



Moorbrook School

SEN Information Report

August 24

Welcome to our SEN Information Report which forms part of the local offer for Students with Special Education Needs and Disabilities (SEND).

This SEN report has been amended to reflect changes in legislation Children and Families Act 2014, Section 69 is up to date with all changes known to be in force on or before 07 December 2017

“SEN information” is—

- (a) such information as may be prescribed about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs.
- (b) information as to—

(i) the arrangements for the admission of disabled persons as pupils at the school.

(ii) the steps taken to prevent disabled pupils from being treated less favourably than other pupils.

(iii) the facilities provided to assist access to the school by disabled pupils.

(iv) the plan prepared by the governing body under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan).”

This report adheres to Section 6 of the ‘SEN and disability code of practice: 0 to 25 years and Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

All teachers are responsible for Special Educational Needs provision. Teaching staff undergo annual training and development to keep up to date with their knowledge, understanding and skills for delivering a highly differentiated and resourceful curriculum to our pupils with SEN.

We have seventeen support and teaching assistants who work in a variety of ways supporting pupils:

- Pupil support manager (counsellor)
- Higher level teaching assistants
- Subject specific TAs
- Year group TAs
- Individual pupil support and mentoring (learning mentors)
- A care and guidance team
- Family support worker
- Youth worker

All regularly attend training courses for particular aspects of SEN, for example working with students with particular difficulties.

Admission procedures can be found on the school website and are subject to Lancashire County Council admission protocols.

Name of the Special Educational Needs/Disabilities Coordinator:

Mrs Claire Thompson

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Moorbrook school
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1. The kinds of SEND we provided for.

Moorbrook School is administered by the Lancashire Education Authority and caters on a day basis, for the needs of 52 pupils of secondary age, we currently have 56 on role. Pupils have an Education Health and Care Plan for Social, Emotional and mental health. Pupils have a wide range of neurodiverse needs with a large percentage of pupils with multiple diagnosis. The ASC population has significantly increased in the last 3 years with around 60% of our population having an autistic spectrum condition. Over 50% of the pupils have low cognitive ability. The percentage of pupils with ADHD remains constant at about 50%. Many of our pupils have both ASC and ADHD. About a quarter of the pupils have diagnosed anxiety for which they receive CAMHS support (medication or talking therapies) but most others suffer from anxiety on a daily basis related to their conditions. Levels of mental health need has increased post pandemic in line with national trends for young people. We also cater for pupils with specific learning difficulties, global developmental delay, Tourette's, physical difficulties and medical conditions.

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

All pupils at Moorbrook have an EHCP and therefore have pre-existing identified Special educational needs. Pupil progress is monitored daily, weekly and half termly alongside the annual review. Each pupil is provided with a bespoke timetable to match their individual needs. Additional support is sought from the Educational psychologist as required.

3. What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

Pupils are involved in their education in the following ways:

- Weekly target setting sessions with their key worker (pupils meet their keyworker 4 times per day)
- Clear target setting both academic and behaviourally
- Termly assessments and progress reports
- Annual review pupil advices
- Annual pupil attitude questionnaires
- Readily accessible senior leadership team who actively listen to pupils concerns and issues.
- Care and guidance staff available each lesson including trained counsellors to support pupils in accessing education.
- An active school council.

4. What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

Parents are involved in their child's education in the following ways:

- Weekly key worker contact (telephone, email), increased if necessary.
- Daily positive texts
- 1st day absence calls
- Termly pupil progress reports with reply slips for any concerns/ comments
- Annual review attendance with written parental advices
- Annual parental survey
- Annual school report with reply slips for any concerns/ comments
- Readily accessible senior leadership team who actively listen to parents concerns and issues.
- Regular open afternoons and events for parents to visit school.

