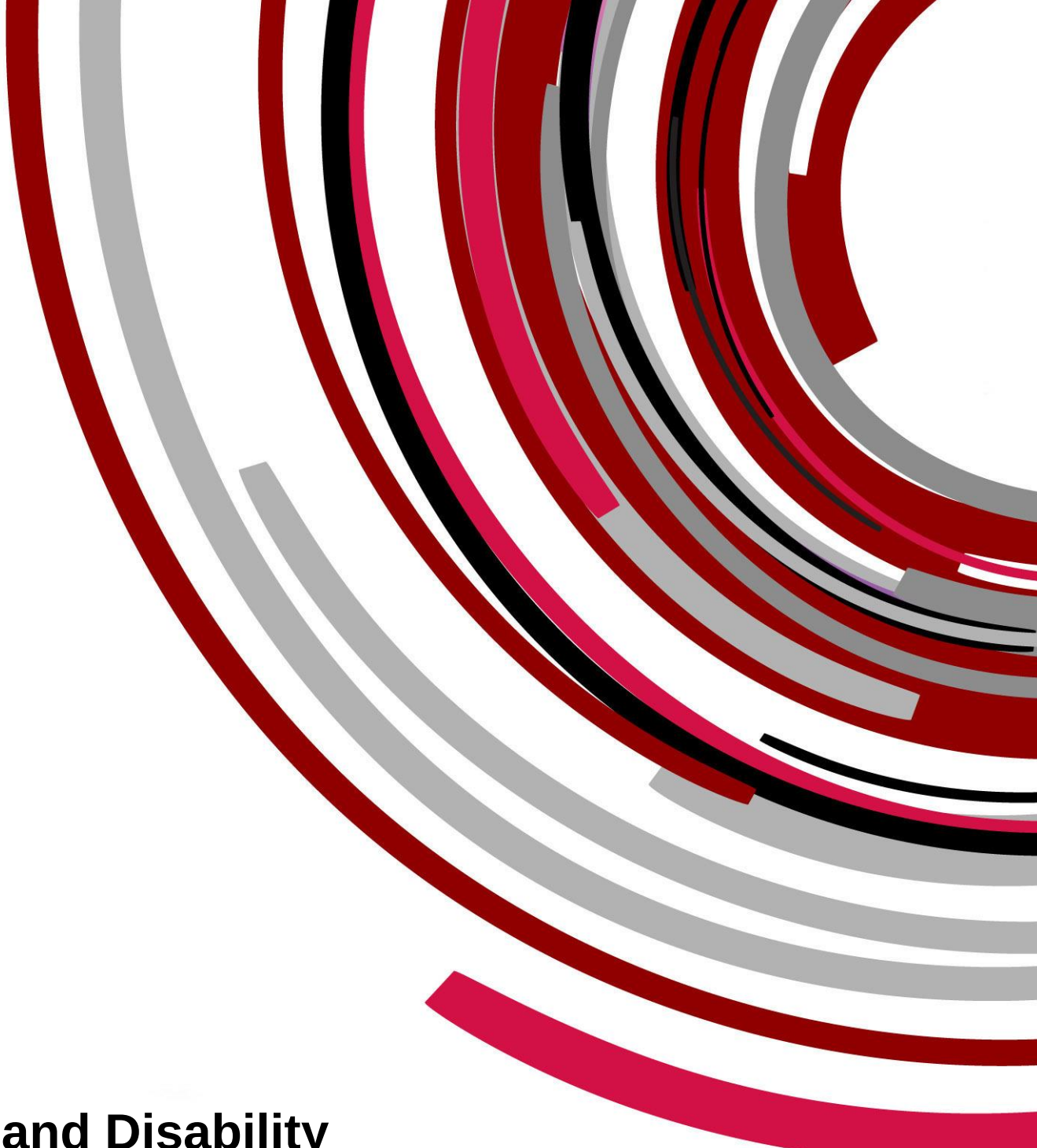




SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Moorbrook

School Number: 06131

Accessibility and Inclusion

- How accessible is the school environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the school?
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

