



# Moor Hey School

## Special Educational Needs Policy

### 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.

Moor Hey School caters for Statemented pupils aged 4 to 16 years attending from a wide and diverse catchment area in the Central and West Lancashire districts. All pupils enter Moor Hey School with a proposed or final statement of SEN, after they and their parents have visited the school at the recommendation of the Area SEN Officer/s, and have requested a place. All pupils have access to the New National Curriculum 2014 with no disapplications.

Our LOCAL OFFER is available on our website.

The school provides an environment and opportunities created for all pupils to achieve their potential, to flourish, and thrive. The intention of the school is to welcome and value all the pupils and adults who create the school community, and those who visit for various purposes. The school seeks to provide the highest quality of education possible from the resources available, and to continuously improve the provision it makes.

The Governing Body monitors the delivery of this and other policies, by a review process undertaken by the Governors' Curriculum Committee, and by its involvement with, and responsibility for, the School Improvement Plan. The full Governing Body meets formally on a termly basis.

The school is one of several district resources for pupils who find learning difficult. The Local Authority recognises the pattern of Special Educational Needs existing in the District and resources the school to meet the needs of the pupils placed at the school.

The Senior Leadership Team meet on a weekly basis and all admission considerations are reviewed as appropriate. Any mid-year admissions are, where possible timetabled to start after half-term/termly holidays. A phased transition is planned whenever appropriate to meet individual pupil needs.

The school is single storey, with limited ramped access. The school has a Specialist Status for Mathematics & Computing (awarded in July 2007). School meals are prepared on the premises, and special individual needs are catered for. The school has a dual purpose hall for dining and P.E. All Primary pupils and groups of Key Stage 3 pupils attend swimming sessions in order to fulfil National Curriculum requirements. The school has three minibuses and is committed to motivating its pupils to learn within and beyond its own grounds. The school seeks to provide all its pupils with an equality of opportunity with their mainstream peers. This affords an entitlement to a full, broad, balanced and relevant curriculum, including the National Curriculum.

The school aims to resource pupils in group sizes (usually no larger than 10) related to the staffing levels identified by the Department for Education in its staffing circular, providing adequate resourcing is allocated by the L.A. Group sizes will on occasions vary according to specific activities and exceptional needs.

At the present time some additional staffing is allocated to a minority of pupils with exceptional needs where the LA specifies such allocations, and provision is resourced by the Local Authority. Otherwise pupils bring to the school resources that relate to a banding agreed by the Local Authority and school (Band E1 or above).

Materials and resources are allocated to curriculum areas from the school's capitation budget, which is agreed by the Governing Body. Other educational resources agreed by the Governing Body relate closely to needs and strategies identified in the School Improvement Plan.

Pupils' needs are identified and specified on their Statement of Special Educational Needs or EHCP (Education, Health Care Plan), and these are formally reviewed on an annual basis, and more frequently when this is appropriate. Wherever reasonable, pupils are consulted regarding their needs, and ascertainable views are taken into account and included in the assessment process. Parents contribute to this "Annual Review"; in addition there are at least two formal Parents' Evenings each year. Pupils' needs include, or are translated into objectives and short term targets that form an integral part of teachers planning and recording. Pupils too are encouraged to assess their own progress.

The school has a comprehensive system of assessment and recording reflected in the detailed school policies.

An additional emphasis is placed on reviewing needs at the end of Key Stages 1, 2, 3 and 4, when issues relating to transition and transfer are addressed.

The needs of pupils with particular speech and language difficulties are monitored by the Speech and Language Therapists working in school. School seeks additional advice from specialist educational and medical professionals when appropriate or requested. Where necessary close multi-agency working is established to address specific issues raised.

It is the policy of the school to provide a broad, balanced, and relevant curriculum, including the National Curriculum, for all pupils. A Senior Leadership Team (Headteacher, Deputy Headteacher and Assistant Headteacher) addresses core and functional curriculum, teaching and learning, and assessment across the school.

