

Moor Nook Community School



SEND Information Report September 2024

Name of the Special Educational Needs/Disabilities Coordinator (SENDCo):

Andrea Jaeger

Contact details:

Moor Nook Community School, Ribbleson Hall Drive, Preston, Lancashire, PR2 6EE
--

01772 – 796009 (Telephone)

senco@moornook.lancs.sch.uk (Email)
--

The kinds of SEND we provide for:
--

Moor Nook Community Primary School is a mainstream school, with one-form entry (30 children per year group). There are currently 7 classes within the school, plus a Nursery class.

At Moor Nook Community Primary School, we support children and young people with a wide range of SEND needs including:
--

- | |
|---|
| <ul style="list-style-type: none">• Communication and Interaction (This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs)• Cognition and Learning (This includes children with Specific Learning Difficulties and Moderate Learning Difficulties)• Social, Emotional and Mental Health Difficulties (This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn)• Sensory and/or Physical Difficulties (This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties) |
|---|

Pupils with SEND will be admitted to Moor Nook Community School in line with the school's admissions' policy. Please see the Admission Arrangements for 2024-2025:
--

http://www.moornook.co.uk/website/policies/485175

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

At Moor Nook Community School, we identify children with Special Education Needs and Disabilities by using the following processes:

On Entry:

- The EYFS Baseline Assessment gives an initial baseline for the children and can alert staff to possible concerns with cognition and learning.
- In the Foundation Stage, the children's needs can be identified through Parent/Carer Meetings, Nursery Transition Meetings, Initial Observations, Teacher Assessment and completion of the steps in the Foundation Stage Profile.
- In addition, we work alongside a variety of professionals e.g. educational psychologist/ speech therapists/ hearing tests/ school nurse/ Lancashire SEND traded team, whose observations, assessments and tests also support our identification of children with special needs.
- When a pupil with SEND joins Moor Nook in a Non-Routine Admission, transition meetings with the previous setting will take place as soon as possible so that support and interventions can be implemented quickly.

Professional/ Outside agency referral:

- We work alongside a variety of professionals e.g. educational psychologist/ speech therapists/ hearing tests/ school nurse/ Lancashire SEND traded team, whose observations, assessments and tests also support our identification of children with special needs.

Teacher/ Parent Referral:

- When a teacher or parent/carers is concerned about a child's learning and progress they will alert the SENDCo and SLT. They will highlight the areas of concern, barriers to learning and identify any other relevant information about the pupil, which may be affecting their ability to make progress.
- The teacher will increase the level of support a child receives, using the cycle of assess, plan, do and review.
- The SENDCo will add them to the monitoring section of the SEND Record.
- If the child fails to make adequate progress, they will again speak to the SENDCo about their concerns. At this stage, the SENDCo may arrange professional input or a screening of the child, using the Naglieri, BSVP or WRAT 4 Assessment tools. This will help to identify the child's areas of strength and weakness.
- The professional expertise accessed within school will allow the SENDCo and Class Teacher to identify long and short-term outcomes for the pupils and any additional support/ resources needed for the child.
- The parents/ carers and pupils will be invited into school, to talk about the child's progress. An IEP will be written, with specific targets based on the long and short-term outcomes for the pupil.
- Teacher Assessment and SAT Test Assessment Data can also show children who are working below national expectations and enable these children to be monitored by their teacher, the Senior Leadership Team (SLT) and SENDCo.
- The SENDCo may also use outside agencies such as a specialist SEND teacher, Play Therapist or Speech Therapist to offer additional support to the pupil.

When a child has been included on the SEND Record, they will usually have an IEP (Individual Education Plan), an IBP (Individual Behavioural Plan) or a specific care plan from a professional agency e.g. Speech and Language Therapy. These identify specific targets

to work upon, throughout the term. These are used by Teaching Staff to support the child's progress.

The class teacher, parent/ carer and pupil, review learning, understanding and progress termly. This information is also shared with the SENDCO and Senior Leadership Team. This information will also be shared and discussed in regular Pupil Progress Meetings with the Head Teacher and Phase Leader.

