

Moor Hey School

SEN Information Report



School Mission Statement

Moor Hey School is an inclusive school where we work together to provide a caring and supportive environment to meet and celebrate the diverse abilities and needs of all our pupils, enabling them to fulfil their personal, social, moral and academic potential.

School Aims

- To provide a broad, balanced and relevant curriculum differentiated to meet individual needs.
- To encourage and promote understanding of each pupil's individual needs.
- To raise self-esteem through a positive approach to teaching & learning.
- To develop and enhance appropriate social skills in a range of contexts.
- To increase independence for life.

1. The kinds of special educational needs for which provision is made at the school.

Moor Hey School is a generic Special School which caters for Primary & Secondary age pupils (4-16yrs of age). All of our pupils have statements for special educational needs (SEN) or new Education, Health & Care Plans (EHCP); all pupils have some degree of learning difficulty, some require speech and therapy support, a significant proportion of pupils have autism, some have visual or hearing impairments, physical difficulties, behavioural, emotional and social problems and specific learning difficulties. Increasingly pupils have complex needs resulting in a combination of barriers to learning. The school is situated in a cul-de-sac off Leyland Road in Lostock Hall and pupils attending are generally from the South Ribble, Chorley, Preston, North and West Lancashire areas.

The majority of their learning takes place on-site in school but some pupils are able to attend mainstream partner schools for some lessons for specific purposes agreed by parents and schools. Vocational training is also provided for pupils in Key Stage 4.

We offer our pupils a structured and caring educational environment with positive community links. All our pupils work within the National Curriculum but it is extended to meet individual needs. When pupils leave the school at the end of Year 11 we have always managed to place our pupils in either open employment, a suitable training scheme or on a further education course.

We have a good reputation within the local community and the education sector. We welcome visitors throughout the year from mainstream schools and other agencies who use the school to broaden their knowledge & expertise.

We operate a genuine 'open door' policy. Staff will endeavour to make themselves available (subject to teaching commitments) and take time to build positive and effective relationships with pupils, parents/carers, professional colleagues and members of the public.

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

All pupils who attend Moor Hey School have been previously assessed by professionals and the Local Authority and have been issued with either an Education, Health and Care Plan (EHCP) or a Statement of Special Educational Need (SEN). The school does, however, occasionally admit pupils on an assessment basis, following negotiation with the Local Authority. When this occurs, the school will then contribute to the educational assessment for the child's EHCP.

3. Information about the school's policies for making provision for all pupils:-

(a) How the school evaluates the effectiveness of its provision for such pupils;

As all of our pupils have SEN, assessment and evaluation of the effectiveness of provision is an ongoing process throughout the academic year through various means of communication and considered amongst the whole staff, with pupils (individually and collectively), with parents (individually and collectively), within the Senior Leadership Team (SLT) and the Governing Body. Examples of how we assess and evaluate are;

- * Pupil Termly Self-Assessment sheets
- * Termly and Annual IEP analysis
- * Annual Pupil Questionnaires
- * Annual Parent Questionnaires
- * Specific consultation relating to provision i.e. Weekly carousel options and Excellence & Enjoyment weeks

- * Parents Evenings in Autumn and Spring terms
- * Annual review advices & annual review meetings
- * Reports from other professionals
- * Individual pupil progress data
- * Subject Leader termly reports and annual progress reports to governors

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

When a child is admitted to Moor Hey School a baseline assessment is carried out within 6 weeks and an Individual Education Plan, (IEP), is formulated for the child with reference to their statement objectives (or with new EHCPs in line with reference to planned end of Key Stage outcomes). This is reviewed termly and progress towards targets is analysed termly and annually and shared with staff and governors at regular intervals for review.

Individual pupil assessment of progress is measured using B-Squared in all subject areas and is updated half-termly. This assessment without levels model will have comparative data across Lancashire Special School by July 2017. This is underpinned by a range of nationally recognised assessment tests, techniques, strategies and models aimed as differing levels of ability to give a 'rounded' picture of individual pupil attainment and achievement to build upon an individual's personal, social, emotional and academic potential.

As a special school, pupil progress and achievement is measured in terms of teacher based assessment using B-Squared. The school has developed comprehensive systems of analysis so that over time, pupil progress can be tracked and reported accurately. The effectiveness of the provision at Moor Hey is assessed and monitored on an on-going basis through Individual Education Plans; Individual Programmes; the on-going assessment and evaluation of pupil progress and through whole school analysis of B-Squared data.