The school is committed to providing access to a full entitlement curriculum so that enhancements accrue through attendance at this school. It is school policy to provide rich and varied curriculum opportunities which contribute to an enhanced school curriculum. This therefore includes the full National Curriculum across five key stages (including EYFS). The school undertakes initiatives to deliver a challenging curriculum and one that is creative and meaningful.

The specific roles of individual *Governors* ensures a wide and varied involvement in school. Attendance in school through membership of formal committees and working groups complement individual arrangements, and ensure that meetings of the Full *Governing Body* are effectively and efficiently informed of the quality of education provided in the school.

Meetings of the *Governing Body* are open to all staff. Evidence of pupils' attainments through National Curriculum assessment, examinations successes, attendance figures, national and local recognitions of achievement, and records relating to complaints and exclusions contribute to the *Governors* evaluation of pupil success.

The *Governing Body* ensures the school has an efficient and clear *Complaints Procedure*, and that records are maintained to record complaints. The *Complaints Procedure* is available from the school office.

In-Service Training for teaching and support staff is coordinated by the Headteacher who provides an annual summary report, summarising professional development needs identified through the Appraisal programme. General issues relating to the training needs of support staff are addressed through Professional Development Reviews.

The *Governing Body* approve a CPD budget as a discrete budget heading on an annual basis and monitor the allocation and use of this budget.

Staff training is a standing item in the termly report to *Governors* by the Headteacher.

The school uses available professionals, particularly from within the LA, where relevant and possible within budgetary constraints. School expects an appropriate involvement from colleagues in related disciplines as specified on pupils' Statements. This involvement is mainly from the local Health Authority or Children's Social Care.

The school acts as a base for the interchange of Special Educational Needs expertise, and shares specialist in-service opportunities to colleagues from other schools and agencies in this area.

The school seeks to access the full range of opportunities and services in the community and is committed through its aims to a full and active involvement in the local community.

School acknowledges parents as the main educators of their children and is committed to a partnership with parents. This commitment is reflected in School Aims and School Policy Statements.

The school has an active programme of parental involvement which is monitored and regularly reported upon by the Headteacher. Governors are aware of the changing socio-economic circumstances affecting parents and are committed to involving parents fully in school despite changing circumstances.

The school is committed to effective relationships with other schools in the district. Visits to mainstream schools forms an integral part of the admissions process.

School has a comprehensive programme which prepares pupils for adult life, the world of work, citizenship and the transition to further education, training, or work. It builds on the work-related curriculum provided in Key Stage 4. This process involves parents and necessary and relevant related professionals. Transition is recognized as a crucial element and a comprehensive process occurring at the end of Key Stage 2 prior to Primary-Secondary transition.

The school monitors developments and innovations in schools in the community which may relate to enhancing opportunities or may affect considerations relating to placement.

Increasingly the school finds active partnerships with local schools and other institutions. Link courses in FE enable active inclusion for pupils in KS4.

The Governing Body includes parental representation of either current or previous pupils as well representatives from the local community. This significant representation ensures that the school is aware of and abreast of local initiatives related to the work of the school, and influenced by the local community. School enjoys regular contact and dialogue with the Early Intervention Team, which supports a policy of improving school attendance.

The school is committed to regular contact with child Health Services and with Children's Services. The large part of this contact will relate to individual pupils although the school and its Governing Body will represent issues of general concern to the relevant Area Special Educational Needs Manager in the case of wider concerns. The school is a keen protagonist for the principles of the national Every Child Matters policies, and this is evidenced both within and beyond the curriculum.

The school safeguards its pupils through rigorous and embedded systems and policies ranging from employment through volunteers to the delivery of its curriculum. Similarly the health and safety of its pupils and the school community is supported by active monitoring and consultation.

The school actively seeks to influence local policies relating to children with special educational needs with equality of opportunity for its pupil cohort in terms of opportunities in the 14-19 Educational Reforms - in particular the opportunities for its pupils to access vocational and other courses through their provision at appropriate levels.

Signed : *H.R.J.McLenahan*

Date : November 2017

This policy will be reviewed every two years.