Pupils who have an Education, Health and Care Plan (EHCP), are reviewed alongside statutory time frames: at least four weeks before the review, the class Teacher/ School are asked to complete the Initial Statement Review Form, and this is sent to the LEA. A review meeting is then scheduled. The Headteacher, SENCo, Class Teacher, Parents/ Carers, Pupil and any other agencies involved with the child are invited to attend this and share their reports/ views. All parties review the child's progress, and the school records all additional information/ views from the meeting. This information is sent to the LEA and all parties who attended the review meeting, within two weeks following the review meeting. This is used to plan for the child's future provision.

Parents/ Carers and pupils can seek support from the Class Teacher, SENDCo, the Senior Leadership Team and Head. When it's possible, support will be offered from within the school's resources e.g. Learning Mentor, Play Therapist or Speech Therapist. Or, when appropriate, the school will assist the family in gaining support and advice from the Local Authority via the Lancashire SEND Partnership (Formerly SENDIASS/ Parent Partnership). For more information about this see the website: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/lancashire-send-partnership/#:~:text=The%20Lancashire%20SEND%20Partnership%20brings,those%20who%20use%20the%20service>

Please also see the Lancashire SEND Information, Advice & Support for Special Educational Needs and Disability website: <https://lancssendas.org.uk/>

Ofsted (December 2022) commented, "Leaders have effective systems in place to identify pupils with additional needs. Leaders work closely with other professionals to ensure that pupils with SEND receive the timely support that they need. Staff adapt the delivery of the curriculum well for pupils with SEND. This means that pupils with SEND learn well and follow the same curriculum as their classmates".

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

When pupils are identified as having a Special Educational Need or Disability, involving them with their education is paramount to their success at Moor Nook Community School.

The children will understand how and why the school has made this decision. They will be able to discuss the additional support they would like and how and when the school staff should deliver this. At Moor Nook Community School, many children, including those considered More Able, receive additional support, both within and outside of the classroom, therefore there is no stigma attached to interventions by a Teaching Assistant, an outside agency/ professional or a specialist SEND teacher.

Pupils will be involved with all meetings/reviews about their education, whether this be joining the meeting in person or giving their reviews beforehand, with a trusted adult. They are always able to express their aspirations & goals, the provision for them and how they can best be supported within school. This information is shared on their IEP.

The progress they are making is regularly shared with the children and all success is celebrated at Moor Nook Community School. When the pupils have been unable to reach the progress, they, their parents/ carers and the school would like, adaptations are made to their teaching, support and resources to enable them to succeed.

Pupil Voice is important at Moor Nook. All classes vote for a Values Ambassador and two Student Representatives to join the School Council, this is a medium for pupil voice, both for SEND and non-send pupils, within school.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

At Moor Nook Community School, we believe that parents have a valuable role to play in the education of their children and would encourage and support parental involvement in every aspect of school. On their child entering Moor Nook Community School's Early Years Foundation Stage, parents/ carers are invited to attend induction sessions which highlight their valuable educational role. Parent involvement will also be discussed in the Early Years Foundation Stage at new parent/ pupil visits in the Summer Term, before transition into the EYFS Reception Class.

Parents/ Carers are invited into school every term to meet with the class teacher. The pupil's progress is shared with them at these meetings. If a child is judged to have Special Education Needs, they will discuss the area(s) of concern for their child and how the school and home can best meet the needs of the child. Parents/carers will also be invited in to discuss and attend review meetings for IEPs, IBPSs and EHCPs where they can meet school staff and invited outside agencies. Parent/ carer's views and opinions are very important to the review process; this is where they can share their views, in relation to their aspirations & goals for their child, the provision for them and how they can best be supported at school and at home. They will have the opportunity here to be involved in both operational and strategic decision making for their child.

Parents/carers are also given opportunities to share their views of school life and suggestions for improvement at Parent's Evenings, where a parent questionnaire is provided for those attending. They can also submit their queries, opinions and views via the school website: <https://www.moornook.co.uk/website/contact/478006>

In the final summer term, each pupil will receive an end of year report and parent/carers are invited to come into school and discuss this before the start of the next academic year.