5. How will the curriculum be matched to my child/young person's needs?

Every pupil has their own pupil profile and provision map which is tailored to meeting their individual needs. Staff levels are generous with Teachers and HLTA's leading the educational system, supported by experienced TAs, learning mentors and a youth worker. All staff are focused on getting your son to fully engage and make the best of all learning opportunities. In the main school, group size is up to 8 pupils, thus giving each pupil large amounts of staff time across the curriculum. Core subjects (English, Math, Science and ICT) are taught by subject specialist. Y7 are taught for the majority of the time within their own base by a primary specialist teacher. All planning both medium and short term is highly differentiated to match individual need. Our staff are also supported by other key professionals where necessary. Individual teaching is provided for pupils to catch up in key areas such as literacy and numeracy through tutoring from teachers or trained TA's. We also provide a range of bespoke education packages for pupils who are not educated in the main school building.

The baseline for Moorbrook school is to provide the 'legal entitlement' in both Key Stages, which it does and adapt this to meet individual needs as required. There is a range of Vocational subjects taught alongside the core subjects as part of our curriculum offer from Y9 onwards. The whole school curriculum caters for the development of your son in many different ways; we ensure we develop the whole child not just the academic. We see our mission as preparing the boys for life beyond Moorbrook. More information is available on our website. Our broad and balanced curriculum is individually tailored to meet your sons need(s), as/when necessary. From Y9 we provide bespoke timetables for all pupils focussing on a post 16 goal. KS3 focus's on literacy and numeracy catch up alongside social skills, confidence building and developing behaviour for learning in preparation for Y9 onwards.

In addition to subject specialist teachers we also have a SPLD qualified teacher, 2 trained counsellors, a family support worker, 2 Team-teach trainers (the county adopted physical intervention programme) and 2 THRIVE practitioners (supports SEMH needs), a range of teaching assistants and learning mentors alongside a qualified Youth worker; this range of staff allows us to meet the diverse range of needs within school.

6. How accessible is the school environment?

The school is housed in a predominantly single story building; only staff have access to the first floor. It is well serviced by bus and train. The building itself has disabled toileting facilities.

A programme of developments ensuring the building can meet the increasing sensory needs of our pupils, for example noise reductions measure and adjustable lighting, is in progress. Most classroom have adjustable lighting, acoustic ceilings, carpeting, adjustable blinds and ventilation. We have a range of quiet work spaces and a sensory space. We have developed an area to support proprioception activities. We have a dedicated outdoor learning environment. Each classrooms have a range of equipment to support sensory diets.

Moorbrook has high staffing levels to support pupil access.

We are able to provide remote learning and a range of bespoke packages of education to suit individual pupil needs. We call this MIP.

7. How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

The initial basis for the quantity and type of support a pupil receives comes from the EHCP and the band in which the pupil is funded.

Each pupil has a provision map with individual support linked to individual funding and needs.

Decisions regarding provision is taken by the key stage leaders, pastoral support manager, SENCO, parents and pupils. The staff team works very closely to address whole pupil needs and celebrate successes.

Decisions are based on requirements of the ECHP, tracking pupil progress and termly assessments. Data is also tracked regarding behaviour for learning and engagement; this informs resource allocation and curriculum support. Additional information will be sought from the EP as required.

The SENCO role is undertaken by the Headteacher, with two assistant heads being assistant SENCO. The Head is responsible for ensuring provision is adequately funded and provided within the budget restrictions. All teachers are responsible for providing for pupils needs.

Governors monitor pupil progress in terms of academic, behaviour and attendance alongside monitoring allocation of resources through their various link roles and committees.

8. How will both you and I know how my child/young person is doing and how will you help me to support their learning?

See section 4.

9. What training have the staff supporting children/young people with SEND had or may they have?

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

All teachers are subject specialist and have taught at Secondary level, with the exception of our two primary qualified teachers who work with year 7. We have a qualified SpLd teacher as many pupil experience literacy difficulties. The majority of staff has had training related to the needs of the pupils; and an ongoing programme is in place for all staff though their continuous professional development. The staff team has significant experience of ADHD, moderate learning needs, ASC and SpLd. Over half the team have taught in SEMH for over 10 years. Eight staff have additional qualifications relevant to providing for the pupils needs, e.g. Counselling, post graduate SpLd qualification, drug education, TEAMTEACH,