All pupils have their Statements (which will in time be converted to EHC plans) reviewed annually or within this timeframe as an 'interim' or 'emergency' review if their needs change significantly or parents/carers request an 'early' review. Parents/carers are actively encouraged to attend the meeting in school which usually lasts around 1 hour and documentation relating to the pupil for discussion at the meeting is distributed prior to the review to all relevant parties.

If parents are unable to attend the allocated review date and time, office staff aim to negotiate a mutually convenient alternative date and time. Where parents do not live locally to school and are without transport the SENCo will endeavour to complete the review in the home setting or alongside another meeting which is more local to home. This however, does sometimes mean that pupils are not directly involved if it is during the school day.

The SENCo and/or Pupil Support Worker are actively involved in supporting children with SEN and are regularly involved in providing information (with parental consent) to other professional agencies who are involved in reviewing their needs i.e. CAMHS, Speech Therapy, Occupational Therapy, Physiotherapy or other care providers. Where at all possible a member of staff will support parents and/or pupils at multi-agency meetings to ensure there is a 'holistic' view and effective plan in place to meet an individual's needs.

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

The nature of teaching at Moor Hey is inclusive and fully promotes and enables all pupils to achieve their full potential; to learn to be healthy, sociable and tolerant of differences and disabilities and promotes equality of opportunity whatever the child's special educational needs. At Moor Hey children are able to learn in a positive, secure environment; enjoy coming to school and make excellent progress.

Primary pupils follow the requirements for the relevant Key Stage of the National Curriculum, most often based in the same primary classroom with the exception of certain lessons, i.e. PE, ICT or Art.

A Secondary school model is followed in terms of curriculum across Key Stages 3 & 4 (more information can be found on the schools website or via the school's prospectus available from the school office). The curriculum is reviewed every year to ensure it is meeting statutory requirements and the needs of the cohorts of pupils at each key stage. Key Stage 3 Maths & English are delivered in ability based groups with the rest of the curriculum being delivered in mixed ability year group classes; differentiated to meet the individual needs of all the pupils within a class group. The curriculum allows for progression within subjects and across key stages.

Key Stage 3 pupils follow national curriculum subjects and Key Stage 4 pupils study Maths, English, Science, ICT, PE, RE, PSD, Food Studies, Functional Skills in Maths, English and ICT and one vocational Personalised Learning Programme (PLP) course. All courses in Key Stage 4 are accredited and Y11 pupils have access to the National Food Hygiene Award in addition to a 2 week personalised Work Experience. They are also offered access to the Duke of Edinburgh scheme at Bronze level. The ASDAN Bronze Award and COPE award have also recently been introduced in the secondary department.

For those pupils who find a full-time school curriculum too demanding we endeavour to develop a bespoke 'alternative education' package in Key Stage 4 which ensures they are still able to gain accredited qualifications for a Post 16 setting.

Life skills, communication, working toward independence, access to the community and consideration to 'life after school' forms an inherent element of curriculum delivery across the whole school.

School provides qualified experienced staff who have expertise in working closely with young people who present a wide range of learning difficulties and disabilities. Each class group's learning is led by a teacher and supported by an appropriate number of teaching assistants reflecting the individual needs and abilities of the group. Where appropriate individual 1:1 support is offered to allow access to a specific activity or lesson.

All staff undergo regular training and professional development both internally and externally to continually enhance their skills and update their awareness and knowledge of SEN and LDD; subject specialisms and other aspects of school e.g. safeguarding, behaviour management, manual handling for example.

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

The curriculum is designed to address the individual developmental, sensory, physical, personal, social, emotional and communication needs of the pupil. We offer a broad, balanced and relevant curriculum to each pupil as part of our whole school approach to curriculum entitlement. Effective planning ensures that teaching meets the learning needs of all pupils, giving due consideration to National Curriculum requirements, and the pupils' individual personal, social, communication, medical, sensory and physical development needs. Staff take account of the children's IEPs to interpret the curriculum and differentiate activities to suit individual pupil need.

Teachers and Teaching Assistants are confident in employing a range of differentiation strategies to ensure that children with a wide variety of needs can access the curriculum. The school is developing a total communication environment which includes the use of Makaton, photographs, symbols, objects of reference, communication and visual timetables. The school has also developed a range of low tech and high tech computer equipment to assist with the development of communication and ICT skills, including iPads, laptops and interactive whiteboards in each classroom.

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

The school has small class sizes and high staff to pupil ratios which enables teaching to effectively meet the wide range of special educational needs of our pupils.