Parents/ carers should also be aware that the school operates an 'open door' policy for all parents/carers before (with prior arrangement) and after school. All parents/ carers are invited to stay after the Friday Class Assembly for refreshments and the chance to meet with the child's Headteacher, Learning Mentor, Class Teacher and Teaching Assistant, in a less formal setting.

How will the curriculum be matched to my child/young person's needs?

At Moor Nook Community School, we believe all children have the right to access the full curriculum. The core and wider curriculum at Moor Nook Community School has been tailored to meet the needs of our pupils and fulfil the 2014 National Curriculum requirements. We aim to provide for all pupils and use a variety of approaches:

- **English & Mathematics** – all children are entitled to appropriate teaching at their level of understanding.
- **Teacher Planning** – Teacher's planning considers IEP/IBP targets and the use of specialist equipment or support staff, ensuring that all children are included in all lessons.
- **Differentiation** – This allows all children to access a lesson, despite of their ability. Differentiation may be due to additional support, scaffolded work, small-step instructions or different outcome expectations.
- **Withdrawal** – Children are withdrawn for various interventions such as Little Wandle Phonics, Play Therapy or Lancashire Reading Partners. This is planned on a circular programme so that a pupil does not miss the same lesson, core subjects or their favourite subjects.
- **IEPs in relation to the curriculum** – These have scaffolded SMART targets and are used to inform teacher planning. They enable the Teaching Assistants to support pupils, with clear targets and areas for development.
- **Resources** – At Moor Nook we have many fully resourced Learning Resource Rooms where TAs can teach their groups and teachers are able to locate a variety of resources. Some resources are also available to each class such as pencil grips and talking postcards. I-Pads & Computing technology is available in all classrooms.

The school's provision mapping allows for the planning and implementation of support for pupils with Special Education Needs and Disabilities. Using the expertise within school and outside agencies/ professionals, when appropriate, Individual Education Plans, Individual Behaviour Plans and Care Plans are prepared and executed for individual children using the assess, plan, do, review cycle.

How accessible is the school environment?

Moor Nook's School buildings are well designed to meet the needs of all pupils, including those with Special Education Needs and Disabilities:

- There are 5 classrooms on the ground floor and use of these classrooms can be rotated to meet pupil needs.
- All public-access rooms, including front and back entrances, toilets, library, dining room and hall are on the ground floor, with no steps.
- The school has two disabled toilets.
- The school has a changing facility located on the ground floor.
- The school has a showering facility, with private toilet, on the ground floor.

- There is a lift to enable access from the ground floor to the first floor, and vice versa.
- Disabled access and parking are available in the visitor's car park, with a permanent ramp from the playground.
- There is a temporary ramp to access the school field, when needed.
- Blinds and/or film are on the majority of windows to reduce glare and all areas are carpeted to reduce noise.
- Lighting and paint colour on the lower corridors assist accessibility.
- There is an outdoor covered play area in the Early Years Foundation Stage, alongside a selection of outdoor activities and equipment.
- All furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.
- The school has a range of Computing (ICT) technologies including IPADs, headphones, laptops, digital cameras, computers and interactive whiteboards installed in every classroom, alongside a dedicated Computing Suite.
- There is a sensory room, with a variety of equipment.
- There is a canopy to provide a shaded area for pupils at break and lunch times, on the playground.
- On the playground, there is a range of children's outdoor activities equipment for supervised use at lunch and break times.

For specialist pieces of equipment, the school works in partnership with professional agencies, such as Occupational Therapy, to ensure that pupils, staff and parents/carers understand how they should be secured, used, stored and maintained. Training is available to Teachers and Teaching Assistants using the equipment. The use of equipment, both within and outside school, is sensitively discussed with the pupil and their family. The classrooms are large and can easily accommodate specific pieces of equipment.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

At Moor Nook Community School, school resources and support are allocated to all classes. Towards the end of the academic year, the needs of pupils within each class are assessed for the next academic year and resources and support are then matched and personalised to the needs of these pupils.

