

Molescroft Primary School

Special Educational Needs and Disabilities (SEND)



Information Report

September 2016, updated December 2017, November 2018, September 2019,
November 2020, September 2021, October 2022, September 2023, September 2024,
September 2025, September 2026

SENCO: Mrs Sarah Mallison

SEN Governor: Mr Kris Hilton

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Local Offer Contribution: www.eastridinglocaloffer.org.uk

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.

Our Approach as a 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 is:

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”.

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.

As a school we are currently completing training from Nurture UK supporting the development of Whole School Nurture Provision. We have a clear action plan which is currently being implemented working towards the Mary Boxall Nurture Award over

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the coming year. As a school we consider the six principles of nurture throughout all aspects of the school day and the provision we are providing for the children:

- 1. Children's learning is understood developmentally:** We recognise that children are at different developmental stages socially, emotionally, physically and educationally and work hard to adapt and respond to their individual needs with a non-judgemental and accepting attitude. It is our aim for every child to feel safe and secure. We use the Boxall Profile social and emotional development tool to help staff to track and respond to a child's needs to ensure positive support is in place.
- 2. The classroom offers a safe base:** We work hard to provide safe, calm and inclusive environments with a balance of educational, social and emotional experiences aimed at supporting the development of positive relationships peer to peer alongside child to adult. Adults work hard to provide reliable, consistent approaches with the children alongside predictable routines.
- 3. The importance of nurture for the development of wellbeing:** We recognise the importance of adults engaging with children in reciprocal shared activities ensuring children are able to share their voice and feel valued. We continue to work together to build strategies to promote the welfare and well-being of all members of our school community.
- 4. Language is a vital means of communication:** We understand the importance for our children to be able to understand their own thoughts and feelings and informal opportunities for talking and sharing are built into the school day alongside more formal lessons. As a staff we understand the importance of our own language towards children and are developing scripts to support a consistent approach across school.
- 5. All behaviour is a means of communication:** We recognise that children communicate through behaviour and it is our role as adults to help children to learn and understand how to express their needs appropriately and we use non-

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threatening and supportive language to resolve situations. We support challenging behaviour in a safe manner before trying to understand what a child is trying to tell us.

- 6. The importance of transitions in children's lives:** Children experience many transitions throughout their lives, and on a daily basis; transitions from home to school, between classes and teachers, from break time to lessons as well as the transitions between year groups and schools at the end of the year. We recognise that children require managed transitions via carefully planned preparation and support

The six principles of nurture are evident in the way we:

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

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Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: The pupil's needs are analysed using the class teachers' FLIC assessments and experience of working with pupil, details of previous progress and attainment, comparison with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and FLIC assessment data and national curriculum year group expectations, on how the pupil is progressing. This analysis is regularly reviewed to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being addressed and that interventions are appropriate. We use support plans to inform our provision for pupils with SEN.

Plan: Planning involves consultation between the teacher, SENCO and parents to agree adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. Targets are set, linked to classroom targets, to ensure progression for pupils with SEN in the form of SEN support plans.

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All of those working with the pupil are informed of their individual needs, support being provided, any particular teaching strategies/approaches being employed and outcomes being sought.

Support plans are written to support the pupil. These are reviewed and updated in the Autumn, Spring and Summer term in a meeting involving the class teacher, SENCO and parent. The pupil voice is also represented through the completion of a one page profile discussed at the meeting. These meetings are additional to the parent consultation evenings in the Autumn and Spring terms. The school provision map is reviewed termly and updated to show the support and resources available for children with SEN and children who are struggling to meet their targets.

Do: The class teacher remains responsible for working with the child on a day-to-day basis. Classes are small and have a teacher and teaching assistant who work closely to meet needs within the class generally. Children may work from individual programmes supported by the class teacher or teaching assistant, or may be part of a small group intervention either within or outside the classroom. Computer based learning programmes are also introduced for some children to continue to support their development. Support with further assessment of the pupil's strengths, areas of need and implementation of effective support is provided by the SENCO in consultation with the SEN advisor.

Review: Reviews of a pupil's progress are made regularly. The review process evaluates the impact and quality of the support and interventions. It takes account of the views of the pupil (through their one page profiles) and their parents (through support planning meetings). The class teacher and SENCO will revise the support and outcomes based on pupil progress, and next steps (smart targets) will be developed to state what we wish the pupil to achieve over the next term. Provision across the school is reviewed termly through the provision map.

