

What are the kinds of special educational needs for which provision is made at Moorfield School?

Provision is currently made for children with

- communication and interaction difficulties – autistic spectrum condition, speech and language difficulties, ADHD
- cognition and learning difficulties – moderate learning difficulties, specific learning difficulties – dyslexia, dyspraxia, dyscalculia
- social, emotional and health difficulties
- sensory and/or physical needs – hearing impaired, sensory integration difficulties

Support is provided through an appropriately paced and differentiated curriculum, small group or 1:1 work and input from outside agencies.

More details on our commitment to high quality educational provision for all our children is detailed in our Teaching and Learning Policy.

What are the school's policies for the identification and assessment of pupils attending the school?

The school's SEND and Teaching and Learning policies highlight SEN identification and assessment procedures. To obtain further understanding of a child's learning difficulties we may use:

- Salford Sentence Reading Test
- Neale Analysis of Reading Ability
- Progress in Maths
- Vernon Spelling Test
- NFER Group Reading Test
- Read, Write Inc Phonic assessment
- B Squared
- PIVATS
- British Picture Vocabulary Scale (BPVS)
- Observations
- Discussions with professionals, staff, parents and the child

What is the provision for pupils/students at Moorfield and how is it evaluated?

Children on the SEN register have an Individual Education Plan (IEP). This is constantly monitored and new targets are set as soon as targets have been met. Provision is provided through Quality First Teaching, small group work with an adult and 1:1 interventions. Tracking of pupil progress in terms of whole school assessment is completed termly. The progress of children with speech and language needs is assessed and reviewed regularly throughout the year by a member of the SALT team. An annual review is held for children holding Statements of Special Educational Needs or Education, Health and Care Plans; interim reviews can also be arranged throughout the year if deemed necessary. When children are assessed by the Intervention and Progress Manager, SENCo and/or external agencies findings are shared with parents/carers and how to best address needs and targets are discussed.

What training do staff have in relation to the needs of pupils/students at Moorfield?

All staff have a responsibility to meet the needs of all the pupils at Moorfield. Training has taken place led by the Inclusion and Progress Manager. Training already held by staff includes Common Assessment Framework, Better Reading Partnership, Talking Partners, Precision Teaching, Level 1 Mental Health, Numicon Intervention, Cool Kids motor skills, Speech and Language Therapy Support, Read, Write Inc. phonics, Autism, Meeting the Needs of Dyslexic Learners, Circle of Friends Training, Nurture Group Leadership. The SENCo and 1:1 support TA have attended a workshop on creative story telling linked with social and emotional development. The SENCo has attended the SEN updates and fed back to staff at staff meetings. The SENCo achieved the SENCo award in November 2014. The SENCo and Intervention and Progress manager meet half termly with the SLT.

How will equipment and facilities be provided to support pupils at Moorfield? After discussions with outside agencies, parents and the head teacher, Moorfield will endeavour to do our best to provide the necessary equipment and to adapt facilities to meet the needs of SEND children. The Governors agree priorities for spending

within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

What are the arrangements for consulting parents/carers of children at Moorfield and involving them in the education of their child? Throughout the year there are four parents' evenings and an annual written report to parents. Assessment slips are sent out to parents and carers at the end of each term. Parents/carers of SEN children are sent new IEPs as soon as a new one is issued, there is a box for parent views on each IEP. Parents/carers can make an appointment to see their child's class teacher, TA intervention lead, SENCo and/or Intervention and Progress Manager at any time throughout the academic year as Moorfield has an 'open door' policy. All outcomes of assessments done/completed by outside agencies are shared with parents/carers. Parents/carers of children with statements or EHCPs are invited to share parent views both on the paper work and during the annual review.

What are the arrangements for consulting children at Moorfield about, and involving them in, their education?

IEP targets are reviewed with children. Individual assessment results are discussed with children enabling them to understand why targets have been selected. Children share their thoughts and opinions on their IEP in the 'pupil view' box. Every child at Moorfield has individual targets or group targets that are shared and discussed with their class and/or literacy and maths teacher. Pupils will be involved in creating their 'pupil passport' which will allow them to share how best they learn, their strengths etc.

What are the school's arrangements for supporting pupils in transferring between phases of education? Moorfield has close links with local schools. Transition arrangements are individual and take into account the views of the child and parents/carers. Extra transition dates have been arranged with the presence of Moorfield TAs. Visits have been arranged for new school staff to visit pupils at Moorfield. Meetings take place between children and new staff as well as

parents/carers, teachers, TAs and SENCos. When a child has a statement or EHCP targets are addressed early and recorded on the paperwork.

What are the contact details for relevant staff and agencies?

SENCo – Vicki Hardwick vicki.hardwick@taw.org.uk 01952 386470

Inclusion and Progress Manager – Andrea James andrea.james@taw.org.uk 01952 386470

SENCo governor – Emma McCartney, contact through school

Information Support Advice Service (formally ParentPartnership) - info@pps-shropshireandtelford.taw.org 01952 457176

Where is the information on the Telford and Wrekin's local offer published?

www.telford.gov.uk/SEND