All classes have a minimum of one Teaching Assistant and they are positioned to match the needs of our pupils and the strengths of the individual. The Headteacher, Senior Leadership Team and SENDCo make these decisions. However, all staff remain flexible and willing to swap and change roles, if necessary, throughout the year e.g. offering additional support to a pupil, from another class, at a specific time in the school day. The Class Teacher ensures

all pupils receive sufficient additional support from the class Teaching Assistant when required; the Headteacher and SENDCo monitor this closely.

The SEND Provision Map tracks pupil progress, interventions, support, resources and the costing for each class and individual pupils with Special Education Needs or Disabilities.

Careful consideration is given to the end of Key Stage Assessments for Year 2 (optional) and Year 6 (statutory). If children are failing to work at an adequate level, they may not sit the SAT Tests, although this happens very infrequently at Moor Nook Community School. This will be discussed with the parents/carers and the pupil. Applications for additional time, a scribe and a reader can be made by the school to support pupils with Special Education Needs or Disabilities.

The school tries to make SAT Testing a less stressful time for the children. In Key Stage 1, the children sit the tests with their class teacher, in their own classroom. The tests are not used as their only measure of progress; these should support the Teacher Assessments.

In Key Stage 2, they are split into smaller groups. Classrooms and learning resource rooms are used, rather than larger, less inviting spaces such as the hall or dining room. At the start of each SATs day, all Year 6 pupils are invited into school for an additional breakfast club, so they have time to talk with their friends, enjoy a good breakfast and hopefully dispel some of their nerves.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Moor Nook Community School makes assessments of Pupil Progress for all children, including those with Special Education Needs and Disabilities, every term. The assessment information is used to focus teaching and learning within the classroom and plan and commence interventions.

At the end of every term, all assessment data is tracked on the school's assessment system 'Target Tracker'. Pupils with SEND will also be assessed on the P Scales, using the Lancashire PIVATS system (Performance Indicators for Valued Assessment and Targeted Learning). This information is discussed in Pupil Progress Meetings with the Headteacher, SLT, SENDCo and Class Teacher. Class Teachers are held accountable for the progress of all pupils within their class. The assessment information and data is also shared with the Governing Body, where the Headteacher is accountable for the progress of pupils within their school.

Pupil Progress and assessment data is regularly shared with pupils. The pupils need to understand at what level they are currently working at and what their next steps for additional progress are. The children should also be made aware of what expected attainment and progress is at this time, in their academic career.

Pupil Progress and assessment data is regularly shared with parents. This information is shared and discussed at the Parent's Evenings, held termly, and the end of year report for all pupils. Parents can also discuss pupil progress at IEP, IBP and EHCP Review meetings.

Parents are supported to assist their children at home by attending workshops in the EYFS and Year 1. Home reading is encouraged and all parents have received guidance and support on how to complete the home-reading records. In addition, pupils are expected to

focus on their multiplication tables by using Times Table Rockstars and looking at spelling/ phonic patterns. The class topics and learning focuses are shared on the school's website Curriculum section at: <https://www.moornook.co.uk/website/curriculum/485209>

For some parents a home-school book is completed, so that they understand what their child is enjoying or struggling with at school and vice versa. These are arranged on an individual basis with the Class Teacher, the SLT, SENDCo and Headteacher.

What training has the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

Within Moor Nook Community School, the Governing Body will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the School's Advisor, Head and SENDCo.

The SENDCo and Head will keep fully up to date about SEND issues through attendance at training and cluster meetings. In addition, the SENDCo will develop her skills through attendance at specialist training, discussions with outside specialists, reading and through subscriptions to professional bodies.

Teaching staff will be kept up to date informally by the Head and SENDCo and formally at staff meetings and training. Teachers and Teaching Assistants will attend individual training where appropriate. Lancashire Consultants and Advisers will be used for training in specific areas of school life, to support the School Development Plan. The focused targets change on a yearly basis, following an audit of the school's strengths and areas for development.