What the school provides

Moorbrook school is a single storey building. The school has a disabled toilet. Our information, such as policies, are available on the school website and from the school office in varying font sizes. The schools family support worker is available to support families and parents with additional needs. Moorbrook is accessible by bus and close to good motorway links. The car park is close to the main entrance and the site itself is small. Moorbrook uses visual symbols for rules and timetables. We have quiet areas for pupils who need less auditory and visual stimulation. A programme of developments ensuring the building can meet the increasing sensory needs of our pupils, for example noise reductions measure and adjustable lighting, has taken place. Pupils have access to sensory and movement breaks, we have a variety of spaces and equipment to meet individual needs.

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?

- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- How do you share educational progress and outcomes with parents?
- What external teaching and learning do you offer?
- What arrangements are in place to ensure that support is maintained in "off site provision"?
- What work experience opportunities do you offer?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

What the school provides:

All pupils at Moorbrook have an EHCP which names the school. As such pupils provision is reviewed at least annually through the SEN process. As part of school policy pupils are assessed academically every term and identified for additional support with learning. Social and emotional needs are monitored continuously through pastoral systems and by a pupil support manager, the care and guidance team and the keyworker system. Progress and need in terms of social and emotional aspects of learning is supported by THRIVE.

The school provides a high level of individual programmes which support both academic and social need, e.g. literacy, numeracy, relaxation techniques, social skills programme, emotional literacy, fine motor skills and anger management. These packages are changed and added to as pupil needs arise.

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 pupils to fully engage and make the best of all learning opportunities. Group size is 5 – 9 pupils, thus giving each pupil large amounts of staff time across the curriculum, we also provided individual tuition when this meets a pupils needs. Core subjects (English, math, science, and computing) are taught by subject specialist, as our most foundation subjects. All planning both medium and short term is adapted to match individual need. Our staff are also supported by other key professionals where necessary.

The baseline for Moorbrook school is to provide the 'legal entitlement' in both Key Stages, which it does. There is a range of Vocational subjects taught as part of our curriculum offer from Y9 onwards. The whole school curriculum caters for the development of pupils in many different ways. More information is available on our website. Our aim always is to provide a broad, balanced and relevant curriculum. Aspects within the curriculum are individually tailored to meet pupil need(s), as/when necessary. From Y9 we aim to provide bespoke timetables for all pupils. Please see our curriculum intent document on our website for more details.

In addition to subject specialist teachers we also have a SPLD qualified teacher, 2 trained counsellors, a family support worker, 2 Teamteach trainers (the county adopted physical intervention programme), 2 THRIVE practitioner, a youth worker, 4 learning mentors and 2 primary trained teachers to teach Y7; this range of staff allows us to meet the diverse range of needs within school.

At least 50% of staff training and development is given to SEN awareness training. All teachers and teaching assistant access the training. Training for all covers behaviour management techniques, emotional literacy, conflict resolutions and de-escalation of potentially unsafe situations. All staff receive periodic training in nurturing schools, and a range of conditions our pupils present with; this list can change but at present, ADHD, ASD, oppositional defiance disorder, attachment disorder, PDA, specific learning difficulties, speech and language difficulties. Permanent staff are 'TEAMTEACH' trained, 95% of this positive behaviour support programme focuses on de-escalation, restraint is used as a last resort in health and safety situations. We endeavour to ensure supply staff are Teamteach trained. Individual staff access specialist training related to their specific areas of work. The Family Support Worker is a trained designated safeguard lead in addition to the 2 senior leaders who are designated safeguard leads. We have 2 members of staff who are trained Level 2 Counsellors. These staff are highly skilled in listening and supporting pupils' emotional needs. Most staff are trained in mental health first aid and also in "Thrive" a programme to support social and emotional development. We have 2 trained THRIVE practitioners.

