

Special Educational Needs and Disabilities (SEND)

Information Report

September 2016, updated December 2017, November 2018, September 2019,
November 2020, September 2021, October 2022



Welcome to Molescroft Primary School's SEND information report which is part of the East Riding of Yorkshire Local Offer for learners with Special Educational Needs. All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information is updated annually.

1. The Kinds of Special Educational needs for which provision is made at the School

Molescroft Primary School is a mainstream school that offers provision for children from 4-11. At Molescroft Primary School we value all members of our school community: Our Vision Statement

We aim to sustain and continue to develop a community based on positive attitudes, a promotion of excellence and a celebration of achievement.

**A valued environment in which
"everybody cares, everybody learns, and everybody matters".**

2. Information in relation to mainstream schools and maintained nursery schools, about the school's policies for identification and assessment of pupils with special educational needs.

Pupil progress will be monitored by teacher observation of performance in the classroom (which may include formal testing). The child's performance against National Curriculum Year group expectations is recorded using Molescroft School's in-school assessment system, FLiC.

If the teacher considers, or tests indicate, that a child is having difficulties with the curriculum, they will share their concerns with parents or carers and raise a concern with Mrs Hakner, SENDCO, and/or SEND support teacher; Miss Hakner(FY/KS1).

A meeting will be held with parents or carers, the class teacher, SENDCO and support teacher's as appropriate to identify the area of difficulty. The views of the child are also gathered at this point. If everyone agrees that the child would benefit from additional support, suitable interventions and resources will be identified.

The child's name will be added to the School's SEN register at "SEN Support" and an individual support plan will be written for the child, the parents or carers will receive a copy of the Support Plan.

For some children additional assessments may be undertaken by Mr Marcus Brown, Independent SEN Consultant.

Regular communication with parents for children identified on SEN Support, takes place via meetings (face-face or remote), email correspondence or

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telephone conversations this is additional to consultation meetings with the class teacher.

If a parent or carer wished to raise a concern about their child's progress they should contact their child's class teacher, who would be happy to discuss progress and attainment at any given point in the year.

Parents or carers can also contact the school SEN Support teacher, Mental Health Lead or SENDCo who would be happy to answer any questions or deal with any concerns.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have an EHCP (Education Health Care Plans) or Statement of Special Educational Need, including-

(a) How the school evaluates the effectiveness of it's provision for such pupils;

The child's progress is monitored continuously by the class teacher using a variety of formative and summative assessments. Mid –Year pupil progress meetings are held in January, if a child is not making expected progress the class teacher, SENDCO or Senior Management Team will identify these children. At this point new interventions are offered to allow children to “catch up”.

The effectiveness of the intervention provision map is monitored and reviewed termly by the SENDCo and the intervention teacher.

The SENDCo meets regularly with the SEND Governor to discuss the provision that is in place to support children with SEND.

The SENDCo produces an Annual Standards Report. The report identifies the progress and attainment of the children with SEND. A part of this is the monitoring of the effectiveness of the provision map and interventions; if an intervention has not been effective and has not had the desired impact on the child's progress then a different intervention will be introduced.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs:

A child's progress is assessed by teachers and other professionals continuously. However, there are several points within the year where a child's progress is reviewed more formally.

For children identified on the SEN register, regular communication takes place with parents/carers, the class teacher, SENDCo and child specifically to gather views, review progress and set targets. These communications include face-to-face or remote meetings, telephone conversations and emails, and are in addition to parent/teacher consultation evenings.

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In January, in-school, mid-year pupil progress meetings are held between class teachers, SENDCo, and the Senior Management Team.

In January, parents will receive a mid-year Mathematics and English pupil progress FLiC report for children in Y1-Y6.

If a child has an Education Health and Care Plan, they will have an Annual Review each year. All agencies involved with the child attend the Annual Review to discuss progress over the year, any changes or new needs are discussed and targets are set for the next 12 months.

(c) The school's approach to teaching pupils with special educational needs;

The ethos of Molescroft Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability, race or gender.