Outside agencies and professionals will be used to support Staff Training and understanding whenever necessary e.g. Inclusion Solutions, Speech and Language Therapy Courses, Equipment and Resource demonstration by Occupational Therapy etc.

The school also accesses other specialist services such as Play Therapy, Speech and Language Therapy (Bridge Therapy), Educational Psychology and The Ethnic Minority, Gypsy, Roma and Traveller Achievement Service. This service supports both pupils, with their learning, and parents, with interpretation and support at meetings.

All staff working with pupils at Moor Nook Community School are fully qualified in their field of expertise and have DBS Clearance (Disclosure and Barring Service).

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Careful transition into school, across the Key Stages and to Secondary School is taken very importantly at Moor Nook Community School. We want all pupils to have the best possible start, experience a happy and fulfilling time in school and make excellent progress and attainment in readiness for their future.

The following transition arrangements are in place at school:

Pre-School Nursery – All children in the Nursery have a Key-Worker, who is the direct link for parents and the school. A pre-transition profile is passed on from the Pre-School Nursery to the Early Years Foundation Stage Leader and Teacher. The pre-school nursery teacher liaises regularly with the SENDCo and Foundation Stage Leader/ EYFS Reception Class Teacher.

Early Years Foundation Stage – Pupils entering the EYFS Reception Class in September are invited to attend taster sessions, with their parent/ carer, in the summer term of the previous academic year. All parents/ carers attend an individual meeting about their child, with the Foundation Stage Leader. In the Foundation Stage, they complete the EYFS Baseline Assessment on entering and work towards the EYFS Foundation Profile. This is shared with the Year 1 Teacher on transition to Key Stage 1.

Transfer arrangements and reviews – At the end of each year, teachers are allocated directed transition time to speak to the next teacher(s) of their class, to give information about the child's learning style, SEND (including More Able) and behaviour. Pupil progress is discussed at review meetings, using the school's assessment system 'Target Tracker' and PIVATS, when deemed necessary.

Secondary (KS3) Transition – The SENDCo and Year 6 teacher (Andrea Jaeger) and sometimes the Learning Mentor (Debbie Bate) meet with the Year 7 Co-ordinator/ SENDCO/ Support Staff of feeder High Schools to talk about the children who will transfer to their school. They will exchange information about the child's learning style, SEND (including More Able), behaviour and friendship groups. In June/July, pupils visit their forthcoming Secondary School for taster sessions (not Corpus Christi). Additional visits to secondary schools can be made available, with the Learning Mentor and/or Parent/ Teaching Assistant, should this be required for individual pupils. The Lancashire Inclusion Service can also support parents with visits to High Schools or Special School Placements. In the last academic year, the school met with the following high schools: Longridge, St. Cecillas, Fulwood, Walton-Le-Dale High, Moor Park, Christ the King, Archbishop Temple and Corpus Christi.

Non-Routine Admissions - When a pupil with SEND joins Moor Nook in a Non-Routine Admission, transition meetings with the previous setting will take place as soon as possible so that support, interventions and additional provision can be implemented quickly.

How will my child/young person be included in activities outside the classroom, including school trips?

At Moor Nook Community School, all pupils whether SEND or not, will be involved in the full life of the school, if they wish.

This includes full opportunities, where reasonable, to:

- After School Clubs
- Assemblies
- School Plays and Productions
- More Able Workshops
- Educational Visits
- Residential Visits (Year 6)
- Homework
- School Sports Teams

- PE (Sport) / Swimming (Year 4)
- Breakfast Club (From 8:30 – 8:50 each morning)
- Lunch Time Computing Club

Provision for children with SEND may take the form of additional adult support, scaffolded help, transport assistance and specific resources for school and home.

When planning and undertaking school trips, special care is taken to ensure pupils with SEND can fully enjoy and access the educational visit. Additional arrangements are discussed with both the pupil and their parent/carer. The school is always able to offer additional adult support for all pupils with SEND on a visit, due to the large number of supporting Teaching Assistants appointed at the school. Parents/ Carers may be invited to join the educational visit to support their child.