All teaching staff are qualified teachers and a number have postgraduate qualifications in SEN and behaviour. Many of the teaching assistants also have additional qualifications e.g; sports coaching, music teaching, art therapy, outdoor education.

Teachers and TAs are regularly appraised and their training needs and wishes are considered alongside the profile of pupil needs in developing the year training package in school. Senior leaders place great value on ensuring staff are trained to provide the best possible support for pupils. We invest heavily in continuous professional development for our staff, as well trained staff are the key resource in school.

All pupils are tested to see if they are entitled to access arrangements for exams and coursework completion. Access arrangements can include: readers, scribes, prompts, supervised rest breaks and private rooms for pupils who struggle in a group setting. This allows pupils to achieve GCSEs and other nationally recognised qualifications..

At Moorbrook we have several external providers for teaching and learning. These include: Fixit, Preston Vocational Centre, CW, CAST Northwest, Myerscough College, Equwise, Oak education, Hawthorn education, LSEC. They work with our MIP team to provide academic and vocational provision for some of our pupils.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides

All pupils currently have an EHCP and as such an annual review takes place. Parents and any relevant agency are sent an invitation, Most meetings are held in school, however where travel or health problems prevent parents attending school, review meetings are held at home. We also hold virtual meetings where appropriate. The LA case manager may attend meetings when school or parents have concerns about the pupil. All pupils are encouraged to attend their review meeting, and they are always supported to fill out their own pupil advice form by their keyworker. If we have concerns about a pupil, we will call an interim review within the year to enable parents, pupil and professionals to address concerns.

Pupil progress is assessed 3 times per year and parents are sent reports related to academic progress. Informal reporting takes place during weekly keyworker phone contact with parents.

The effectiveness of the schools provision is evaluated by the school governors, OFSTED and schools advisors. Where school is concerned it is not meeting a child's needs, current provision is assessed through staff discussions, discussion with an EP and the LA case manager.

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements are made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What support is offered during breaks and lunchtimes?
- How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)
- What are the school arrangements for undertaking risk assessments?
- Where can parents find details of policies on anti-bullying?

What the school provides

Risk assessments are carried out as part of whole school Health and Safety. A variety of risk assessments take place. The building is risk assessed by the Site Manager and an audit carried out by county. Each classroom has a risk assessment completed by the Site Manager and relevant teachers/staff. The higher risk areas such as Design Technology, Food Technology, Science and Art have specialist risk assessment completed. These are audited at least annually. County procedure are followed for the reporting and recording of accidents. All staff are first aid trained.

At the beginning of the school day pupils are met off their taxis by a senior leader and the care and guidance team; a register taken in order we know who has been transported to school. Pupils then go to the dining room for breakfast with the staff team. Pupils in Years 7-10 are not allowed off site. Year 11 pupils need written permission from a parent or carer to go offsite during break times, and must use the schools signing in and out system. At the end of the day all pupils return to their keyworker and are collected by a senior leader or the care and guidance team to go

to their taxi as it arrives. A member of staff supervises the area outside the school gates where taxis collect pupils. Each pupil is recorded as they leave on the taxi list.

At lunchtimes pupils are supervised at all times. Pupils can eat lunch between 12:15 and 12:55, when they are not eating lunch in the dining room they have access to free time spent in one of the computer rooms, the games rooms, sports in the hall or on the yard and quiet space in the library or the intervention teachers classroom. All lunchtime activity is supervised by the teaching assistants and senior leaders. Some teachers also support pupils at lunchtime

PE lessons and educational trips are subject to risk assessments which follow county policies. No trip can take place without permission from senior leaders. Parents are informed of trips unless it is a regular activity that is part of the curriculum. KS4 vocational provision such as PVC or fixit is risk assessed using educational visits policies. During every lesson we have a small care and guidance team who provided additional support to pupils out of class and ensure everyone is safe.

The educational visits coordinator checks all risk assessments; all risk assessments are checked and approved before a trip is approved by the headteacher or the county educational visits co-ordinator. The county electronic system(EVOLVE) is used.