Having consulted with children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with

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the professionals that offer the support to your child and hold both our internal/external providers and ourselves to account.

Types of Support Available for children with SEND

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.

All classes have a dedicated 30 minutes per week for the teaching of PSHE. 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.

Children and young people's special educational needs are generally thought of in the following four broad areas of need and support:

Universal Offer	Targeted Support	Specialist Provision
<u>Environments</u> <ul style="list-style-type: none"> Safe and well organised classrooms Calm and purposeful environments for children to thrive in Visual resources easily accessible eg working walls for maths and literacy, phonics displays, word banks/GPS/maths vocabulary displayed, resources to support progress in specific lessons eg MFL We take care to consider the sensory impact the classroom environment may 	<u>Environments</u> <ul style="list-style-type: none"> Access to a calm space/area for children who need more time and space to regulate. Individual visual or written timetables or checklists. Nurture provision in place in the mornings for children who find the classroom a hard place to learn. Outdoor spaces used to enhance learning opportunities and opportunities to reset. 	<u>Environments</u> <ul style="list-style-type: none"> Own work space/area in the classroom Now and Next boards Outdoor learning and spaces used to support children with SEMH/Sensory regulation needs eg Adventure playground

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<p>have on our children and reduce the visual and auditory stimuli available.</p> <ul style="list-style-type: none"> • Dyslexia friendly resources used to benefit all pupils eg coloured backgrounds • Resources readily available and differentiated according to need • Multi-sensory resources are used within and across lessons • Visual or written timetables on the board to support familiar routines • Modelling handwriting to showcase expectations consistently • Outdoor learning is used when appropriate • Consistent expectations for behaviour • Praise and reward 		
Universal Offer	Targeted Support	Specialist Provision
<p><u>Cognition and Learning</u></p> <ul style="list-style-type: none"> • High expectations for all pupils • Principles of accelerated learning used through-out school • Clear learning objectives/outcomes for all lessons • High quality modelling and use of good examples to aid 	<p><u>Cognition and Learning</u></p> <ul style="list-style-type: none"> • Bespoke group sessions delivered by the class teacher, intervention teacher/teaching assistant for maths, reading or writing. • Early Bird Groups for Year 2-6 delivered by year group Teacher/TAs • Phonics intervention groups 	<p><u>Cognition and Learning</u> May include access to some provision from Targeted Support plus:-</p> <ul style="list-style-type: none"> • Personalised curriculum for reading, maths, writing: delivered 1-1 • Visual Stress-Coloured overlays/books with coloured pages • Maths-Power of 1, Power of 2, Times tables • Writing check-lists

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<p>memory and support expectations</p> <ul style="list-style-type: none"> • High quality “on the spot” feedback, flash marking and corrective teaching to ensure all children make progress • Clear steps for progression (to scaffold and support) within lessons • Teaching to support mastery • On-going AFL for, and of learning • Pre-teaching of key-concepts and language to support learning • Adaptive teaching used to support children’s access to the curriculum • Use of a range of resources eg concrete objects, images, sequencing, kinaesthetic etc • Access to key vocabulary for all subjects-on displays / table word mats. • A consistent approach to Handwriting. • Use of high quality texts to develop a real love of reading. 	<ul style="list-style-type: none"> • Teacher supported group in lessons • First marking and response time. • Loco-Parentis 1-1 reading at Breakfast or Tea Club and/or 1-1 reading daily in class • Touch Typing for children who struggle with written recording. • Group or personalised spelling list-Spelling Shed • Mind-maps of ideas to support writing • Technology to support learning-access to iPad • Apps to support learning in Maths/Spelling-Numbots/TT Rockstars/Spelling shed • Speed-Up/Pegs to Paper Handwriting group intervention. 	<ul style="list-style-type: none"> • Start write, stay right-whole child approach to handwriting • Write from the start – handwriting skills • Colourful semantics approach to reading • Precision Teaching-for reading/Spelling/Number skills • Support from specialist provision-SaPTS(Hearing/Vision/Physical) • Support from Downright Special • Support from Educational Psychologist • Assessment and recommendations from SEN Consultant, Marcus Brown
Universal Offer	Targeted Support	Specialist Provision
<p><u>Communication and Interaction</u></p> <ul style="list-style-type: none"> • A rich language culture and climate across school 	<p><u>Communication and Interaction</u></p> <ul style="list-style-type: none"> • Social skills groups • Time to Talk Groups • Talk Boost 	<p><u>Communication and Interaction</u></p> <ul style="list-style-type: none"> • Checklists/task prompt sheets to break down information within

