

Moorside High School

SEND Information Report September 2024 to 2025

(The Local Authority are in the process of providing an interactive report and this will replace this policy once it is made available)

Admission arrangements for SEND pupils

In line with the Disability and Equality Act we do not discriminate against pupils with SEND.

Accessibility

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

Initial identification of pupils with Special Educational needs comes from close primary liaison. Early identification is aided through reading, comprehension, spelling, and reading accuracy tests and via teacher assessment or parental information about their child. Within the first half term all pupils take part in assessments to help identify areas of weakness. This information is used by subject teachers and the Learning Support Department to prioritise support needs and training.

Identification of special needs can be initiated via the classroom teacher. Criteria for further investigation would include; the child showing significant weaknesses compared to peers with a similar starting point, failing to match or improve progress over the year or failure to close the gap in attainment over time. The SENCO would then monitor and investigate further, starting with parental discussions.

The Learning Support department operates an open door policy, this means that parents /guardians can contact Learning Support throughout the day and someone will be available to discuss any concerns. Parents can also contact the Head of Key Stage or Form Tutor to discuss their child.

Throughout the year there are numerous opportunities to speak with teachers and the Learning Support team about a child's progress. We operate the graduated approach for children with a SEND need that includes the Access/Plan/Do/Review process. We aim to meet parents 3 times throughout the year or contact parents via email or phone if this more convenient.

Moorside High School is a mainstream school which can offer support for SPLD (Dyslexia, Dyspraxia (DCD)), ASD, Speech & Language, Physical Disability, Selective Mutism, Mental Health issues, and Social and Emotional Issues, Visual Impairment, Hearing Impairment and English as an Additional Language (EAL). Pupils age from 11 to 16. We aim to provide support for the 4 areas of need outlined in the SEND Code of Practice 2014. To include;

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/Physical needs

2. How will school staff support my child?

All children receive quality first teaching this includes differentiation to meet the learning needs of all pupils within the classroom, this may include the support of a Teaching Assistant if required or support outside of the classroom.

The classroom teacher has responsibility for the progress of every child and must take appropriate actions to remove barriers to pupils learning, this includes an inclusive pedagogy. It is the teachers responsibility to deploy the Teaching Assistant to support learning. All children are offered a broad and balanced curriculum, but each pupil is considered on an individual basis. Each child on the SEND register has a one page Pupil Passport; this includes information on needs, views and support strategies and is shared with all teaching staff.

The SENCO will oversee the coordination of all support, where required and a qualified Teaching Assistant will deliver specific interventions under the SENCO's guidance. This may take place inside the classroom or outside the classroom, as part of a group or one to one. Interventions will be customised to address the main concerns, whether it involves literacy, numeracy or memory based need, for example and the impact of these interventions will be assessed and modified as necessary.

If a child receives specific support parents will be notified and parental/pupil opinion will be included in all decisions made. Pupils will be provided with "reasonable adjustments" in order to improve access to the taught curriculum. Close monitoring of attainment will be done after every data collection point or after intervention, this is generally every 10 weeks for interventions to ensure the gap between SEND students and their peers is closing or they are making progress from their starting point.

If a pupil does not make expected progress after various interventions a specialist support service and/or Educational Psychologist will be contacted. The quality of teaching is monitored through a number of processes including:

- classroom observation by the senior leadership team,
- the SENCo and external verifiers
- ongoing assessment of progress made by pupils in specific intervention groups
- work sampling on a termly basis
- scrutiny of planning
- teacher interviews with the senior leadership team
- pupil and parent feedback
- whole school pupil progress tracking

- attendance and behaviour records
- Head Teacher report to parents and governors reviews

All pupil's have individual curriculum targets set in line with national outcomes or above. Pupil's attainment to meet these targets is then tracked using the whole school tracking system. Pupils who are failing to make at least expected progress are identified very quickly and discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team. An additional action plan to increase the rate of progress will be completed at this meeting. The Assess, Plan, Do and Review model will be used. This plan will identify a clear set of expected outcomes, which will include relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes will be tracked and reviewed regularly, at least termly with the parents and the pupil. If progress rates are still judged to be inadequate despite the delivery of high quality interventions advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to:

- Special Educational Needs Support Service (SENSS)
- Behaviour Support Service
- Autism Outreach
- Hearing Impairment team
- Visual Impairment team
- Autism and Sensory Support in Staffordshire (ASSIST) Post 16
- Educational Psychologist Service
- Educational Welfare Officers
- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)
- Or any other relevant service

How can you find out how well your child is progressing?

Contact the school at any time if you have a concern. At parents evening or after a progress review, these are 3 times per year. Ask for a meeting with the SENCO or teaching staff, School can set up a school and home link diary.