PHYSICAL DEVELOPMENT: Pupils who are identified with delays in acquisition of gross motor skills have access to the SMART MOVES (OT) physical development programme in PE lessons. Training is provided for relevant staff is the use of wheelchairs and splints and referrals are made from school directly to Occupational Therapy or Physiotherapy through discussion with parents.

COMMUNICATION : The allocated Speech Therapist attends school weekly. She provides direct therapy for identified pupils, liaises with staff delivering programmes in class and with parents and the SENCo. In 2015 staff completed the foundation level Makaton workshop and a total communication environment is being established in Class 1.

SENSORY PROCESSING / ASC: All staff undertook Sensory Integration training during 2014-2015 which included a sensory audit, implementation of resources and monitoring of the impact of individual strategies.

MEDICAL SUPPORT: The school employs a member Pupil Support Worker who works in partnership with the School Nurse to support parents and to help us to meet the medical and personal care needs of our pupils. This includes the development and monitoring of care plans and medical protocols, the administration of medication, continence, dental, personal hygiene and dietary advice.

(f) How the school enables pupils with special educational needs to engage in the activities of the school;

Moor Hey is fully inclusive in all aspects of its work. All pupils have special educational needs and they are supported appropriately to enable them to take a full and active part in all activities. This includes classroom activities, during school events such as the Christmas celebrations, Prize Day, Sports Day, through the use of our indoor and outdoor play facilities, during educational trips and visits, during the school's swimming programme, on the residential holidays and the Duke of Edinburgh Bronze Award.

(g) Support that is available for improving the health, emotional, mental and social development of pupils with special educational needs (including 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).

The school has a very high staff pupil ratio and therefore we are able to ensure that children are supported and cared for extremely well during the school day, at break times and lunch times, on educational visits, during the school's residential holiday and P.E. activities. The school provides a safe, caring environment for its pupils. At Moor Hey all staff recognise the need to encourage and enable all children to feel secure, confident and happy in everything they do. Every member of staff considers it his or her duty to care for, guide and support children. This care and consideration is very effective, and enables mutually, respectful and trusting relationships between staff, parents and children to develop, contributing to the success of the school.

These very good relationships are evident throughout the school. The school works in partnership with a wide range of professionals who support parents, carers, families and school staff to meet the needs of all of our pupils and help them achieve and make progress. The school's policies on PSHE & C, Intimate Care, and E-Safety are embedded in practice. The school has a comprehensive Behaviour Management Policy which promotes positive reinforcement of good behaviour. We also have a Care and Control Policy. If required, 'Positive Handling Plans' are agreed with parents, to assist children to learn alternative, positive behaviours, which are monitored and reviewed in partnership with parents. For children who require medication / tube feeding to be administered at school, the community or specialist school nurse will work in partnership with parents, to draw up and agreed medical protocols and care plans. The Headteacher also signs and agrees these.

The plans and protocols are regularly monitored and updated, by the school nurse and parents, as required. Care Plans and protocols are held in the school's medical room and are available to key personnel to assist with the day to day management of a child's medical needs. Training for designated staff on medical procedures, such as tube feeding, for example, and the administration of medication, is carried out and updated by the school nurse or nurse practitioners on a regular basis.

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

All teachers are qualified to degree level and many have additional qualifications in special educational needs. All teaching assistants also have relevant child care, NNEB or NVQ level training. All members of the SLT have a Masters qualification in SEN and four members of staff (2 teachers and 2 teaching assistants are Team Teach Intermediate Tutors). All staff are trained in Team Teach principles and techniques. A comprehensive programme of continuing professional development is provided for the whole staff team at Moor Hey, which is continually reviewed and updated to ensure that staff knowledge and skills are kept up to day and relevant. Training covers essential aspects of the curriculum and the needs of the school and its pupils. For example:- Team Teach (Behaviour management); D1 Training (minibus driving); Medical training such as First Aid (Paediatric and First Aid at Work), the management of seizures, use of epi-pens, the administration of medication etc.; Autism and Sensory Integration; e-Safety; Child Protection / Safeguarding etc...

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

All pupils have access to a visual timetable with consistent symbols from Primary through to the end of Key Stage 4. Primary visual timetables are on display in the classroom and discussed on a daily basis. There is a high level of consistency in the timetable even towards the end of terms, any changes to the timetable are shared with pupils and parents in the newsletter as far as practicable in advance. All pupils receive the visual timetable for the next academic year in July in order to facilitate discussion and reduce any potential anxieties and for Key Stage 2 pupils there are Key Stage 2/3 transition days in July to allow them to experience new classrooms, teaching staff and peers. Timetables become increasingly personalised as pupils progress into Key Stage 4.