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<ul style="list-style-type: none"> • Lessons built around talk and oral rehearsal • Talk for writing used to support idea development • Drama and role-play planned into teaching sequences • Quality first phonics teaching which focusses on correct pronunciation of sounds and oral blending • Paired talk in all lessons • Collaborative group work • Speech and Language therapy Assessment and Checklists 	<ul style="list-style-type: none"> • Phonological Awareness • Lego Therapy • Lunchtime Nurture Provision • Social Stories/Comic Strips • Small group speaking and listening skills 	<p>instructions. This is to support independence</p> <ul style="list-style-type: none"> • SALT Activities 1-1 delivered by TA • Language for Thinking activities(Downright Special) • NHS Speech and Language Therapy • Now and Then visual timetables • PECS Communication Programme
Universal Offer	Targeted Support	Specialist Provision
<p><u>Social, emotional, mental health needs:</u></p> <ul style="list-style-type: none"> • A staff team who see each child as unique, following the six principles of nurture. • Secure, trusting relationships between all adults and children. • Whole School approach to good behaviour and anti-bullying • Daily routine is explicit in all classrooms. • Positive praise and rewards including: Marble Treats and Gold certificates. • Pupil Classroom jobs to raise self- 	<p><u>Social, Emotional, mental health needs:</u></p> <ul style="list-style-type: none"> • Reasonable adjustments to Good Behaviour policy for named individuals • ELSA/TA meet and greet pastoral support for pupils who struggle to come in to school • Social Groups-eg Time to Talk • Calm/Quiet space within school • Kevin; 1-1 sessions for key children • Nurture Provision-lunchtimes. • Morning SEMH Nurture provision for a group of children. 	<p><u>Social, Emotional, mental health needs:</u></p> <ul style="list-style-type: none"> • Individual Behaviour/Reward systems • ELSA sessions • Lego Therapy • Key-skills cooking group • Key Adult 1-1 sessions • Specialist support eg Social worker input; Inclusion practitioner • Transition Arrangements-class/class; school-school • Pupil Profiles • Photograph Passports

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<p>confidence and responsibility.</p> <ul style="list-style-type: none"> • Y5/Y6 School jobs of responsibility • Weekly PSHE lesson • RSE policy and programme to support key skills for being ready and fit for their future • Annual Health Week • Lunchtime & afterschool clubs offering sports, dance, choir • Whole School Assemblies • Kevin the therapy dog available all day to all members of the school. • Lunchtime playground games 		
Universal Offer	Targeted Support	Specialist Provision
<p><u>Sensory and/or physical needs</u></p> <ul style="list-style-type: none"> • Triangular pencils • Pencil grips, special pencils/pens • Foot blocks • Posture cushions/wobble cushions. • Angled writing slopes • Coloured overlays/coloured backgrounds/coloured paper & or books. • Brain and movement breaks planned into the class routine. 	<p><u>Sensory and/or physical needs</u></p> <ul style="list-style-type: none"> • Handwriting support groups <ul style="list-style-type: none"> ❖ Write from the Start ❖ Speed Up ❖ Start Write, Stay Write ❖ Pegs to Paper 	<p><u>Sensory and/or physical needs</u></p> <ul style="list-style-type: none"> • Physiotherapy/Occupational therapy exercises • Sensory Integration activities • Specialist medical needs (eg Diabetes) • Intimate Care Plans • SaPTs Support-Physical Services/ Hearing and vision impairment • Ear Defenders for noise sensitivity

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The East Riding of Yorkshire Ordinarily Available Inclusive Provision (OAIP) outlines examples of the provision and approaches that the local area expects to be available for children with Special Educational Needs and / or Disabilities (SEND), in all educational settings, including early years, schools and colleges. Molescroft Primary school have conducted an audit of the provision and are working towards ensuring that all provision can be made available. For further information follow the link below:

[Ordinarily available inclusive provision](#)

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.

As of September 2026 we have 67 children receiving some form of SEN Support and 19 children with an EHC plan. We have internal processes for monitoring quality of provision and assessment of need. These include pupil progress meetings, SEN Support planning meetings, provision mapping and data analysis.

Support Allocation

The staff at Molescroft Primary School aim to develop a culture of inclusion and diversity, in which all pupils can participate in the life of the school. Considerable thought, planning and preparation goes into utilising our teaching assistants to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

We have higher level teaching assistants, and teaching assistants deployed across the school; to support pupils in the classroom and interventions. 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

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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.