3. How will the curriculum be matched to my child's needs?

As an inclusive school our aim is to ensure that all pupils have access to a broad and balanced curriculum that can be tailored to suit individual needs where appropriate. At Moorside we have high aspirations for all our students and provide Quality First Teaching in all lessons. Lessons are differentiated to suit ability and needs within the classroom. Differentiation via:

Presentation of work

Modifying the environment

Modifying the demands

Modifying materials

Modifying the outcomes

Customising the curriculum

Through differentiation we aim that all students can access the lesson, make progress and feel accomplishment.

Teachers plan using pupils' achievement/target grades, differentiating work to better match ability. Pupils will be provided with additional support to increase progress and may include specialised equipment or resources, ICT and/or additional adult help.

Reasonable adjustments-

At Moorside High school we aim to be an inclusive school, to support children the lessons are adapted to meet individual needs. All teachers follow a dyslexia and Autism friendly approach to teaching and learning. If your child has an injury and cannot write we can provide a laptop. If you need more specialist support please discuss this with the SENCO who can provide a bespoke programme, where possible.

Access arrangements can be applied for if a child has significant barriers to learning. These are identified and supported via an examination that will give the school an idea of the support that will be required in an examination. Without this testing a child must sit the test under normal conditions. These tests are completed 2 years before exams start and will have been trialled as the child's normal way of working for some time.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

In addition to parents evenings and the normal reporting policy within school, parents/carers of children with SEND have, access to a key worker, this could be the Teaching Assistant that works with a child or the SENCO. The open door policy ensures that parents/carers can discuss concerns or worries promptly to alleviate

anxiety and stress for their child. There is also the option of meeting the SENCO during transition between KS2 to KS3 and KS4 to 5

The SENCO tracks progress and if a child requires further support suitable interventions and provision will be provided, which is discussed with both the pupil and the Parent/Carer. For those pupils that require further communication between home and school there is a diary system of communication and this is normally discussed during transition meetings. The school website provides information about the curriculum if parents/Carers would like to offer their child further support.

As part of the Access Plan Do Review cycle parents will be invited in for discussions or via Teams or phone call.

To help support your child's learning please look on the school website which has links to resources, how to check homework and curriculum information. The class/subject teacher may also suggest additional ways of supporting your child.

The school can instigate the involvement of external agencies including Health and Social services, Local Authority support services and voluntary organisations in supporting it to better meet the needs of pupils and their families.

5. What support will there be for my child's overall wellbeing?

Settling into a school can be a daunting task. Moorside offers excellent support to all pupils during transition and when moving year groups if required. All pupils have access to a form tutor who has a point of contact each day. This person is part of the extended pastoral team and will offer support and guidance, under the guidance of the Head of Key Stage. The form teacher will monitor attendance and raise concerns, engage pupils in PSHE activities and support Literacy and Numeracy. Moorside offers a PSHE programme via weekly lessons throughout the year. Moorside offers a wide variety of pastoral support for pupils;

- An effective Personal, Social, Health and Economic (PSHE) curriculum that provides pupils with the knowledge, understanding and skills they need to develop to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included.
- Pupil and Parent voice
- Delivery of small group evidence led interventions to support pupils wellbeing or ELSA

- Pupils who find non structured time difficult are provided with alternative small group opportunities at break and lunch times supervised
- The school has gained Healthy School status which targets provision that supports pupils' wellbeing and mental health.
- The school has an Anti-Bullying policy

The Behaviour Policy is shared with all pupils and should a child have a behaviour concern, the pupil and parent work closely with the Inclusion team (Mr Goodwin- Assistant Head Teacher is responsible for Behaviours and Welfare) to provide the necessary support.

Pupils with medical needs support- If a pupil has a medical need then a detailed Health Care Plan is compiled by our school nurse in partnership with parents and if appropriate the pupil themselves. Staff complete training that is overseen by the school nurse where possible and follow the LA policy/DfE guidelines included within supporting pupils at school with medical conditions.

The administration of medicines and personal care is outlined in our medical policy on the school website along with the behaviour policy. We work closely with outside agencies to provide the most appropriate support for pupils. Attendance is monitored weekly and the Inclusion team will work with parents to help improve pupils attendance. Should this not be successful, appropriate measures are taken, please refer to the attendance policy on our website www.moorsidehigh.net. Pupils views are considered at various points throughout the year. Pupils who require support to access the views are supported by a Teaching Assistant. Staff have training on Epilepsy, Asthma, Diabetes and certain staff are trained on the use of Defibrillators.

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

All Teaching Assistants are trained to support students with specific needs and their training is updated in line with the level of needs of the students attending Moorside High School. Support and outside agencies that we work closely with include;

- Dyslexia Support via SENIS
- Physical Disability Support
- Young Minds
- CAMHS
- Autism Outreach Team
- Speech & Language
- Occupational Therapy

- Physiotherapy
- Specialist Support Service (Entrust)
- Educational Psychologist
- Visual Impaired Service
- Hearing Impaired Service
- EAL Support Service
- Additional support services
- Virtual school

A member of staff attends the termly SEND Update in order to keep up to date with strategies to improve outcomes for pupils with SEND. The school also has access to SENIS- specialist teachers and the Behaviour Support Team who provide advice to support the success and progress of individual pupils. The Educational Psychologist is assigned to our school which is funded by school and this is only a certain number of hours per year. The Governor with specific responsibility for SEND has completed the SEND Governor training.