Molescroft School supports this by:

- Planning the curriculum to meet the needs of all pupils by considering different learning styles and differentiating tasks and resources.
- Assessing children's needs through observation and testing, and identifying the barriers to learning.
- Listening to the children and seeking their views, involving them in target setting and reviewing progress.
- Working with parents or carers, other agencies and the LA to identify and meet the children's needs. Seeking advice and support as appropriate.
- Monitoring the children's progress using support plans that are regularly reviewed.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs

At Molescroft Primary we aim to provide a stimulating learning environment across the whole curriculum, which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life.

This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills;
- Providing a broad, balanced and relevant curriculum;
- Using flexible and responsive teaching and learning styles;
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;

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- Developing a close partnership with the whole community, particularly parents.

Molescroft School Inclusion Policy

<https://molescroftprimaryschool.files.wordpress.com/2018/10/inclusion-policy-2018.pdf>

All teachers at Molescroft Primary School are teachers of children with SEND. Lessons are made accessible to all by the use of a variety of strategies. These may include the use of additional adults, different learning tasks, use of different resources.

(e) Additional Support for learning that is available to pupils with special educational needs;

Whilst all teachers at Molescroft Primary School are teachers of children with SEND. We also have a team of teaching assistants who are highly skilled in providing additional teaching support for children with SEND to ensure they reach their full potential. Every class has at least one teaching assistant who works alongside the class teacher to ensure the needs of the children are met in every lesson. Some children who have an Education Health and Care Plan may have additional adult support in some lessons.

All interventions and additional support for children with SEND is allocated according to the needs of the individual or group, within the constraints of our school SEND budget. We aim to provide an education that allows all children to reach their full potential. The allocation of resources for individuals/groups is discussed with the SENDCo, class teacher and parents. The School's SEND provision map is regularly reviewed.

At Molescroft Primary School we offer a range of support for learning activities and interventions which may take place during the school day for individuals and groups.

We have an Emotional Literacy Support Assistant who is able to provide 1-1 support for emotionally vulnerable children. A further teaching assistant is undertaking ELSA training during the Autumn Term 2022.

Social group activities take place weekly in some year groups.

Year group teaching assistants deliver bespoke intervention support for groups/individuals within their class group. (This support is discussed and agreed by the classteacher and the SENDCo.)

From Y3-Y6 we may offer morning group sessions in mathematics and English. These groups take place before the start of the school day and are led by the specific year group teaching assistant.

We offer before and afterschool reading for identified pupils.

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We welcome the support of outside agencies and work closely with staff from Educational Psychology, Inclusion Practitioners, Sensory and Physical Teaching Service, Occupational Therapy, Physiotherapy, Speech and Language Therapy, Downright Special, Social Care.

(f) Activities that are available for pupils with Special Educational Needs in addition to those available in accordance with the curriculum.

At Molescroft Primary School we offer a wide range of extra-curricular clubs and activities at lunchtime and afterschool run by members of our school staff which are offered to all children, including those pupils with SEND.

Some after school clubs are run by outside providers, parents of children with SEND will need to discuss with the provider the staffing and suitability of the club to meet their child's needs.

At lunchtime, named vulnerable children may be able to access quiet room, nurture provision supervised by a teaching assistant.

(g) Support that is available for improving the emotional and social development of pupils with Special Educational Needs.

All classes have a dedicated 30 minutes per week for the teaching of PSHCE. Teachers plan and deliver sessions which are appropriate and relevant to the needs of the class group. Resources from "Jigsaw" <https://www.jigsawpshe.com/> are used to support these sessions.

In addition, we have teaching assistants who provide friendship and social skills groups. Emotional Literacy Support Assistant(s) offer weekly 1-1 and group support for identified children.

Mrs Charlton and other trained Teaching Assistants are able to provide Lego Therapy groups.

For children with medical needs we have one teaching assistant dedicated to first aid and who administers medication to pupils if required.

Every year group has at least one member of staff who is first aid trained.

Supporting Pupils with Medical Needs –see policy link below

<https://molescroftprimaryschool.files.wordpress.com/2014/11/supporting-pupils-with-medical-conditions-policy.pdf>

Molescroft School believes there must be a whole school approach to behaviour; Pupils have a right to learn, to feel safe and be happy.

All adults including staff have a right to feel safe and be happy in carrying out their respective duties.

