



SEND Information Report 2018 - 2019

Children with SEND needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

Children who are on the SEND register at School Support level receive specialist support and advice from outside agencies, to help overcome the difficulties they may have. If further support is required the school may request an Education Health Care Plan (EHCP) or Additional Educational Needs Funding (AEN).

At present there are 57 children on the SEND register at Moorhill. This does not include those children who are currently being closely monitored by the school. 57 pupils represent 14.9% of the 383 pupils on roll. At Moorhill 50 pupils are working at School Support level and 7 pupils have an EHCP (Education Health Care Plan).

Number of pupils at School Support: 50

Sp & Lang	Speech and Language communication needs
SEMH	Social, Emotional, Mental Health
MLD	Moderate Learning Difficulties
ASC	Autistic Spectrum Conditions
Sp LD	Specific Learning Difficulty
Medical	Medical/Physical needs
Multiple Factors	More than one identified need for the pupil

Year	% of SEND pupils with Sp & Lang	% of SEND pupils with SEMH	% of SEND pupils with MLD	% of SEND pupils with ASD/ASC	% of SEND pupils with Sp LD	% of SEND pupils with Medical/PD	% of SEND pupils with multiple factors
Rec 11 SS SEND pupils	36.4%	27.3%	18.3%	9%	0%	9%	0%
Year 1 9 SS SEND pupils	78%	22%	0%	33%	0%	11%	44%
Year 2 4 SS SEND pupils	50%	25%	0%	0%	0%	25%	0%
Year 3 8 SS SEND pupils	25%	25%	25%	37.5%	0%	37.5%	50%

3 EHCP SEND pupils	66%	33%	33%	33%	0%	33%	100%
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Identification of special educational needs

Each teacher continually monitors the children in their class, identifying any special educational needs as early as possible. Teachers will complete a 'Reasonable Adjustments' form to identify actions that have already been tried as part of Quality First Teaching in the classroom to assist learning and progress. If the reasonable adjustments are not impacting on learning and progress then a 'Cause for Concern' form is completed, and the Special Educational Needs Coordinator (SENCo), Mrs J Liley is informed. The SENCo will visit the pupil in class and make preliminary assessments. The SENCo will also involve parents at this stage to discuss how they can support at home. These pupils are supported within the class and through intervention and their progress is closely monitored by staff members and at half termly pupil progress meetings. If it is felt necessary, then a referral will be made by the SENCo to an external agency or support services to gather advice. If an outside agency is used to offer support then the classification of the child's SEND code will be School Support (K).

School Support Plans (SSPs) are written by class teachers using advice from outside agencies; these are then agreed and reviewed by the SENCo. School liaises with parents/guardians at each stage of the referral process.

How the pupils are supported

As with all children at Moorhill, it is essential that Quality First Teaching (Wave 1) is offered and targeted to support children's specific needs. This includes detailed plans with clear differentiation, with identification of any children with additional needs highlighted. In addition to this there will be 1:1 (Wave 3) or small group work outlined on School Support Plans. This provision is usually carried out by teachers or teaching assistants within the classroom, with close monitoring by the class teacher. If external agencies are involved then both the teaching assistants and the class teacher will have regular meetings to ensure that targets are being supported accurately.

The school seeks and acts upon advice from a range of outside agencies.

Outside agencies currently involved to support our pupils are:

- Speech and Language Therapists
- SENSS behaviour support
- Midlands Psychology
- Autism Outreach Team
- Educational Psychologist
- Hearing Impairment Team
- Visual Impairment Team
- Physiotherapy
- Child Development Centre
- CAMHS
- Occupational Therapy
- Cystic Fibrosis Nurses
- Diabetic Nurses

All speech & language communication pupils have a speech programme or a communication passport.

All pupils with a physical disability have daily exercise through PE or a physiotherapy programme.

All School Support pupils have weekly individual additional support. Pupils identified as requiring extensive support to access learning are provided with 1:1 or small group adult support within lessons.

Additional Educational Needs (AEN) applications are submitted for those pupils requiring extensive behavioural or learning support to access the curriculum. The school funds the first ten hours of any AEN funding.

All EHCP pupils have additional daily support and an annual review; five annual and three mid-term reviews were completed this year.

For pupils who have been identified with extreme needs and multiple factors, the school provides opportunities for additional observations, Boxall profiles, and assessments to accelerate diagnosis and alternative provision.

In December 2018, all staff received a medical update to address the medical needs of all pupils at Moorhill. Specific medical training is arranged for the staff of those pupils with conditions that can be life threatening.

Monitoring of progress is rigorous. Currently, school uses PiRA (Progress in Reading Assessment) and PUMA (Progress in Understanding Mathematics Assessment) to generate standardised scores to measure progress. School uses Pupil Asset to track and monitor all pupils.

Progress of SEND pupils September 2018 to July 2019.

Reading Progress	Rec 11	Y1 11	Y2 YR-Y2 6	Y3 9	Y4 6	Y5 4	Y6 Y2-Y6 10
Expected progress	82%	91%	33%	78%	83%	100%	40%
Better than expected progress	64%	9%	0%	22%	17%	0%	20%

Writing Progress	Rec 11	Y1 11	Y2 YR-Y2 6	Y3 9	Y4 6	Y5 4	Y6 Y2-Y6 10
Expected progress	82%	73%	83%	100%	100%	75%	80%
Better than expected progress	64%	9%	33%	22%	0%	25%	30%

Maths Progress	Rec 11	Y1 11	Y2 YR-Y2 6	Y3 9	Y4 6	Y5 4	Y6 Y2-Y6 10
Expected progress	100%	91%	100%	100%	100%	50%	60%
Better than expected progress	91%	18%	50%	33%	0%	0%	30%

Year 6 Attainment 10 SEND pupils	Average scaled score	Scaled score (100+)
Reading	92	10%
Writing	95	30%
Maths	100	50%

Reading

Strengths

- Reading progress in Year 5 is good.
- In Reception, Years 1, 3, 4 and 6 the gap between some SEND pupils and non-SEND is narrowing as some SEND pupils have made better than expected progress, this is particularly strong in Reception.

