



Moulsecoomb Primary School

Local Offer
(2025 – 2026)



Moulsecoomb Nursery and Primary School is a **compassionate learning environment** with a **proud community** at its heart. We provide an **inspiring** and **inclusive curriculum** which **nurtures curiosity, resilience** and **independence**. Children leave our school with happy memories and the **skills, knowledge** and **experiences** to continue to **aspire and achieve**.

Who are we?

Moulsecoomb Primary School (MPS) is a 1 form entry primary school, with a Nursery attached, which is part of The Pioneer Academy (TPA). We work in close partnership with the local and wider community to provide each child with the opportunities and experiences that enable them to reach their full potential. We liaise with a wide range of partner agencies to support the children and families at our school; the children's pastoral care is our highest priority.

We are committed to raising standards and have worked alongside the Local Authority (LA) on various initiatives to improve achievement and attainment. We are an extended school, offering a range of services and clubs, and have outstanding outdoor facilities. The school has received many awards for its achievements.

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

- Speech and Language
- Occupational Therapy
- Educational Psychology
- Brighton and Hove Inclusion Support Service (BHISS) – for support from Specialist SEN teachers in the Early Years team, ASC and Language team, SEMH team
- Sensory Needs service
- Restorative Justice
- Play Therapist

- Links to network of curriculum/SEND resources and models of practice across TPA
- Expertise and support from Trust Central Team

What training and experience have the staff supporting children with Special Educational Needs and/or Disabilities had or having?

Attachment Disorder Training, Autistic Spectrum Condition (ASC) support, Behaviour Management and Dyslexia Awareness Training (LSS).

Every Child A Reader, First Class @ Numbers, Success at Arithmetic, Forest Schools, Restorative Justice, Play therapy, Supporting Children's Mental Health, Supporting Visually Impaired Children, Talking for Specific Medical Conditions, Working with Others

Accessibility

- Accessible toilet

How we meet SEND needs?

How do you know if a child/young person needs extra help?

Within the foundation stage, the need for extra help is identified through close monitoring and tracking using the Foundation Stage Profile (FSP). Concerns are addressed by the SENDCo/Class teacher and referrals made for support as appropriate with parent/carer support.

'Pupil Progress Review' meetings are held termly to track the progress and attainment of all pupils from Reception to Year 6 and are attended by the Deputy Head and /or SENDCo. Every child is discussed in depth, and those needing extra help are identified and put forward for appropriate additional support – either from our wide range of in school interventions, or for interventions led by professionals with whom the school works.

What should a parent/carer do if they think their child has SEN?

If a parent/carer has any concerns they are encouraged to talk to the class teacher first.

We have a non-class based SENDCo, who welcomes parents and carers into school to talk about any concerns they may have about their child; we are always ready to meet with parents to ensure that we are working in partnership towards the best outcomes for all children. By talking through your concerns about your child's SEND with you, we will be able to look together, at the appropriate support that they need. MPS prides itself on seeing children as individuals and catering for their needs accordingly, not only academically but also socially, emotionally and physically.

How do staff support children and young people with SEN?

Quality first teaching underpins the learning and support for all the children in our school community. Our wide range of SEN intervention programmes support children who need additional help and are carefully coordinated to make sure that the support is effective and appropriate to each child's individual needs. Our Teaching Assistants are trained to deliver interventions in Maths and English, and we have a wide range of further interventions delivered by teachers in either small groups or 1:1 outside the classroom, these include Little Wandle Phonics. As a school, we have support from the Brighton & Hove Inclusion Support Service (BHISS) teams including the Early Years, SEMH, ASC and Language teams. In school, we have experienced Learning Mentors and support beyond the classroom is well established and well resourced. In class, in addition to 'quality first teaching', the wide range of ongoing professional development that all staff receive means that as a school we cater exceptionally well for children with additional needs through a structured accessible curriculum that is carefully differentiated and adapted.

How is the curriculum matched to a child or young person's needs?

Through knowledge and understanding of children's preferred learning styles and the use of a creative curriculum, every opportunity is taken to ensure the curriculum is exciting, engaging, stimulating, relevant and challenging for all children. Specific adaptations are made to allow individual children to most readily access their learning and achieve their potential. Regular review of children's progress means that any further adaptations or interventions are put in place as required. High achieving children are identified and offered opportunities to extend their work to ensure they meet their potential in all areas.