THRIVE, outdoor education instructor, post graduate BESD certificate, mental health first aid. Our senior leadership team have professional qualifications for leadership. Many pupils begin Moorbrook with a poor attendance history; it is becoming increasingly common for pupils to have been in part time placements for up to 2 years or to have been refusing school altogether. This is a challenge for the school and negatively affects the whole school attendance; often the needs of these pupils are significant both educationally and socially. To address this Moorbrook has a family support worker who works closely with county support workers and the two designated senior leaders for safeguarding. Our TA and learning mentor team has a variety of backgrounds from industry (catering, retail) to relevant degree study (sports science, psychology, music, Computer games design, teaching) we are also lucky to have some ex professional footballers. We also employ tutors who provide 1-1 tuition for pupils who are struggling to access a classroom environment, they have experience of SEMH and GCSE, they access training alongside the in-house staff to ensure they understand pupil needs. We also have a youth worker who is able to support pupils with social activities.

Training for staff links to the school improvement plan and individual appraisals. Training is provided on an individual basis and as a whole staff. Staff are encouraged to share expertise within the team and as such provide support and INSET for colleagues. Teachers also benefit from support from county subject advisors. Staff are also part of county networks for their specialist area. E.g. SEMHS English, maths and Science teachers meet termly. The family support worker meets with attendance improvement workers across county. A comprehensive programme of training takes place on a weekly basis. The school has a strong focus on professional development for staff.

School receives support from the educational psychology (EP) service and training is provided for staff by the EP service. We also access a special school advisor.

The school is part of the Preston primary and secondary alliance and Lancashire association of special schools which provides training opportunities and regularly share good practice.

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

On receipt of the consultation documentation regarding a pupil from the Inclusion Team, an initial appraisal will be made by the school to assess whether the stated needs could be met by the school. If the Headteacher feels the needs of the pupil could be met, the prospective pupil, the parents or guardians and other supporting agencies would be invited into school to undertake a without prejudiced visit (WPV).

During the WPV the prospective pupil, his family and any supporting agencies will be given the opportunity to look at all aspects of the school. Information regarding the ethos of the school will be openly discussed and relevant documentation will be provided. At this stage, initial plans may be drawn up to indicate the ways in which the school proposes to address the stated needs of the pupil. During the meeting pupils and parent/carers are encouraged to say how they feel and if they think Moorbrook would be the right place for them.

Following the WPV, the Headteacher will decide if school can meet needs and offer a provisional place to the pupil via the inclusion service. It is the Inclusion service who

decide on pupil placements. Prior to admission a home visit will take place by the key worker or family support worker. This is to complete any relevant information that school will need whilst the pupil is on school premises and to confirm specific background details without which the provisional offer of a place may be withdrawn. A check will also be made of the pupil's past attendance record at previous schools. A confirmed offer will be made to parents and the inclusion service.

Pupils will initially begin part time, usually 2 mornings followed by morning plus lunch, then full time unless a longer induction period is needed.

Transport is arranged by the county council and the relevant application form will be completed with parent/ carers as part of the school paperwork during the home visit to ensure transport does not delay at start date. Not all pupils are eligible for transport and county are in a process of promoting independent travel. Further information regarding travel can be sought from the Inclusion team.

Pupils begin preparation for adulthood outcomes and aspirations from the end of Y8. In Y9 we begin to study towards national qualifications and pupils can choose vocational course alongside core curriculum dependent on individual readiness. The KS4 leader meets with all pupils and parents to discuss KS4 options, some of which involve offsite study.

Progress at KS4 is monitored as described previously and timetables adapted to meet individual needs. School provides independent careers advice and supports post 16 applications from Y7 onwards. The independent careers advice can continue during the summer holidays of Y11 and in the first term of Y12 when pupils have left Moorbrook as needed. School works closely with The inclusion service case manager in Y11 to ensure EHCP are updated to reflect current needs. The KS4 leader supports transition to college or post 16 providers by attending visits with pupils in Y11. College interviews can take place in school or be supported at college, if needed.