Specialist equipment as required would be facilitated (through liaison with relevant professionals). Presently this comprises of magnifiers, slanted writing frames, enlarged text, hearing aids and care plans for specific medical needs. Specialist subject rooms are available in the secondary department and individual pupil accessibility requirements or needs will determine how lessons are differentiated or activities are presented and the resources required supporting full inclusion for all pupils.

The school environment at Moor Hey, which includes the building and our extensive play facilities, are fully accessible to wheelchair users, ambulant pupils and those who use a variety of mobility equipment. The school has disabled and standard toilet facilities which serve the full range of personal care needs of the pupils at Moor Hey. The school accommodation is also spacious and well lit through natural light from large windows and roof lights. The visual environment is adapted in each classroom to meet the needs of the individual pupils. To improve the auditory environment for our pupils, most of our classrooms have been fitted with carpets. The school also has two minibuses, which enables all trips out of school to be fully inclusive.

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

Prior to starting their place at Moor Hey, a child is invited to take part in transition sessions, to assist them with their transfer into their new school. Parents are also invited to accompany their child for the first transition visit. The school provides a range of helpful, regular information letters for parents and a weekly whole school newsletter. The school has a comprehensive website which provides parents with useful up-to-date information about the school. For all pupils, Annual Review meetings take place once a year or sooner, if required. An Annual Review Report is sent out to parents prior to the meeting. This contains information about a child's progress in terms of their Annual B-Squared Assessment. Annual Review meetings and Parents' Evenings enable parents and staff to work together in partnership and provides parents with the opportunity to discuss with key staff the work that their child is doing in school, the progress that is being made and also allows them to contribute to the objectives and targets for their child. On an annual basis parents are invited to participate in our Parent Questionnaire, where they have the opportunity to record their views and offer suggestions for development. Parents also have the opportunity to provide feedback to school during Parents' Evenings in the autumn and spring terms, during events and during Annual Review meetings.

At Moor Hey we have a home-school Diary system in place for Primary pupils to assist with communication between home and school. Parents are encouraged to attend coffee mornings and special events during the school calendar, such as our Christmas Concerts, Sports Day and FOMH Bingo nights.

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

At Moor Hey we have a School Council which meets once a fortnight with pupil representatives who contribute their own views and suggestions about our school. Pupils also have the opportunity to talk about school throughout the curriculum and in particular during PSHE lessons. Pupils are given the opportunity to express their views about school for their Annual Reviews. They share what they like about school and anything that they might like to do in the future. Pupils are then invited to their Annual Review to share their views with their parents and other staff and professionals attending the meeting.

8. 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.

The school has a complaints policy which can be found on our school website. Paper copies are available from the Headteacher.

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

Close links are maintained with the School Psychological Service, Paediatricians, Community Nurses, Social Workers, Educational Welfare Officers and CAMHS. The following professionals currently support Moor Hey School:-

Service	Professional	Contact number	Address
Link Educational Psychologist	Dr. Beth Turner		
SEND0 - Primary	Anthony Richardson		
SEND0 - Secondary	Penny King		
Link Social Worker	Gillian Jones		
Speech Therapist	Samantha Welch		
CAMHS Tier 2	Frank Wood		
Community Nurse	Anne McIlroy		

10. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

At Moor Hey School we seek to ensure that every new pupil and their parents/carers are made as welcome as possible. We follow the Lancashire Authority's Admissions Policy and in addition to this we have produced our own guidelines of 'Admission'. Any parent/carer who is considering a possible placement for their child at Moor Hey School is encouraged to visit the school before hand, tour the building and have a discussion with either the Headteacher or Deputy Headteacher.

Lancashire Parent Support Officers are also available to assist parents through the admissions process.

When a place at Moor Hey is confirmed with parents and the Local Authority, the school works closely with parents and nurseries or alternative providers, to smooth the transition process for the child into his or her new school. This involves making home visits, visiting the child in the nursery setting, organising transition visits to Moor Hey for the child and assisting parents with the completion of admissions forms and documentation such as Health Care Plans.

From Year 9 pupils and their family are supported by Helen Gardener (Wellbeing, Prevention and Early Help Service (Young People's Service)) and Mrs. Nickeas our KS4 & Transition co-ordinator facilitates applications to Post 16 provision and transfer visits.

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

The Local Authority's Local Offer can be found on the Lancashire County Council website at www.lancashire.gov.uk/SEND.

The school's own Local Offer can also be found on the school's website.