How do both parents/carers and the setting know how a child/young person is doing?

Termly meetings between school staff to discuss the progress of every child, additional multi-agency support meetings to monitor the progress of the most vulnerable, and the regular feedback to parents/carers from class teachers, SENDCo and Learning Mentors mean that both school and parents/carers know how all children are progressing with their learning. Achievement assemblies celebrate the progress of all children, and termly parents/carers evenings are for in depth discussion between parents/carers and teachers, with the SENDCo and other pastoral staff present to talk to parents/carers if they wish. School reports are sent home at the end of the summer term, but our open-door policy means that parents can come and discuss their children's progress by making appointments with relevant staff or making a phone call to the SENDCo at any point in the academic year.

How do you support parents/carers to support their child's learning?

We actively encourage parents and carers to come into the school to get involved with their children's learning. Parents and carers receive school newsletters, invitations to achievement assemblies, Family Fridays once a half term and invitations to support school trips. The School Website is full of information about how parents can get involved in school; all of our staff encourage parents to volunteer to help in class, to read with children and to take advantage of all the family learning opportunities available to help them support their children's learning.

How do you support a pupil's overall wellbeing?

Our pastoral care is second to none. Our school ethos is founded on the belief that a child's social and emotional wellbeing are of paramount importance and are fundamentally related to their ability to learn. Our Learning Mentors, Welfare Lead and SENDCo all ensure that each child is valued and respected, and all aspects of a child's wellbeing are nurtured. Our wonderful school grounds give opportunities for learning, achieving and enjoyment beyond the classroom through sport, growing produce, keeping chickens, and exploring all the heritage buildings, the orchards and wildlife ponds.

How are parents and children/young people included in activities outside the setting, including school trips and/or work experience?

We believe that school trips hugely enhance a child's learning, and we aim to take children on exciting and interesting visits - to places that will widen their worldview, stimulate their imagination and support their learning on a regular basis. These trips, activities and experiences are part of our TPA Pupil Passport. We aim to make trips accessible to all and encourage parents and carers to join us on trips wherever possible.

How does the setting prepare and support children/ young people for transitions?

Transitions, whether it be from Nursery to Reception, from one key stage to the next, from Year 6 to Secondary School, or simply transitions from one school activity to another, such as from play time to lesson time, can be challenging for many children; we make these transitions as smooth as possible ensuring children are well prepared for all aspects of change; by having staff with a specific responsibility to support transition, by involving parents and carers and by devising individual plans for children's needs we are able to make transitions as easy to manage as possible.

How resources are allocated and matched to children/young people's needs?

Allocation of support and resources is needs led. Smaller class sizes and regular review of children's progress means that we know our children's needs well and are able to allocate resources as appropriate. The progress a child makes while accessing additional support is closely monitored to ensure that the support is effective and appropriate. If needed, further support or assessment is offered.

How are decisions made about the type and level of support a child/young person receives?

Children are allocated additional support according to a tiered scale of need. Our Provision maps ensure that the appropriate staff know all the support that each child is receiving, and our assessment system shows what progress each child is making. The provision maps and tracking on the assessment system ensure that the support each child gets is at the appropriate level for them, and that if needs be, they are offered more intense support at a higher level. After careful consideration of the progress made through interventions in place in the past, a child may be referred to the Education Psychologist, and then advice is given on requesting statutory assessment of SEND – applying for an Education, Health Care Plan.

How are parents and children/ young people involved in the setting?

Moulsecoomb Primary School is located at the heart of the community that it serves. We are a school with very close ties to the children and their families who attend our school and many families have been with us for several generations. We have close links with our parents and carers and between the school and the community. Coffee mornings, support groups, after hours clubs, summer play schemes, and breakfast clubs all allow children and families to enjoy the school facilities and to be part of the whole school community.

More information on how we meet the needs of children/young person with SEN at our school

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School website:	https://www.moulsecoomb.brighton-hove.sch.uk/brighton-hove/primary/moulsecoomb
Ofsted dashboard:	http://dashboard.ofsted.gov.uk/dash.php?urn=132028
Ofsted report:	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/132028