7. What training are the staff supporting children and young people with SEND had or are having?

All staff are updated termly on the needs of the students requiring specialist support. This includes the Learning Support team working closely with parents and pupils to ensure that there is excellent communication. Teaching staff are regularly updated on pupils needs via the staff handbook, SEND register, Passports, provision mapping and meetings to discuss best practice.

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

All students are encouraged to participate in all extra -curricular activities and these activities are varied to suit all needs. Risk assessments are under taken for an activity to ensure that all pupils can be fully included. Staff take advice from parents when organising a trip to ensure that pupils are supported and Teaching Assistants are used to support pupils.

9. How accessible is the setting / school / college environment?

The Accessibility Plan outlines the actions that the school has taken to increase access to the school environment and the curriculum. Information is available via the school website.

Our school is not fully accessible for wheelchair access but “reasonable adjustments” are made to accommodate pupils, this includes; the purchase of a Stair climber to move between the buildings as the ground floor is split by a stairway; this equipment is applied for as required, accessories to improve access include a hoist, portable ramps and a cricket to allow pupils in a wheel chair to move to another chair/toilet. (This equipment is on loan from the Local Authority and not guaranteed) Classes are timetabled to take place only on ground floor rooms and the curriculum can be personalised to meet pupil’s needs.

There is one disabled toilet, which is not large enough to use a hoist. Additional support that cannot be provided by the school would be financially supported through Additional Educational Funding applications, but this is not guaranteed funding, the school is required to apply for this.

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

Transition from KS2 to KS3 is a challenging experience for all pupils, especially those with SEND. Transition is supported by excellent communication between the school and the Primary schools. The SENCO attends annual reviews in year 6 or 5 as required. The Head of Year meets the class teachers to find out about each pupil, their progress and the support required. Parents and future pupils attend prospective parents evening and new intake evenings. SEND pupils are invited into school to visit the school several times prior to attending; they also take part in Taster Days and Challenge Events with all feeder schools. Pupils become familiar with the school layout, lessons, meet teachers and can ask questions. The SENCo will meet parents to discuss concerns and find out more detail about pupils that might require further support with the transition and accessing the curriculum. This information is then shared with the appropriate people to ensure a smooth transition.

Pupils have access to careers advice and this is delivered in PSHE for all Key Stages with particular attention given to year 8 and 9 (option choices) and year 11 Extra transition visits KS2- KS3 and at KS4 for the more vulnerable pupils to visit colleges to aid transition.

11. How are the setting’s / school’s / college’s resources allocated and matched to children’s/young people’s special educational needs?

Resources are used to provide Teaching Assistants support and to make reasonable adjustments.

12. How is the decision made about what type and how much support my child/young person will receive?

All pupils on the SEND register receive intervention to help them to make progress; this could be via quality first teaching, Teaching Assistant support, one to one

support, group intervention, additional support from outside agencies. The decision to provide support is made in conjunction with parents and the SENCo/head teacher/class teacher. Pupil progress is monitored by the class teacher, Head of Year and the SENCo, if a pupil is not making enough progress, specific support will be provided and the impact of the support is measured and reported to pupils and parents. Funding is from the 'notional funding' or from additional funding via statements/EHCP (Education Health Care Plans) or via funds applied for.

13. How are parents involved in the setting / school / college? How can I be involved?

Parent views are important to ensure that the school provides the best support for all pupils. Parent views are obtained via parent surveys at Parents Evenings, via the school website, Parent Forums once a term or at any time via the open door policy.

14. Who can I contact for further information?

The Head of Key Stage is an important person in your child's education and has an overview on behaviour, progress and attendance. Please visit the school website for contact details. The qualified SENCO Miss Baylay the Assistant SENCO Mrs Ludlow can be contacted to discuss SEND concerns. Miss Marquis the Inclusion Manager can be contacted with regards to parental support services.

SENCO - Miss Leanne Baylay - lbaylay@mhs.potteries.ac.uk

Assistant SENCO - Mrs Helen Ludlow – hludlow@mhs.potteries.ac.uk

Assistant Headteacher over SEND – Mrs Lisa Burke – lburke@mhs.potteries.ac.uk

For the SEND Policy please go to the SEND Policy link on the school website and for more detail on admissions [School website link](#)

TERMS

SEND - Special Educational Needs

SENCO - Special Educational Needs Coordinator

SPLD - Specific learning Difficulties

ASD - Autistic Spectrum Disorder

EAL - English as an additional language

KS3 - Key Stage 3

OT- Occupational Therapy

DRAFT