

## Moston Fields Primary School

Written: October 2022

To be reviewed: October 2023



### Teaching and Learning

The children are at the heart of Moston Fields Primary School and the learning and teaching strategies and curriculum are individually matched to their needs. If a child has been identified with Special Educational Needs (SEN), an Individual Education Plan (IEP) is provided to set targets to support the child's individual needs. Wherever possible support is personalised, this may be through Teaching Assistant support in or out of class, resources provided, tasks set and/or targeted intervention groups. Lessons are taught with a multi-sensory approach to allow all pupils to engage and progress as independently as possible.

Staff training is continuously reviewed and updated, this is in-line with current needs of specific cohorts and individual pupils. At Moston Fields we strive to provide high quality provision for all pupils regardless of their initial barriers to learning.

We seek regular advice and support from a wide range of professionals that may include services such as Speech and Language Therapy, Educational Psychologists, Physiotherapy or Occupational Therapy. If professionals are working directly with a child, the parent is always encouraged to meet with them. Recommendations from professionals are always implemented straight away to ensure provision is as strong as possible.

Types of support available in addition to quality first teach:

- In addition to Quality First Teaching, in order to maximise inclusivity we provide support and tailored activities to meet the needs of all children such as, differentiation, inclusion of specific interests and meeting behavioural needs.
- Specific small group work- this will be led by a teacher or teaching assistant and planned by the class teacher. Pupils with gaps in their knowledge in a particular area will work together to improve their understanding. Groups will have targets and progress will be tracked and monitored.
- Specific intervention- again this targets very specific areas of need and gaps in knowledge. Staff are trained to deliver specific interventions to pupils and how to monitor the progress that each pupil makes. Interventions can take place inside and outside of class. Some of our current interventions include; SEMH interventions such as Messy Play, Lego Therapy etc, Precision Teach, Reading Recovery and Switch-On.
- Designated Intervention Teaching Assistants- Moston Fields has a SpLD Intervention Lead and a SEMH Intervention Lead. Both work out of class supporting pupils with specific needs to deliver bespoke intervention.
- Key Stage 1 and Key Stage 2 each have a designated Pastoral Lead, who work with small groups of children who need additional support managing their emotions throughout the school day.
- Support from outside agencies and outreach- if your child needs more specific and specialist provision, Moston Fields will arrange for the relevant outside agencies to come in and work alongside the pupil, parents and staff to ensure that we provide the most effective support. Targets will be set and progress will be monitored, reviews will be arranged and meetings with all involved parties will take place on a regular basis.

# REVIEW

## Plan-Do-Assess-Review

As a school, we follow the SEND Code of practice (2020). Parents and Carers are encouraged to contact the school at any time if they need advice or support in regard to their child's education.

If a parent or teacher is concerned about a child's needs, the teacher completes an initial concerns form detailing the support provided so far and the planned next steps. This is then reviewed termly and if the child needs continuing support, over and above the majority of the class, they will be put on the SEND register, with parental/ carer consent.

All children who need additional support over and above the majority of the class, will be on the SEND register, with parental/ carer consent for as long as they need support. This is reviewed on a termly basis.

Individual Educational Plans will be reviewed three times a year and new targets will be set with parental/carers consent. The views of both you and your child will be sought. This information will be shared with you and your child in an age appropriate way.

There are Provision Maps in place for each year group across the school, these detail all of the additional interventions in place for pupils, the pupils accessing the intervention, the member of staff running the intervention and the frequency of the intervention. Provision maps are updated each half term to ensure all information is up to date. Children with an Education, Health Care (EHC) Plan have an individual Provision Map, costed for the Local Authority as part of their ongoing EHC process.

If a child has an Education, Health and Care (EHC) Plan, a review occurs once a year unless there is a need for a mid-year review. Where practicable, all reviews will include professionals involved, class teacher, SENDCo and parents. It is essential that you are part of this review process so that it can reflect the child's full life. These meetings are organised by the SENDCo.



## Keeping Children Safe

Safeguarding of children at all times is of utmost importance to us and is supported by our Safeguarding and Child Protection Policy, within the guidelines of the Keeping Children Safe in Education September 2022.