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

Regular trips take place as part of the schools reward system, see the behaviour policy. These trips are open to all pupils but are subject to risk assessment. In Y7 and Y8 pupils spend 1 day per week at outdoor education aiming to develop life skills, many pupils need actively teaching the skills required to function appropriately and safely in a social/ public situation. The KS3 curriculum allows these skills to be developed. In KS4 pupils can take part in outdoor education for half a day per week as part of the options programme. Each Friday pupils can earn an activity as part of the reward system, many of these are off site activities. Pupils who are taught on an individual basis are also taken on trips offsite. Each half term a reward trip runs for the top 8 pupils. Regular curriculum trips are planned to make the curriculum come alive. At break and lunch time each day activities are planned for pupils to develop social skills; these are staffed by teachers and TAs who actively teach the pupils the required skills. Lunchtime is highly personalised taking account of the needs of the various pupils, with quiet lunch sessions, individual sessions and larger group sessions for eating. Pupils are consulted on trips and activities to ensure they are motivating. Parents are informed using the county educational visit system, letters or phone calls take place and consent forms are signed for all type B trips and some Type A trips

12. What support will there be for my child/young person's overall well-being?

Moorbrook is a nurturing school and supporting wellbeing is central to pupil progress, pupils need to feel confident and comfortable to perform at their best. The keyworker system allows each pupil to have a named member of staff with whom they have contact at least 4 times per day. This person takes a personal interest in the pupil and supports wellbeing. Keyworkers are the main link between home and school, we feel pupils need school and family to be working together to achieve the best possible provision and progress for the individual. We have a trained counsellor who are fulltime member of non-teaching support staff. We have 2 Thrive practitioners, a range of learning mentors and a youth worker. This provides pupils with strong support for emotional wellbeing. All teaching and non-teaching support staff are first aid trained; 2 members of the staff have a higher level qualification and can take responsibility for medication. The organisation of the staff's day ensures the whole staff team communicate regularly; support for pupils is discussed, planned and communicated to all daily.

Moorbrook has high staffing levels and pupils are supported throughout the day including all breaks. This allows bullying to be identified and tackled quickly. School use restorative approaches and the pastoral support team can provide both parties additional support. We also train Y11 pupils as sports leaders and peer mentors; these pupils provide support for younger pupils and act as role models. Each lesson the pastoral support team consisting of a senior leader and 2 teaching assistants are available to all pupils to support their wellbeing and the aim is to address any social or emotional issues to allow pupils to complete their learning.

Individual pupil provision maps and support plans include provision for well-being if needed.

13. How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

At Moorbrook everything we do relates to SEN therefore the whole school monitoring, evaluation and recording cycle monitors SEN provision. The school has a self-evaluation form (SEF) which is updated termly and we grade ourselves against the OFSTED criteria. All aspects of the MER cycle feed into the SEF. Pupils are assessed termly and the data from this produces an individual pupil progress report and a subject progress report. Pupil receive an annual school report in the summer term and have an annual review of their EHCP. Staff meet daily and discuss any support issues and assess pupil progress in anecdotal manner. An appraisal cycle for staff informs the SEF. Senior leaders have an area of responsibility related to the OFSTED criteria and produce termly reports for governors. Each area has a link governor who is responsible for monitoring the progress being made in conjunction with the senior leader. Pupils and Parents views are sought through annual questionnaires and feedback is encouraged throughout the year.

Moorbrook is rate Good by Ofsted (May 2018).

14. How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

School regularly works with other agencies, a team around the child approach has been found to work well. Often other agencies have the skills to support the barrier to learning a pupil at Moorbrook may face. Agencies we currently work with include: CAMHS, CSC, SEND, family well being services, health, FCAMHS, police early action support; This list changes as the needs of the pupils a changes. We have formed strong links with CAMHS and keyworkers will support families with attendance at meetings to ensure a whole child approach.

15. What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

If you have a concern or complaint your first contact should be your child's key worker or the teacher, if it is not resolved then contact one of the senior leaders and further to that the Headteacher. We have a clear complaints policy which is available on the school website and from the school office. All contact details are on the school website.

If you have concerns about safeguarding please contact the Designated Safeguard leads (DSLs) - Mrs Maddox or Mrs Thompson

16. Where can I find the contact details of support services for the parents of children/young people with SEND?

See the school website or Lancashire county council website.

17. Where can I find information on where the local authority's local offer is published?

Our Local Offer - see website. www.moorbrook.lancsngfl.ac.uk

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>