Risk assessments related to behaviour and individual behaviour plans are written by the care and guidance team; these are also checked and approved by senior leadership team or head prior to sharing with staff. The pupil and parents are part of the team who devise individual behaviour plans.

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

What the school provides

School has a clear policy for administration of medication. Medication will only be accepted in school if it has been prescribed by a doctor. Medication will not be accepted in school without complete written and signed instructions from the parent. Only reasonable quantities of medication should be supplied to the school (for example, a maximum of 4 weeks supply at any one time).Each item of medication should be delivered in an original container and handed directly to the Headteacher (or nominated person authorised by the Headteacher).Where the pupils travels on school transport with an escort, parents/carers should ensure the escort is informed

of any medication sent with the pupil, including medication sent for administration during respite care. Each item of medication must be clearly labelled with the following:

- Pupil's name.
- Name of medication.
- Dosage.
- Frequency of dosage.
- Date of dispensing
- Storage requirements (if important)
- Expiry date

The school will not accept items of medication to be administered in school which are in unlabelled containers. Unless otherwise indicated all medication to be administered in school will be kept in a locked cabinet. The school will provide parents/ carers with details of when medication has been administered to their child. Where appropriate to do so pupils will be encouraged to administer their own medication, if necessary, under staff supervision. Parents/ carers will be asked to confirm in writing if they wish to carry their medication with them in school. It is the responsibility of parents/carers to notify the school if there is a change in medication. Staff who volunteer to assist in the administration of medication will receive appropriate training and guidance through arrangements with the school health service. A training record will be kept in the medication administration records and staff development folder.

The governors and staff are also required to ensure members of staff are trained in First Aid in line with Health and Safety legislation. The Head is responsible for ensuring a core group of staff have up to date first aid in school qualifications. A list of first aid trained staff is held in the office and is displayed in the medical room and around school. Pupils requiring First Aid are referred to these people. A record of any treatment required is kept in the First Aid log, in the medical room, on CPOMS and parents informed. Pupils who receive bumps to the head have a text sent to parents and a phone call is made on where possible. Pupils are informed of the signs to look out for and what to do should they occur. The Head is responsible for ensuring trips are staffed with a member of staff who has first aid training. The outdoor education staff have an outdoor first aid qualification. The authorised person as named above is responsible for ensuring the first aid kits are stocked and reordering supplies. They must ensure the first aid trained member of staff on a trip has a complete first aid kit.

Where a pupil requires a health care plan the school work with the school nurse and parents to ensure an appropriate plan is in place. This is then kept centrally and shared with staff. These plans are always taken on any school trip to ensure staff are aware of any emergency procedures relevant to the pupil.

In the case of a medical emergency staff will either phone 999 to request an ambulance, transport a child to hospital (5minutes from school) if medically safe to do so or ring 111 for advice. Parents are always kept informed, and staff will stay with the pupils till parents arrive at hospital.

School has good support from the school nurse team, and they provide training and support for particular needs as necessary. Other services occasionally support school for example occupational health.

School works closely with CAMHS to support a range of needs.

School has a 2 trained Counsellors on the fulltime staff and a mental health first aider.

Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides

At initial visits parents meet with the Headteacher or Deputy Headteacher who outlines whom they should contact if they have a concern. In the first instance this is the Keyworker, family support worker or subject teacher. Should they require further clarification the matter would be passed over to a member of the senior leadership team. However, parents are advised that should they wish to speak directly with the Headteacher they should request to do so. In the first instance parents should make contact via the telephone or email. Meetings can then be arranged with staff at the first appropriate opportunity. Should it be difficult for parents to come into school then staff will conduct home visits.

Key workers make at least weekly telephone calls (or emails if preferred) to parents to inform them of their child’s progress. Parents are invited to Interim and Annual Review meetings. Parents receive termly written progress reports.

Parents are very welcome to visit school at any time upon request.

