improvement At this point we would discuss issues further with parents and carers and, if

		necessary, make a referral to an outside agency for help and advice.
2. Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEN	<p>How do you know if a pupil has SEN?</p> <p>How will I know if my child is receiving SEN support?</p>	<p>Our class teachers closely monitor the progress made by all the children and ask advice from the SENCo as soon as they have concerns about any pupil. The SENCo will assist the class teachers to plan activities such as small group work or special programmes to help the child. At this point your child would be accessing Wave 2 support.</p> <p>If these activities don't help the child to make good progress, the SENCo might suggest other programmes or temporary additional support, or ask for advice or assessment from an external specialist service. This means they are accessing Wave 3 support.</p> <p>Parents are kept informed through formal and informal meetings, and have the opportunity to come into school and discuss issues with parents when they need to.</p>
3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans	Where can I find information about the school SEN Policy?	<p>Our SEN Policy will give you the information you need about how we make provision for all pupils with SEN.</p> <p>If you would like to discuss our SEN provision or find out more, please contact our SENCo.</p>
3a. How the school evaluates the effectiveness of its provision for such pupils	How do you make sure that the SEN support is helping pupils make better progress? How will I know that my child is making progress?	<p>Children are tracked for their learning throughout the year, but assessment takes place termly.</p> <p>Expected levels and progress for each child will be discussed during parents' evenings, but class teachers are happy to discuss this with parents and carers at any time in the school term. School reports are written during the summer term and this will also give information about your child's progress over the year.</p> <p>Children are tracked in school by the use of Otrack (ICT software). This allows teachers to monitor how your child is making progress.</p>
3b. The school's arrangements for assessing and reviewing the progress	How do you check and review the progress made by pupils with SEN?	Meetings for children with SEN are also held during the parents evening times, but time slots will be longer. Any parent, who wishes to discuss their child with the SENCo, is encouraged to contact the school to arrange this.

<p>of pupils with special educational needs</p>	<p>How will I be involved in those reviews? Who else will be there?</p>	<p>During review meetings, class teacher, SENco and parents will be present, plus a representative of the agency involved with that child - if it is felt necessary. Parents will have copies of any paperwork needed, before the meeting, and are encouraged to bring support with them if needed. Alternatively, school can arrange for a Learning Mentor to be present.</p>
<p>3c. The school's approach to teaching pupils with SEN</p>	<p>How do your teachers help pupils with learning difficulties or disabilities to learn, including what they learn? How can I find out more about what my child is learning at the moment?</p>	<p>The teacher will have the highest possible expectations for your child and all pupils in his or her class. All teaching is based on building on what your child already knows, can do and can understand. Your child teacher/s will put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. Your child's teacher will also put in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access the learning task. All children in school receive this.</p> <p>Your child's teacher will have carefully checked on his or her progress to monitor if your child has gaps in his or her understanding/learning and needs some extra support in order to close the gap between your child and their peers. He/ She will plan group sessions for your child with targets to help your child to make more progress. These group activities might be led by either a teacher or a trained teaching assistant working to plans made by the class teacher.</p> <p>Your child's class teacher will give you more information about what the class is learning at the moment and how he/she is helping your child to make good progress. There is more information about the school curriculum on our website at www.moathouse.coventry.sch.uk</p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with SEN</p>	<p>How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</p>	<p>Moat House was rebuilt in 2004 and has all the advantages of a new building. Access is very good for all children and adults, including those with disabilities. All doorways have double opening, or are extra wide to ensure easy entrance and exit points. The second floor of the building is accessible by a lift. All classrooms have ample floor space and can accommodate children in wheelchairs if necessary. All areas are also fitted with a hearing loop system for deaf children and a speaker system that can be</p>

		used by staff if necessary. At lunchtimes the playground is zoned so activities can take place which will engage the majority of pupils. DRAs are available to play games with the children and zone zappers (children's role at lunch time) facilitate play for children who are alone.
3e. Additional support for learning that is available to pupils with SEN	Is there any extra support available to help pupils with SEND with their learning? How will I know if my child is getting extra support?	<p>At Moat House we are very lucky to have a broad skills base within our staff team. Support staff and teachers have the opportunity to engage in the continual professional development offered at -</p> <p>www.nasen.org.uk</p> <p>Inclusion Development Programme materials Nasen SENCo Training Packs SEND Gateway</p> <ul style="list-style-type: none"> o Autism Education Trust www.autismeducationtrust.org.uk o Communication Trust www.thecommunicationtrust.org.uk o Dyslexia/SPLD Trust www.thedyslexia-spldtrust.org.uk o Council for Disabled Children www.councilfordisabledchildren.org.uk
3f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum	What social, before and after school and other activities are available for pupils with SEND? How can my child and I find out about these activities?	<p>Moat House programme of extra-curricular activities includes -</p> <ul style="list-style-type: none"> Multisports Football Netball Cross country Street dance Heathy Eating club Craft club Story land