The SENCO works with other services to secure additional equipment and resources for children with specific needs.

The head teacher, SENCO and governors endeavour to secure the provision of equipment and facilities for children with SEND, within the constraints of the school building and budget.

Partnership between School, Parent and Child

The Head teacher 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 Head teacher; followed by the opportunity to spend time in the classroom with their child.

A parent's first contact is always the class teacher for any discussions regarding their child. There are two official parent consultation meetings held in the autumn and spring term and the parents also receive a formal written report in the summer term. Staff are happy to meet with parents at any other times, should the need arise.

Parents are also free to meet with the SENCO at any time to discuss concerns regarding their child's development. The SENCO will also meet with parents on a

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termly basis through the SEND Support planning meetings; which offers the parents the opportunity to share the home perspective of a child's development. For parents of a child with an EHCP they will also be invited to a yearly review meeting in addition to the termly meetings.

Pupils also share their voice through their meetings with the SENDCo and their voice is recorded on the support plans. This document includes their views on what is going well and what they find challenging; how they think they work and any support they feel would support them. These pages are shared with parents and teachers to ensure their voice is heard.

Staff Development and Qualifications

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

The current SENCO holds the following qualifications:

- National Award for Special Educational Needs Co-ordination
- Masters in SEND
- Certificate of Competence in Educational Testing
- Dyslexia Leadership & Management
- Completed Working Memory Training
- Deaf Awareness Training
- Teaching children with Down syndrome – Training by Downsright Special
- Sensory Integration Training – Barnardo's
- Family Links Nurture Training
- Bereavement Training
- De-escalation Training
- Youth and Mental Health First Aid Qualification

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- Senior Mental Health Lead Training
- Team Teach Restraint Training
- Nurture UK – Nurture Groups Training
- Nurture UK – National Nurturing Schools Programme

Within the teaching staff we have members who have completed the Team Teach Training. We also have 2 teaching assistants who are qualified ELSA trained. (Early Literacy Support Assistant)

The SENCO attends the termly SENCO forums and the termly partnership meetings to ensure her knowledge, understanding and good practice is current and up to date. She is also part of the local Authority SENDCo action group supporting and developing initiatives for the East Riding of Yorkshire SEND team.

Teachers and teaching assistants work alongside other professionals and agencies in order to deliver relevant plans for individual children.

At Molescroft Primary School some extracurricular activities are run by outside providers. Parents of children with SEND liaise with the provider to ensure their child's needs are met.

Transition

Our academic assessment for children with Special Educational Needs is moderated through our cluster of schools and neighbouring partners. We work with our nursery providers to support the transition of children in to the next phase in education. The foundation stage teacher visits the pre-school setting to meet the children and then the children are invited to a tea party with their parents to school in order to experience the setting and meet the foundation stage team. All data on a child is received by the school and used to inform their baseline assessments.

Each year children are supported in their transition to the next year group through transition days, transition passports and data meetings between members of staff. All

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data is passed on and the receiving teacher is also invited to the SEN Support planning meeting in the summer term.

Transition to secondary schools is supported through the visits to the feeder schools on transition days. The secondary school SENCO is also invited to the summer term SEN Support planning meetings and all records are transferred. If a child is deemed vulnerable we will also arrange for the primary school teaching assistant to attend the transition day with the child to offer support.

External Partnerships

If a child is not making expected progress we may seek advice from a number of sources.

These include:

- Educational Psychologist
- Autism Inclusion Practitioner-Family and Individual Support
- SEMH Specialist Teaching and Support Team
- Neurodiversity Team
- Sensory Hub
- Mr Marcus Brown -Independent SEND Consultant
- Sensory and Physical Teaching Support Service
- NHS Speech and Language Therapy
- NHS Specialist Speech and Language Therapy services
- Independent Speech and Language Therapists
- NHS Occupational Therapy
- NHS Physiotherapy
- Barnardo's Occupational Therapist providing Sensory Integration Therapy
- Downright Special
- CAMHS
- School Nurse
- Specialist Diabetes Nurse
- Portage

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- KIDS
- Plus any other agency who may be required to provide support to a child with SEND.

Details of the East Riding of Yorkshire Council's Local Offer:

www.eastridinglocaloffer.org.uk

Complaints

Our complaints procedure can be found on the school website using the link below; alternatively a copy can be requested from the school office.

<http://www.molescroftprimary.net>