Children behave best when they are happy.

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Children are happiest when they are well motivated and learning to do things such as reading, writing, discovering, creating and working together.

It is essential therefore, that there is a partnership between every member of the school community (Teaching and non-teaching staff, governors, parents/carers and pupils).

Messages to pupils about their behaviour must be the same and pupils need to know that teachers and parents/carers support each other and that we all care about them. The school should never 'give up' on any child and always find time for individuals whether they are a victim of bad behaviour or the cause of it.

Exclusion would be a last resort and only applied if in the best interests of the pupil concerned and as a result of fears for the safety of other pupils. Discipline is about caring for the individual child and a positive standpoint is essential to achieve ultimate success.

Molescroft School Behaviour Policy

<https://molescroftprimaryschool.files.wordpress.com/2014/11/good-behaviour-policy1.pdf>

It is sometimes necessary for the Headteacher and/or SENDCo to work more closely with parents/carers to support the specific behaviour needs of some pupils. For some children advice and support may be sought from the LA Behaviour Support Team and a behaviour management support plan may be put in place for the child.

4. In relation to mainstream schools and or maintained nursery schools, the names and contact details of the SEND Co-ordinator.

SENDCo: Julie Hakner

Email: jhakner@molescroftprimary.net

Tel: 01482 861762

Designated Senior Lead for Mental Health: Sarah Charlton

Email: scharlton@molescroftprimary.net

Tel: 01482 861762

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured.

At Molescroft School, staff development is very important, we invest in professional development opportunities for all staff. All staff have access to internal training opportunities along with training provided by outside agencies.

Over recent years teachers and teaching assistants have had the opportunity to access training for SEND. This training has included, dyslexia friendly classrooms, Speech Language and Communication Needs, Autistic Spectrum Conditions, the memory friendly classroom and mindfulness minutes. Team Teach training

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Some teachers and teaching assistants have accessed more specific training, relating to the needs of identified children, provided by outside agencies:

Deaf awareness-SaPTs

Vision Awareness-SaPTs

Teaching Children with Downs Syndrome-Downright Special

Sensory Integration Training-Barnardo's

Elective Mutism –Speech and Language Therapist

Specific Speech and Language courses

Attachment Training

Teachers and Teaching assistants regularly work alongside other professionals from other agencies, who provide regular training within school to ensure that school staff can deliver the relevant “plan” for the individual child.

Eg: Physiotherapists, Occupational Therapists, Speech Therapists.

Mr Marcus Brown: Independent SEN Consultant, visits the school approximately 6 times termly to assess children and offer support and advice to the SENDCo.

Mrs Charlton, has the SENCo Accreditation Award.

The SENDCo and all teaching & non-teaching staff work in partnership with all agencies involved with the child and are happy to undertake training as and when appropriate to support the needs of children with SEND.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

At Molescroft School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against pupils with SEND.

The SENDCo and class teachers, work with other services to secure additional equipment and/or resources for children with specific needs.

The Headteacher, SENDCo and Governors of Molescroft School endeavour to secure the provision of equipment and facilities for children with SEND, within the constraints of the school building and the school budget.

For up to date admission and access arrangements for pupils with SEND

Molescroft School Prospectus

<https://molescroftprimary.net/prospectus/>

Equality Policies

<https://molescroftprimaryschool.wordpress.com/equality-policies/>

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

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The Headteacher conducts tours of the school for any prospective new parents/carers. For details of these please contact the school office Tel: 01482 861762

For parents/carers of our new admissions a parents' induction evening is held, when the information from our school prospectus is shared. Following this there are further opportunities at our parent and child "drop in" sessions for parents to discuss the specific needs of their child with the SENDCo and/or Foundation Year staff prior to starting school. In the second half of the Autumn Term, parents of our new Foundation Year pupils are invited to spend the morning in school, the morning includes a tour of the whole school, coffee and questions with the Headteacher; followed by the opportunity to spend time in the classroom with their child.

If the child has an EHCP or is identified on the SEND register, parents will be invited to meet with the SENDCo and class teacher regularly to discuss progress and update their child's Support Plan. These meetings may take the form of face-to-face or remote meetings or telephone and/or email communication. These meetings are in addition to the 2 consultation evenings held with class teachers. For children with an EHCP there will also be a yearly Annual Review.