At break time, there is always a minimum of three members of staff with the pupils. At least one of these will have First Aid Training.

A team of Welfare Assistants, the Learning Mentor, a Teaching Assistant (in Lunch club) and a member of the Senior Leadership Team, supervise pupils during lunchtime. Again, there are First Aid Trained personnel available, at all times.

At the end of the school day, pupils leave from various exits around the school, this is to prevent crowding and disruption to parents/carers. The exits are made clear to pupils and parent/carers at the beginning of the year. Unless prior permission is given, pupils will not leave school until a trusted and agreed adult has collected them at the end of the day.

What support will there be for my child/young person's overall well-being?

All schools understand the importance of meeting the pupil's spiritual, social, moral, cultural, health and well-being needs, as well as their educational requirements. At Moor Nook Community School, the following procedures are in place for the Safe Keeping and Administration of Medication and Children's Well-being:

- Only medicines prescribed by a doctor will be administered.
- "When needed" medication will not be administered by Moor Nook staff - with the exception of Asthma.
- Pupils with Asthma will be encouraged to administer asthma medicines themselves, under the supervision of an adult. If necessary, the school will make arrangements to assist a child in administering the asthma medicine.
- Medicines must be dispensed from the labelled container, or, in the case of some medicines from a measuring cup or spoon.
- All medicines will be secured in a lockable cupboard, inside the Deputy Head's Office, apart from refrigerated medicines, which are kept in the Staff Room, where pupils have no access.
- As each dosage is given, the details must be kept in a register. This will be stored in the locked cupboard, with the medicines.
- All staff are made aware of any health problem that may need urgent medical attention e.g. asthma, heart condition, diabetes, epilepsy etc. before the start of a new academic year.

- Care plans are passed on to the relevant Class Teacher and the master copy is kept in their SEND records, with an additional copy in the school's pupil data folders, which are filed within the school's office.
- Most support and welfare staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. In addition, EpiPen training has been provided by the School Nurse to ensure the relevant staff are conversant with the appropriate action or medical procedure required.
- When necessary, key members of staff are trained to support children with Epilepsy.
- For more information on Medicine Administering and Safe-keeping or Health please see the school's Health and Safety Policy and guidelines.
- The school also offers individual play therapy, when appropriate, to support children's emotional and social needs.
- The school has a Learning Mentor who supports a group of children with additional needs regarding pastoral, social and emotional concerns.
- The school's PSHE curriculum also specifically focuses on the physical, emotional and mental health of pupils. For more information, please see the school's website: <https://www.moornook.co.uk/website/pshe/554404>
- On a Wednesday, all classes participate in the My Happy Mind programme. My Happy Mind is taught across five modules and each introduces a new set of content and habits to help children build resilience, self-esteem and confidence. For more information visit the website at: <https://myhappymind.org/programmes/school-programme/>
- The school's Office Staff and Learning Mentor support pupils and parents/carers with attendance and punctuality queries and concerns. The school also offers an attendance celebration to all children at 96% and above, every half term. This changes every half-term. Plus, all classes work towards 'Perfect Punctuality' and the class receive a reward after 18 days of everyone being on time. The classes decide on their reward; it usually involves non-uniform, class movies and an ice-cream treat!
- A positive approach is taken to enable pupils to demonstrate good behaviour and positive values within school, with classes all having Bee points and earning team rewards.
- At Lunch Time, the Computing Club supports some children who find it more difficult to make positive choices about their behaviour in 'free' time.
- The level of exclusions is low at Moor Nook Community School and is below the Lancashire and National averages.
- The school follows the Anti-Bullying Policy when incidents with bullying arise. This policy can be found on the website in the Policies section: <https://www.moornook.co.uk/website/policies/485173>
- Pupils with SEND have access to all aspects of school life; please see the section above for further information.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

For further information about SEND in Moor Nook Community School, please see the school's website 'SEND Information' section and Policies.