Risk assessments are planned for specific reasons to keep children safe at all times, these include for trips and visits, for use of specific equipment and for individual, specific behavioural or medical needs. Any medical conditions that may cause complications will be considered in any appropriate risk assessment.

All school staff receive training around Keeping Children Safe in Education, this is to ensure all staff are aware of any changes and updates.



## Keeping children healthy

Children that require regular medication will receive a health care plan such as a pen portrait of need, asthma action plan or allergy action plan. These may be completed by school or external health professionals. Where health care plans are produced by school, they are done so in consultation with parents. Where the need is such that specialist health advice is needed, school will seek out this input. All relevant staff are made aware of the arrangements.

All health care plans will be updated annually and passed on during the transition process. This includes an annual process of checking expiry dates of medication and checking we have the most up-to-date health plan information. If there is a change in medication or medical needs, any documentation will be updated immediately.



## Communication with Parents

At Moston Fields we consider communication to be a two-way process. The school operates an open door policy to all of our families and we work alongside parents and carers on a daily basis so that communication is good. There are several ways of being in touch with school, including using Class Dojo messages and also the [teachercontact@mostonfields.manchester.sch.uk](mailto:teachercontact@mostonfields.manchester.sch.uk) email address.

As part of our admissions process, Parents/Carers have the opportunity to meet key staff in school.

The main source of information is through our school website. We also provide a fortnightly newsletter to inform Parents/Carers of key information and up and coming events. We use Class Dojo to send out individual and group messages as well as reminders for events. There are two Parents evenings a year and we also provide an annual school report. This is all in addition to the termly IEP reviews and annual EHCP review, for children with an EHCP.

Miss Riley, the SENDCo and Andaleeb Saeed the Family Welfare Lead, are available to discuss any concerns or worries that you have. Please contact them at school or via the link on the website.



## Working Together

On admission to Moston Fields the school expects that Parents/Carers sign a home/school agreement to ensure that we work together successfully.

Annual questionnaires are given to Parents/Carers at Parents Evening, as parent view is encouraged. We have an active Parents In Action Group who support the school in improving its service and all parents are welcome to join and have their views heard. We have connections with SPACE (a parents SEN support group) who hold meetings at our school. We also have a very active Parents and Friends Association who organise many events during the school year.

The school has Parent Governors on the Governing body and there is a dedicated SEND Governor.

We also recognise the importance of involving pupils in discussions with regards to their provision. Regular meetings between the SENDCO and pupils take place on a formal and informal basis. Children are aware that they are able to speak with Miss Riley throughout the school day if they have a problem. One Page Profiles (for pupil's with an EHCP) are used to detail individual's needs, these are written in their own words where possible and shared with parents. Parents have the opportunity to add in any information they feel has been missed by the child.

Pupil voice is very important in our school. There is a School Council and pupils are consulted on school development on a regular basis.

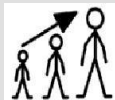


## What Help and Support is available for the Family?

Please contact your child's class teacher with any concerns or worries that you may have.

If they unable to help they will pass your concern to Miss Riley SENDCo and/or Andaleeb Saeed, Family Liaison Worker. Parents can also contact Cherrelle Edwards, Place2Be Project Manager for advice regarding their child's emotional or mental health needs. Both Miss Riley and Andaleeb Saeed can be contacted at school or via the link on the website.

Parents can also pass on queries or concerns to our Parent Governors.



## Transition to High School

Where possible, children are given opportunities to visit their new High School during Year 6.

We have links with the local high schools to make sure that all information is passed on to the new schools to ensure a smooth transition.

If a child has an Education, Health and Care (EHC) Plan, the transition to High School starts in Year 5 where we will support Parents/Carers with making school choices in their annual review.



## Extra-Curricular Activities

All children are encouraged to attend extra-curricular activities. SEND children are encouraged to attend a daily morning Sensory Circuit to start their day.

We have a breakfast club- Sunbeams that runs from 7:45am each morning, which is £2 a day. We also have after school childcare provision – Blossoms, which has a daily charge of £6 (£5 for siblings).

There is also a range of after school clubs which are free but may occasionally incur a small charge.