



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Moorside CP Academy**

School Number: **08503**

The SEND Reforms placed a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEND. This information will form the main basis for the school's Local Offer, which must be published on the school's website.

School/Academy Name and Address	Moorside Community Primary Academy.		Telephone Number	01695 722931
	Back Lane, Skelmersdale, Lancashire. WN8 9EA		Website Address	www.moorside-academy.co.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X			
What age range of pupils does the school cater for?	2-11 years old			
Name and contact details of your school's SENCO	Mrs R Russell 01695 722931			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

Name of Person/Job Title	Mrs R Russell – SENCO and Assistant Headteacher		
Contact telephone number	01695 722931	Email	rrussell@moorside-academy.co.uk

I confirm that our Local Offer has now been published on the school/academy website.

Please give the URL for the direct link to your school's Local Offer	http://www.moorside-academy.co.uk/LOMOORSIDECACADEMY08503.docx		
Name	Mrs R Russell	Date	23/09/24

Accessibility and Inclusion

- How accessible is the school environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information? - including displays, policies and procedures etc. Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

What the school provides

Moorside Academy is fully accessible and inclusive of all, including those with additional needs such as wheelchair requirements. We have a designated disabled parking space and we ensure any of our families who have a disability are able to park in the staff car park to access the school if required. All of the kerbs are dropped for wheelchair/pram access and we have an additional ramp into the school hall, leading from the car park, to enable any users of wheelchair adapted mini-buses to be dropped off and picked up. We have an accessible disabled toilet accessible to parents, visitors, staff and children. Any modifications to the building comply with current legislations.

Our information is accessible for all members of our school community. Information is shared in via Parentmail but can be adapted when needed. Most of the information shared is accessible to families with English as an additional language and we do encourage those families to come into school and have it translated for them by members of our school community. We can provide different font sizes if necessary

and would provide audio information if requested. All of our relevant policies are available on the website.

All resources are appropriate for the age and ability of our children and they have equal access to them. Furniture is appropriate and needs specific. We gain access to any specialist equipment if necessary. Displays throughout the school are accessible to all children and visitors, as well as staff. Children throughout the school are taught using visual, audio and kinaesthetic aids where deemed necessary to assist children in their learning so they make at least expected progress.

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

What the school provides

Moorside Academy monitors the progress of every child termly in reading, writing and maths through pupil progress meetings. We also monitor standards in the foundation subjects. Children who do not make expected progress are closely monitored and included on an intervention map. Teaching Assistants are planned for within classes according to their strengths and they work closely with the teachers to enable progress to be made. Where progress is still not made, we use personalised programmes of support and intervention with trained members of staff.

We use various sources to identify SEND. This may be due to teacher or parent referral, or external agencies. Assessment data is used to track pupils and identify where the intervention and additional support is needed. When children first start our school, we use information from transferring nursery/school and parental information to ensure that we are aware of the needs of the individual child.

We work with external agencies, such as the School Nurse, local GP, Educational Psychologist, Health Visitors, CAMHS, CANW, specialist schools, who advise on SEND issues and support us in using appropriate resources and strategies with the children. Staff are involved in any work carried out by external agencies too, therefore developing their own understanding and awareness of issues. We have several key members of staff with expertise in different areas of SEND including ASD, ADHD,

BESD, dyslexia, dyspraxia, speech and language and sensory needs. All staff have access to appropriate training throughout the year.

Moorside Academy has a sensory room, where children with SEND, sensory needs or emotional needs can go if they need to. We have a structured timetable so that it can be used by all of our children. Each week, children who have additional sensory needs receive tailored support, e.g with fine motor skills, social skills. This is reviewed every term.

In the classrooms, staff are able to personalise the learning to meet children's needs through adaptive teaching and use of tailored resources where needed. Children are able to access the curriculum and develop independent learning in every class. We have a very favourable adult to pupil ratio which we strongly believe helps the learning and progress of every child.

For pupils with a high level of complex need, we have developed 'the Nest' as a hybrid learning environment where they can work on their individual targets in a quieter space for part of the day. This helps them to regulate and integrate back into the main provision more successfully. Children access 'the Nest' for as long as they need it with the aim of them integrating back into the mainstream provision when they are ready to do so. The staff in 'the Nest' have an acute understanding of the needs of the children who access the provision and deliver personalised learning opportunities in a less populated learning environment. The Nest is situated in the heart of our school and promotes inclusion, whilst developing independence skills that children can then transfer back to their classroom environments. Sessions in 'the Nest' shape learning around the interests of the individual children and they work on phonics/ reading development, maths development, personal development targets and EHCP targets under the guidance of the Senco/ Nursery Manager and Headteacher.