Areas for development – Actions

- Improved assessment systems and regular moderations throughout the year to ensure accurate judgements. Use of standardised scores and application of effective interventions to impact on progress. High focus on Year 2.
- SENCo to have regular classroom visits with SEND pupils to ensure targets are SMART and pupils are well resourced.

Writing

Strengths

- Some SEND pupils in Reception, Years 1, 2, 3, 5 and Year 6 have made accelerated progress.
- Year 4 and 5 SEND pupils have made good progress.

Areas for development – Actions

- Improved assessment systems and regular moderations throughout the year to ensure accurate judgements.
- More writing opportunities to be provided for SEND pupils to practise and embed skills across the curriculum to impact on progress. High focus on SEND pupils who have not made expected progress.
- SENCo to have regular classroom visits with SEND pupils to ensure targets are SMART and pupils are well resourced.

Maths

Strengths

- 91% of SEND pupils in Reception, 50% in Year 2 and 33% in Year 3 have made accelerated progress
- Reception, Years 2, 3 and 4 SEND pupils have made good progress.
- Reception, Years 2 and 3 SEND pupils are narrowing the gap between non-SEND pupils.

Areas for development - Actions

- Improved assessment systems and regular moderations throughout the year to ensure accurate judgements.
- More maths opportunities to be provided for SEND pupils to regularly practise and embed skills across the curriculum to impact on progress.
- SENCo to have regular classroom visits with SEND pupils to ensure targets are SMART and pupils are well resourced. High focus on SEND pupils who have not made expected progress.

Actions

- For SEND pupils, speech and language communication is identified as a main area of need with 75% at KS1 and 66% at KS2. From September 2019 identified pupils from Year 1 to Year 6 with speech and language communication needs will continue to be closely monitored to address the needs of the pupils in collaboration with the specialist teachers. All reception children will be closely monitored so that any speech and language communication needs can be addressed early. Monitoring will be regular and rigorous. Impact will be regularly measured against the initial baseline assessments and the progress of the SEND pupils reading, writing and maths progress.
- For SEND SS pupils, SEMH (Social, Emotional, Mental Health) is identified as a main area of need with 25% at KS1 and 31% at KS2. From September 2019 school will be providing 1:1 mentoring for a selection our SEMH pupils. This will provide the pupils with an adult to guide them positively through the school day, developing

resilience techniques and behaviour strategies. The mentor will have regular weekly meetings with the pupils to set and discuss targets. Progress will be monitored through targets set by the pupil being met and improved academic performance within the classroom.

- For SS SEND pupils with ASC, 17% at KS1 and 31% at KS2, we shall continue to liaise with AOT (Autism Outreach Team) follow advice to support the needs of this group of pupils.
- The SENCo has a half day management time per week this academic year to facilitate improved assessment systems and monitoring to ensure regular accurate judgements and use of SMART targets.
- Ensure pupils continue to develop mastery and reasoning skills, to enable them to retain facts and apply to problem solving across the curriculum.
- SENCo to have regular lesson visits with SEND pupils to ensure strategies and interventions are in place and impact on progress.

During this academic year 24% of our SEND learners in Y3-6 joined the school during KS2 and 50% of SEND learners in Y6 joined the school mid-KS2, with 20% new during Y6. SENCo to *'ensure there is a strong transition and mentoring plan in place for SEND learners who join the school within a key stage.'* SENCo to ensure quick assessment of learning needs and appropriate intervention as and when required.

Role of the SENCo

Progress of SEND pupils across the curriculum is monitored closely and within half-term progress meetings with the senior leadership team, phase leaders and the SENCo, interventions are scrutinised and only the most effective interventions are continued to work along quality first teaching for the SEND pupils to make accelerated progress. Pupils who have not made expected or accelerated progress may have been affected by multiple factors, such as low attendance; mobility; behaviour; summer birthdays; midterm entrance and domestic issues etc.

'Disabled pupils and those who have special educational needs are benefiting from the early identification of their individual needs and the extra help that is given quickly. As a result, these pupils now make better progress.'

Ofsted, January 2016

Children who have made lower than expected progress have been identified by the SENCo and will be discussed with the class teacher in association with the phase leaders and senior leadership team. They will be closely monitored to ensure they are receiving the correct support and teaching is targeted to meet their specific needs. Pupil progress meetings will be held each half term to monitor the progress made since September.

- Support pupils with additional needs
- Arrange training; physiotherapy, speech & language, behaviour, medical
- AEN funding applications
- Referrals to specific specialists
- Prepare documents for outside agency involvement
- Prepare documents for Education Health Care Plans
- Liase with outside agencies
- Work with and support parents
- Advise teachers and support staff
- Monitor SSPs and ensure targets are SMART

Any concerns regarding SEND please contact Mrs J Liley. jliley@moorhill.staffs.sch.uk
Further information can be found at www.staffordshireconnects.info