

Moat Farm Junior School - Universal Offer

This is what Moat Farm Junior School offers to all children including those who may have difficulties in learning or social, emotional or mental health difficulties or physical/medical needs.

As a parent/carer or young person you can expect that:

- The school informs you about their policies and approaches to learning, including how they work with children who have learning difficulties. These are available on our web site.
- The school welcomes you and your child and takes the time to talk to you about their individual needs before they start school.
- The teachers and support staff who teach your child have had professional development and training so that they know how children learn including those children who have difficulty in learning.
- The school will be able to tell you about the programmes that they are able to offer, in addition to what is available day to day in the classroom, if children need to boost their skills. This will include literacy, numeracy and behaviour programmes to support children's learning. Moat Farm Junior School sets this out in a provision map.
- The teachers who teach your child are able to accurately assess the level at which they are learning from Foundation Stage and pre key stage level (these levels help to measure progress for children working below the level of the national curriculum) to academic bands for primary.
- The teachers who teach your child are able to differentiate (plan tasks for children at different stages of learning in the same class) so that your child is given work to do at a level where they will be able to complete the task independently, or with a little support.
- The teacher will use a range of resources and strategies and teaching methods to take account of any barriers to learning.
- The school will keep you informed about how your child is progressing at least twice yearly, either at Parents' Evening or by a written report and will be happy to discuss your child's progress, at other times, if you make an appointment.

- The school will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up' if they fall behind in reading, writing or maths or if they have difficulty managing their behaviour. The school will keep you informed if your child needs one of these interventions and work in partnership with you to give it the best chance of being successful.
- At Moat Farm Junior School, the class teacher, in discussion with the SENCo, will identify the best intervention to put in place for your child and monitor its implementation.
- The school will explain which intervention is being used and what progress they are expecting that your child will make. Interventions usually last for a half term (roughly 6/7 weeks).
- School may ask you if they can consult with a speech and language therapist, advisory teacher or educational psychologist to give staff and yourself as the parent, advice on strategies which may help your child's learning and/or behaviour.
- School will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning. The school's Special Educational Needs Coordinator (SENCo) may talk to you about this. (All schools have to have a SENCo with experience and/or additional qualifications in special educational needs and this person will meet with you and advise staff in the school, about how best to help your child make progress.)

Moat Farm Junior School -Additional SEN Support Offer

The Department for Education provides every school with funding that is different for each school, but is to support children with SEN. The amount of funding means that most children's need for support and intervention can be met without the need for an EHCP. The level of funding should enable the school to put in the provision detailed below.

- The Government expects that all children should make at least expected progress from Key Stage 1 (Year 2) to the end of Key Stage 2 (Year 6). Moat Farm Junior School will discuss with you how their intervention programmes are helping to achieve these longer-term goals and, if progress is slower, why this might be.

- If your child is not making progress in their learning or they have difficulty in managing their behaviour, despite the school using all the strategies outlined at the Universal Offer, then he/she may need a higher level of support/intervention to help them make progress. School will invite you to a meeting to gather your views and explain what new strategies and support could be put in place.
- The school will continue to offer all the support and teaching strategies available at the Universal Offer level. The school's provision map will show you the range of interventions that they can offer to support learning/behaviour.
- If your child has a particular learning, social/emotional difficulty or physical need such as hearing impairment or visual impairment, a diagnosis of attention deficit disorder, autism, speech and language, specific learning or moderate learning difficulties; teachers, and support staff in the school will seek additional professional development/training to ensure that they can best meet your child's needs.
- The school may/will ask for advice from an outside agency such as an Advisory Teacher, Teacher of the Deaf, Advisory Teacher for Visual Impairment, a Teacher of Multi-Sensory Impairment or an Educational Psychologist to assess your child and recommend strategies and programmes to improve progress. As a parent you can request that school seek outside agency advice at any time. Your signature will be required for outside agencies to be involved with your child. If it is felt that a Speech Therapist, Physiotherapist or Occupational Therapist needs to be involved with your child, you will be asked to self-refer through the therapies service from the NHS – the SENCo will be able to give you details relating to this.
- School will put in place programmes, which will mean your child works 1:1, or in a small group, with a teacher, LSP or Learning Mentor on the aspects with which they are having difficulty. These programmes may last between a half term (5/7 weeks) or up to 20 weeks but you should be told how long it will be and what progress is expected.
- Your child may have some support in class for some lessons, if the school thinks this will help him/her to make progress. **Your child will not always need, or benefit from 1:1 support in class, because they need to learn to work independently.** School will discuss with you

whether this type of support would be helpful, in which lessons, and for how long the support will be in place.

- If appropriate, you will be invited to a meeting, which informs you about the programme or programmes to be used, why they have been chosen and what progress they are expecting your child to make. You should be invited to a review meeting to discuss progress.
- If your child has made progress, then school will discuss with you whether there needs to be a further period of intervention;
 - If your child needs to use the strategies they have learned in the classroom for a period before putting a further programme in place;
 - or, that such good progress has been made that support is no longer needed.
- If your child has not made progress the school may consult with outside agencies to seek further advice on strategies and programmes.
- Following further assessment from an outside agency you will be invited into school to discuss how the programme and support will change; how you can help and when there will be a meeting to review the new programme.
- These measures should ensure that your child makes progress at the best possible rate but school will continue to review the programmes used and meet with yourselves as parents regularly.
- If you are not happy about your child's progress, ask for further meetings with staff in school and outside agencies to ensure that you have confidence in the provision.

Education Health Care Plan (EHCP)

- Children who have severe levels of physical, learning, communication or emotional /behavioural difficulty, that are lifelong and complex, may need an EHCP. If the local authority agrees to begin the process, a statement takes 20 weeks to complete. Your child will continue to be supported from the school's SEN resources while the statement is completed.

- For most children this is likely to be initiated following the assessment made between 2 and 2 ½ years of age by the health visitor. There may be other children whose needs are not initially apparent who have degenerative conditions or who have a later diagnosis who will still require a EHCP due to the complexity of their need.
- The EHCP will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised.
- Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child.
- Your child will also have access to all the provision detailed on the school's provision map, in the Universal Offer and Additional SEN Support funding which are appropriate to their learning and other needs.
- Many children who need a EHCP will be educated in a mainstream school, but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the EHCP is developed.
- The school will keep you informed about the progress your child is making through termly review and the annual review of the EHCP.
- If your child is not making expected progress, then the school should request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child's difficulty.

The SENCO for Moat Farm Junior School is Mrs J Moulder.

The governor with responsibility for SEND is Mrs D Walker.

The pastoral team for Moat Farm Junior School are:

Mrs J Moulder, Ms J Barnett and Mrs N Stewart.