Parents are encouraged to give feedback through the Interim and Annual Review procedures. They are encouraged and supported to complete the annual parental questionnaire. Parent View for Ofsted is linked on the school website.

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

Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEN and their families?

What the school provides

Pupils are involved in their education in the following ways:

- Weekly target setting with key worker
- 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.
- Active school council.

The school currently has 2 parent Governors.

Through effective provision mapping Governors are fully aware of the specific needs of our students and the diversity of other agencies who support them. As a result of robust Annual Review procedures the SENCO effectively identifies appropriate external agency support that will best meets the needs of our students. The Family Support Worker often facilitates parental/external agency working.

Home/ School agreements clearly outline the expectations of the school, the students and their parents. Parents are fully aware of the school ethos and of the school's aspirations for their children.

What Help and Support is available for the Family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?
- How does the school help parents with travel plans to get their son/daughter to and from school?

What the school provides

School is fortunate to have employed a fulltime Family Support Worker. They work hard to support parents with the primary aim of ensuring good attendance and emotional wellbeing amongst our pupils. They are able to support parents with filling out forms, attending meetings and accessing services to support the family.

The Family Support Worker links closely with the schools SENCO and designated senior leader(DSL) for child protection to ensure we can provide a multi agency approach to family support.

Parents are supported with travel plans as part of the SEN review process.

Key workers can support parents in attending other agency meetings such as CAMHS.

Transition from Primary School and School Leavers

- What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)
- What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)
- What advice/support do you offer young people and their parents about preparing for adulthood?
- What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?

What the school provides

Year 6 pupils who are coming to the school are visited in their primary school by Moorbrook staff. They spend time with the pupil in lessons to get to know their likes and dislikes and how they work in class. This is followed up by a home visit which gives parents the chance to ask any questions they want to. Year 6 pupils are invited into school for 2 'induction' days where they get a chance to engage in sample lessons, meet the staff and other pupils. At the start of Year 7 they spend a week on a reduced timetable in order to support them settling in at this important time of transition.

Pupils begin preparation for adulthood outcomes and aspirations from Y7 onwards.. The KS4 leader meets with all pupils and parents to discuss KS4 options, which can

include offsite vocational provisions for some. Progress at KS4 is monitored as described previously and timetables adapted to meet individual needs. School provides independent careers advice from Y7 onwards. Advice includes information on local colleges, apprenticeships and employment opportunities. Pupils are well aware of the opportunities available to them post 16. We deliver career lessons for all pupils as part of personal growth and wellbeing lessons. Year 11 also have the opportunity to visit colleges in the area for taster days. Pupils and parents are made aware of any open evenings in local colleges.

School works hard to establish good relationships with parents through Key workers. Parents are more than welcome and are encouraged to talk to school about any concerns they have about their child leaving school and preparing for adulthood.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help children and young people to make friends?

What the school provides

Unfortunately, the school does not offer school holiday and/or before and after school provision because of the transport constraints. A Breaktime club is hosted by school, details of this provision can be sought from the school office. It is not a school run club, it takes place in school on Wednesday evenings and Wednesday daytime in school holidays, it is open to pupils with SEND from the surrounding area including Moorbrook pupils.

Lunchtime is very much a social activity at Moorbrook with students choosing when to eat between 12.15pm and 12.50pm. Once having eaten they can play football, use the computer room, play board games etc., or sit in quiet areas with members of staff. There is no charge for any activity provided.

Through a variety of activities students are encouraged to socialise with their peers and staff to develop their interpersonal skills. Older students are encouraged to act as role models and to set the tone for the school. There is no charge made for any activity provided by the school whether it be a 30 minute board game session or a 3 day residential.

Social skills and friendship skills are central to the PGW and THRIVE curriculum and taught specifically in Y7 – Y9 as part of the outdoor education programme. All staff support and encourage pupils to make friends. Older pupils act as peer mentors and support younger pupils with positive behaviours and friendship skills.