<p>3g. Support that is available for improving the emotional and social development of pupils with SEN</p>	<p>How does your school support pupils' emotional and social development?</p>	<p>We support children with emotional and social development through PSHE lessons in the first instance. For children with specific social, mental or emotional health difficulties we work with the Educational Psychology Service/CAMHS/ etc. We also buy in the service Time for You from Vibes.</p>
<p>4. In relation to mainstream schools, the name and contact details of the SEN Coordinator</p>	<p>Who should I contact if I want to find out more about how the school supports pupils with SEND?</p>	<p>Moat House Primary School SENCo is Mrs Laura Francioso-Hehir. She can be contacted by telephoning the school - 02476 612073</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured</p>	<p>How are the adults in school helped to work with children with an SEND and what training have they had?</p>	<p>Moat House school has a school development plan that includes identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as autism, dyslexia, etc. Whole staff training to share knowledge, strategies and experience, & ensure consistency of the school's approach for children with an SEND. Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g .from SEMHL/CCT, or medical /health training to support staff in implementing care plans. Our staff also have access to - www.councilfordisabledchildren.org.uk www.nasen.org.uk www.autismeducationtrust.org.uk www.thecommunicationtrust.org.uk www.thedyslexia-spldtrust.org.uk to develop skills in SEND areas.</p>

<p>6. Information about how equipment and facilities to support children with SEN will be secured</p>	<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>It is schools duty to provide auxiliary aids and services. Whereas the LA provides specialist equipment such as wheelchairs /standing frames etc when prescribed by a relevant health specialist. Is it is identified that a piece of specialist equipment is needed then the SEN budget may be used to fund this. General equipment (pencil grips, coloured overlays etc) for SEND children is purchased yearly by the SENCo.</p>
<p>7. The arrangements for consulting parents of children with SEN, about and involving such parents in the education of their child.</p>	<p>How will I be involved with planning for and supporting my child's learning? Who will help me to support him/her at home?</p>	<p>Workshops help parents during the year, to keep them informed about new learning styles and techniques used in school. Parents are invited to use these times to discuss how they can help their child at home, as well as gain more understanding of how subjects are taught. Letters are sent to parents at the beginning of each term to inform them about their child's reading, writing and maths targets. These letters also contain an overview of the CJL theme for the term. A copy of the rolling program for foundation subject themes is available on the website.</p>
<p>8. The arrangements for consulting young people with SEN about, and involving them in, their education.</p>	<p>How is my child involved in his /her own learning and decisions made about his /her education?</p>	<p>Children are encouraged to take an active part in reviewing their learning. They are asked for feedback and comments, in each lesson, on how they feel their work and learning went that day. Teachers use a variety of ways to feedback in lesson times - including written and verbal.</p>
<p>9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.</p>	<p>Who should I contact if I'm not happy with my child's learning and / or progress?</p>	<p>Your first step should be to speak directly to your child's class teacher or SENCo. If your complaint isn't resolved by the teacher or SENCo you can then ask for a meeting with the headteacher. If this still doesn't resolve your complaint you can contact our SEN governor thorough the school.</p>
<p>10. How the governing body</p>	<p>Who else provides services in</p>	<p>The four areas of need are listed as:</p>

<p>involves other bodies, including health and social services bodies, LA support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils.</p>	<p>school for children with SEN or disabilities?</p> <p>How can my family get support from these services?</p>	<ul style="list-style-type: none"> • Communication and interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory and Physical <p>Moat House access services from the following providers -</p> <ul style="list-style-type: none"> • SEMHL • CCT • VIBES/Relate • Sensory support • Speech and Language therapy • Time for You • CAMHS/Rise • Social Care • Children and Family First Team
<p>11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.</p>	<p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p>	<p>Contact details -</p> <p>SEND IASS (SEND information advice and support) Limbrick Wood Centre, Thomas Naul Croft, Tile Hill, Coventry, CV4 9QX</p> <p>E-mail: IASS@coventry.gov.uk</p> <p>Tel: 024 7669 4307</p> <p>Learning and Wellbeing support service (Primary) LAWSS 9 North Avenue, Stoke Park, Coventry, CV2 4DH</p>

		<p>Tel: 024 7678 8400</p> <p>CAMHS - City of Coventry Health Centre Stoney Stanton Road Coventry CV1 4FS Telephone: 024 7696 1368 Monday-Friday 8.30am-5pm</p>
<p>12. The school's arrangements for supporting pupils with SEN in transferring between phases of education.</p>	<p>How will you help my child make successful move into the next class or secondary school or other move or transition.</p>	<p>Staff from year 6 will meet with the receiving secondary school during the last half of the summer term. If appropriate, the SENco will attend to pass on information about SEND children. Moat House will also ensure these children have the opportunity to meet with staff from their assigned secondary school as we attend meetings with their peers from other primary schools. This eases the transition process significantly for all children.</p> <p>Parents will be invited to meet with individual agencies as we complete the transition processes</p>
<p>13. Information on where the LA's local offer is published.</p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>The Coventry Local Offer website has information about the services that are available. Visit Coventry Learning Gateway to view the Coventry Local Offer.</p>