Access arrangements for SATs tests are made in advance in accordance with national guidelines. Those children who need readers, prompters or scribes are appointed one and there is room in the school for children who are easily distracted to access their tests in a quiet space. Children who need modified scripts are planned for and if children need extra time this is applied for at the set time. If a child needs to be dis-applied due to having SEND this is also done.

Our provision mapping illustrates the range of support provided to our children, from 1:1 sessions to group work, focussing on personalised targets. Our bank of resources is added to whenever advice is given and throughout the year we purchase new resources specifically for our children with SEND or to support staff in delivering the curriculum.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides

The SENCO invites all those involved with an Education, Health and Care Plan to an annual review meeting. We encourage the child to also contribute to the review and where appropriate attend to share their views.

We use intervention mapping effectively to plan ahead for our children with SEND and use audits effectively to evaluate our provision. We regularly review the SEND register and make adjustments accordingly. We monitor the progress of our children with SEND termly and also as a group. Tracking is used effectively to ensure that progress is being made.

Those children on the SEND register have a Pupil Passport with personalised targets to help them make progress. At parent meetings we discuss these targets and we involve the children in the whole process. The Pupil Passport is regularly evaluated and new targets are set after discussion. The targets are SMART and reflect the child's needs at that time.

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Where can parents find details of policies on anti-bullying?

What the school provides

Health and safety risk assessments are reviewed regularly on a rolling programme and are shared with the Chair of the Resource, Audit and Premises committee and/or at a full governing body meeting. Risk assessments are done in line with LEA and school policy and are monitored by the SLT. During the planning stage of any educational visit a risk assessment is completed using Evolve software. The teachers who lead the trip have the responsibility to carry out a risk assessment with support from the school's EVC. Any risk assessment submitted on Evolve has to be authorised by the EVC and Headteacher. If there are concerns regarding the safety of a child with additional needs outside the classroom then this will be discussed before the visit resulting in appropriate measures put into place if deemed necessary.

Teachers welcome the children into the class at the start of the day, doors are opened at 8:45am and they are available for a brief discussion at the start of the day. Any more

in-depth meetings are referred to the Learning Mentor and/or Headteacher. The class teachers supervise the children at home time and again are able to talk with the parents about any issues that have arisen in the school day. At the top end of the school, some parents inform staff via a signed consent form that their child is able to walk home alone.

Parents of children in the Foundation Stage are given a password that identifies them as the person to pick up a child if someone different to usual is picking up. Parents are asked to contact the school if someone new is allowed to collect their child. In nursery, anyone under 16 is not allowed to collect a child unless the school has consent from the child's parent. We also have a photograph system in school to assist with collection needs. All visitors into the school must sign in and be given a badge, staff all wear tags and ID that allows them into the school building.

During lunchtimes, the children are kept safe and happy by our team of Lunchtime Welfare Assistants, supervised by our Learning Mentor. These members of staff are clear in their roles and receive regular training in first aid as well as playground games and our nurturing approach.

Our Jigsaw/ PSHE work regularly discusses issues associated with bullying and the children are confident that they can identify and prevent it if necessary. We have an established policy for bullying and fall-outs and the children are aware of the strategies we use. The anti-bullying policy is accessible for parents through the school.

The access gates to the school, with the exception of the front gate leading to the main reception, are locked during the day to ensure that the school grounds are secure. Our parents are aware of parking arrangements and when the school car park can/can't be used for safety reasons. We do make exceptions at times for those families with specific needs.

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication?
- How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

What the school provides

Parents of children who require medication in school during the day are requested to fill out and sign a medication administration form. Staff are able to administer prescribed medicine to children once the form has been completed and signed. If no medication form has been filled out or the medicine has not been prescribed, parents must administer the medicine themselves. Medicines are stored safely in a locked area, away from children to access.

Asthma inhalers are kept in the classrooms and the children are made aware of their location. Older children are encouraged to use them as necessary. Younger children are supervised when using inhalers and the spacers. Parents are asked to ensure that the inhalers are not empty or out of date.

If medical care plans are required, parents will be directly involved in creating the care plan alongside the SENCO and with advice from the doctor who diagnosed the condition. This information is usually relayed to school through a letter sent by the child's doctor or school nurse team. Care plans are kept in the relevant classroom related to the child. All staff are informed of changes to any care plan as and when they arise.

Most of our staff are trained in first aid and we meet the requirement for paediatric first aid personnel. Staff have additional training regarding specific medical conditions/needs as required.

Our Learning Mentor will provide vulnerable children with an opportunity to talk when they request it or when identified as necessary or beneficial. This allows children to express concerns they have in a caring environment and also allows children to feel safe and happy at school, with emotional issues being resolved quickly and sensitively.

Our Reception and Y6 children have their height and weight monitored and we have sight and hearing tests in Reception with another hearing check in Y1. Staff deliver sex and relationships education with our children in line with RSE guidelines. Parents have the right to withdraw their child from the sex education aspect of this part of the curriculum but not the relationships education. Our curriculum teaches children about issues regarding cyber bullying and provides them with knowledge about how to stay safe online.

Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides

At Moorside communication with parents is a priority. All staff are available to welcome children in to school and discuss issues with parents informally. The Headteacher is available to discuss any in-depth or confidential matters at the start and end of the day.

The school website has a list of staff with their role within school and parents can contact the school governors via the school office.

Parent/ teacher meetings are held regularly, in order for teachers to inform parents about their child’s progress and ways to improve this. During this, the Learning Mentor and Headteacher are available for parents. At the end of the year, parents are given a formal written report and there is a section at the end for parent feedback.

In the school office we have a contact list for each child, written by the parents, of who to contact should we need to. Each child in the Foundation Stage had a key worker for contact and discussion arrangements should they need it. Parents are aware and are appreciative of our open-door policy.

For children who start our school, where possible, the Headteacher will personally show families around individually, during the school day so that parents can experience the school when it is working. We also provide any prospective children with taster days if they need it. For nursery children, we encourage parents to come into the Academy as often and for as long as they wish in order for the children to feel safe and comfortable.

We invite parents into school regularly where achievements are celebrated. We also hold information events, parent workshops, celebratory assemblies, musical productions and many more events for our school community.

Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child’s education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?

- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
How do home/school contracts/agreements support children with SEN and their families?

What the school provides

We hold pupil voice highly in our day to day running of the school and the evaluation of our provision. We have a school council which is chosen by the children themselves. This changes annually and meets regularly to discuss issues brought up and to be involved in the decision making process. Our school council may also attend the full governing body meeting to ask questions about how our school is organised. The school also has a system of 'Peace Keepers'. These are children chosen from Years 5 and 6 to support the younger pupils during playtimes and lunchtimes.

Parents are welcomed into classrooms through our open door policy to discuss their child's education. We have several parent governors on our Governing Board who have been elected by the parents in our school. We have a named governor for SEND who is able to come into the school on a regular basis to work alongside staff and the SENCO. Many of our parents and Governors are able to help in school to see our school in action. Our PTA has many members and meets regularly.

What help and support is available for the family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

What the school provides

We support our families in many ways. First and foremost, we have an open door policy and all staff are approachable. We support parents with form filling; this may come from the Headteacher, the Learning Mentor, SENCO, class teacher or support staff. Any relevant information given to the school is passed on to the parents of children with SEND if appropriate. We work with the LA on travel plans, supporting any eligible pupils to get to school.

We work closely with the community and other organisations to support our vulnerable families. We have a breakfast club to help our parents to get their children into school on time. Through the National School Breakfast Programme, we are currently able to offer a free breakfast to every child. We also have an after school club which is open to anyone.

Transition to Secondary School

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

What the school provides

We work closely with our local high schools and our Year 5 and 6 classes attend open/taster/transition days at the high schools each year.

Our Year 6 teacher meets with the transition co-ordinator and teachers at the high schools in order to pass on information regarding ability and additional needs but also pastoral information. The teacher ensures, where possible and appropriate, that friendship groups are kept together and the children are able to begin Y7 with familiar faces.

Information about open days/evenings to various secondary schools is displayed in the classroom windows for parents or leaflets are given out.

For children with SEND a separate transition plan is put into place to allow the move to be as smooth as possible. This includes the SENCO at the secondary school being invited into Moorside Academy to meet the child and SENCO or day visits for the child to attend the secondary school. If a child has an EHC Plan then the SENCO is invited to attend the annual review meeting so information can be shared and a plan can be put into place.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

What the school provides

We offer wrap around care before and after school. This is from 7:30am to 5:30pm and the children are escorted to their classroom at the start of the day by a member of staff. We offer a wide variety of extra-curricular clubs and activities for our children which are run by members of staff and external agencies, such as West Lancashire Schools Sports Partnership. Clubs are run every half term and will depend on the interests of the children in the year group at which it is aimed. Our extra curricular clubs may include: football, netball, cricket, table tennis, arts & crafts, science, gardening, cookery, games, performance, dance and athletics. All of these clubs are run free of charge. All of the clubs and activities are inclusive for all, however some are naturally age specific to keep numbers manageable, to maximise enjoyment and also ensure the content and delivery are appropriate.

We know our children and families well and any friendship issues which inevitably occur are dealt with quickly and professionally. We have slots in our sensory room for children who need to improve their friendship skills and we use Jigsaw/ PSHE sessions to discuss issues.

We are proud that we are a happy, safe and friendly school where *'all pupils, including those with special educational needs and/or disabilities (SEND), study the full range of national curriculum subjects. They achieve well in many subjects, especially reading, writing and mathematics'. 'Pupils' personal development is a significant strength at Moorside'*. (Ofsted March 2020).