Here you will find the following reports about SEND Pupils at Moor Nook:

- Link to Lancashire's Local Offer
- Moor Nook Community School's Local Offer
- Special Education Needs and Disabilities Policy
- School Accessibility Policy (Policy Section)
- SEND Information Report (This document)

The SENDCo is responsible for continually developing SEND within Moor Nook Community School. Every year a Subject Development Plan is created to move this area of the school forward and this is implemented throughout the year. At the end of every term, progress against the targets is submitted to the Headteacher and Governing Body. Regular meetings are held between the SENDCo and School Development Governor (Mr. Steve Belbin) to discuss progress and make amendments to SEND practice, within school.

The viewpoints of pupils are sort through subject questionnaires and individual review meetings, where children are always asked to share their experiences, feelings and concerns. Pupils can also share general ideas about school with the Class Representatives of the Student Council and their Values Ambassador.

Parents/ Carers can share their views about school at anytime with a member of staff, we are all here to listen to concerns and strive for improvement. A questionnaire is also available to parents/carers for their views of school life at Parent's Evening. Parents/Carers are also asked to share their viewpoints at review meetings. They can also contact the school via the website: <http://www.moornook.co.uk/website/contact/478006>

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

Moor Nook Community School is involved with several outside agencies and professionals:

- Education (Educational Psychologists – Lancashire EP - Kelly So & SP Psychology – Suzanne Oakley, SEND Case Manager – Iain Philips, Lancashire SEND Specialist Teacher Traded Team – Penny Hunter and DBE Advisor - Jonathon Hewitt)
- Health (Nurse – Victoria Hunter, Doctor, Consultants, Occupational Therapy, Speech and Language Therapy, Physiotherapy, CAMHS)
- Education Welfare Officer
- Pupil Access Team (Caroline Wallace)
- Social Services
- Lancashire Inclusion Service
- Ethnic Minority Advisor and Teaching Staff (Agnieszka Meeson)
- Play Therapist (Sharon Mederos)
- Speech Therapist (Hannah Clarke - Bridge Speech Therapy)
- Inclusion Solutions

Access to support is planned for at the end of each academic year, so that is it ready and fully functional from the start of a new academic year. The school can also be flexible to the needs of pupils and parents/carers and access additional support when requested or required, at any time during the school year. This will be discussed with pupils and parent/carers before initiated.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

The complaints procedure for SEND mirrors the school's other complaints procedures, which can be found in the Governor File or in the Complaints Policy on the website at: <http://www.moornook.co.uk/website/policies/485173>

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues, then they will meet with the Headteacher, SENDCo and class teacher. If the concern cannot be resolved at this stage the Head may involve the School Development Governor, Mr. Steve Belbin. The Chair of Governors, Mr. Brian Rollo, and/or the LEA will be involved after other avenues to resolve the situation have been exhausted.

Where can I find the contact details of support services for the parents of children/young people with SEND?

The Lancashire Local Offer can be read at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/> or on Facebook at: <https://www.facebook.com/LancashireLocalOffer/>

The latest Lancashire SEND newsletter for Lancashire families can be at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/send-newsletter/>

Support and advice from the Local Authority via the Lancashire Inclusion Service (Formerly SENDIASS/ Parent Partnership) can be accessed via the following link: <https://lancssendias.org.uk/>

The school can and have assisted parent/carers with reaching out to this service, if they require further support or an introduction to the service.

All offers of support e.g. workshops, discussions, meetings etc. which are advertised from the Lancashire Inclusion Service are shared with parents via the ParentApp 'Connect', news section of the school website home page, Tapestry or Class Dojos.

Where can I find information on where the local authority's local offer is published?

Moor Nook Community School's Local Offer can be found at – https://www.moornook.co.uk/website/send_information/508997

Lancashire County Councils Local Offer can be found at –

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/> or on Facebook at:
<https://www.facebook.com/LancashireLocalOffer/>

Written on behalf of Moor Nook Community School by:

Andrea Jaeger – SENDCo

(September 2024)