Parents/Carers are welcome to contact and meet with the SENDCo, at any time during the school year.

Parents are welcome to help and volunteer in classes and/or activities across school. Anyone interested in volunteering in school should contact Mrs Hakner. There is also an active Friends of Molescroft School Committee, which parents/carers are encouraged to join and support.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Some children on the SEN register complete a one-page pupil profile. The pupil profile includes the pupil's views on their interests, the things they do well, the things they find challenging and how they feel they could best be supported in school. This profile is shared with parents and class teachers.

The pupils are also involved in their support plan reviews, they may attend the review or they will discuss their views with Mrs Hakner SENDCo, their class teacher and or teaching assistant who will share them at the meeting. Parents/carers may also share the views of the pupils from the home perspective.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

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At Molescroft Primary School a parent's first contact should be the class teacher. There are 2 parent consultation evenings held through-out the year. However, a parent must not feel that they need to wait till this time, the teaching staff, are always happy to discuss a child's progress and attainment at any point in the year. Parents can also contact the SENDCo, who would be happy to discuss any concerns, and answer questions parents may have. The SENDCo and teaching staff can also be contacted by email.

For those parents who are unable to resolve their concerns with the teaching staff and/or SENDCo, they should take their complaint to the Headteacher, who can be contacted via the school office.

If the complaint cannot be resolved at this level, or the complaint is about the Head Teacher, the parent should follow the formal complaints procedure.

Complaints Policy

<https://molescroftprimaryschool.wordpress.com/complaints-policy/>

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

At Molescroft Primary School we are happy to work in partnership with, and seek advice and support from, any other agencies or organisations who are involved in promoting the academic, health, social and emotional well-being of the child. Agencies we have or are currently working with; Independent SEN Consultant, Educational Psychology, Speech Therapy, Physiotherapy, Occupational Therapy, Sensory and Physical Teaching Service, Downright Special, Health Visitor, School Nurse, Children's Paediatric Team, Inclusion Practitioner, Social Care Team, CAMHS, Dyslexia Sparks, LA SEN Team.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

If parents wanted to discuss their child's special educational needs with the school, they should contact the SENDCo, contact details see section 4.

Other useful contacts for parents;

Education Inclusion Service(Educational Psychologist)-01482 292254

LA SEN Team 01482 392163

East Riding Family Information Service

<http://www2.eastriding.gov.uk/living/children-and-families/the-family-information-service-hub/>

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12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or preparing for adulthood and independent living.

Transition from Nursery/Pre-school to School;

The Foundation Stage teacher visits all settings in the summer term prior to the children starting school. At the visits there is opportunity for the staff to meet the children and also for the pre-school setting staff to talk to the teachers about the children.

For children with an EHCP the SENDCo will attend early support meetings and/or transition reviews. If required, additional visits to school can be arranged for Children with Special Educational Needs.

Starting School Passport Books can be created for the children if required.

All SEND records are passed from the Pre-School setting to School.

Transition between classes;

Where possible, the receiving teacher will attend the summer term Support Plan Meeting for children in their class identified on the SEN register. In addition, towards the end of the summer term, the previous and receiving teacher will also meet to discuss all the pupils. These meetings are held to share data, academic and pastoral information.

Class teachers and the SENDCo will meet to discuss specific children as required.

A class passport book can also be created, if required.

Transition to Secondary School:

Meetings take place between the Year 6 teachers and the feeder secondary schools.

In the summer term for children identified on the SEN register a meeting will be held between the SENDCo and the feeder secondary school SENDCo, parents are invited to attend this meeting.

Additional visits to secondary School can be arranged, and a secondary school passport book can be created.

For children with an EHCP the Secondary School SENDCo will be invited to attend the Y5 and/or Y6 Annual Review.

13. Information on where the local authority's local offer is published.

The Local offer for the East Riding of Yorkshire can be found here

<http://www.eastridinglocaloffer.org.uk/>

or by following the link from the Molescroft School Website

<https://molescroftprimaryschool.wordpress.com/s-e-n-d/>