

	Name of the school	Moorbrook School	Date of completion	24.02.26
1	Type of school and specialism's/ independent / maintained	Moorbrook is a special, maintained SEMH (Social, emotional and mental health) school.		
2	How many children attend the school?	Moorbrook currently has 88 pupils. We have 64 pupils in our main onsite school and 24 pupils on our Moorbrook Individual Package taught offsite (MIP)		
3	How big are the classes?	There are a maximum of 8 pupils per class. On MIP pupils are taught individually or in smaller groups.		
4	The school day - start, break, lunch and end times	The school day begins at 8:45; there are lessons until 10:30 where there is a 10 minute break. Lunch is from 12:15 until 12:55. The school day finishes at 2:30 when taxis arrive.		
5	What support is available in the classroom?(Teacher / TA's)	Y7 are taught by the same teacher and TAs for the majority of their lessons and have their own classroom. They use specialist classrooms such as Food Tech, Science and Computing. For the rest of the year groups, there is a teacher and a teaching assistant (TA) in each classroom. There are sometimes dedicated 1:1 TAs as an extra in classrooms. Care and guidance staff are available for any issues which take pupils out of class.		
6	How are the classes organised in the main school setting?(Age/ability)	Classes are currently organised in year group order. So; there are year 7, 8, 9, 10 and 11 classes which are occasionally mixed.		
7	Do the children move round school to subject classrooms or stay mainly in one classroom?	From Y9, the school runs as a mainstream secondary school would, with pupils moving to each subject classroom, which is equipped with the subject specific resources available. In year's 7 and 8 pupils are taught by class teachers mainly in one classroom.		
8	Are the classes open plan/ individual classrooms?	Some classrooms are tied to a subject area and as such has seating arrangements which can be organised to suit the group learning needs. Y7 and Y8 classrooms have break out areas and quiet workrooms.		
9	In the main school what teaching approaches are used? Whole class, small groups/ individual 1 to 1?	Pupils are taught in class sizes of no more than 8. Pupils are also taught in smaller groups or 1 to1 when needed. Pupils also have access to off-site provisions which suit each individual pupils needs. Intervention sessions are also available. Classes have a Teacher and at least 1 Teaching Assistant. KS3 curriculum includes a strong element of social and emotional learning. KS4 has a strong vocational element. On MIP pupils are taught 1 on 1 for academic subjects and in small groups for vocational provision.		
10	Transition and visits prior to starting? How are children introduced to the school? Are these flexible and individual depending on need	Pupils are invited to visit the school with their parents/guardians. If they choose to attend Moorbrook School we organise a phased induction which is matched to each pupil's current need. School systems and routines are introduced to ensure that the transition is as smooth as possible. Year 6 have a transition programme in the Summer Term.		
11	Will staff from the school be able to visit the existing placement?	The Y7 teacher and/or the Keyworker visit the pupil's current placement during year 6 as part of the induction		

		process. When a pupil is joining a later year group, the pupils keyworker will visit.
12	Can staff liaise with people already directly involved with your child?	The class teacher or key stage leader, SENCO, FSW or DSL will liaise with any multi agency professionals involved with your child. We see the team around the child approach as vital.
15	Have staff in school have expertise in teaching children with the same difficulties? Do school buy specialist support in?	Staff have extensive knowledge of teaching children with a range of difficulties. Staff regularly update their training to keep up to date with the best practise for each pupil. School buys in Educational Psychologists and sensory support.
16	Does school have access to speech, physiotherapists and or occupational therapists?	Through the annual review process and EHC plans pupils with these needs can be identified. School can apply to these services if needed as above.
17	Does the SENCO have any non-teaching time and do they provided any of the support?	We have two SENCO'S. They have non-teaching time for providing support and attending meetings. We also have an intervention team who can provide support under guidance.
18	How does the school show pupils achievements? Are the parents and child consulted and how often are they reviewed?	Achievements are fed back through annual reviews along with weekly Keyworker contact. Positive texts are also sent home at the end of the day and Headteacher commendations for outstanding work. Each pupil also receives an interim report at the end of each term and an annual report at the end of the school year. Keyworkers and pupils also review their progress weekly through specific individual targets which earns the pupils points each week.
19	How would the school involve parents in addition to being part of the review process?	Parents are contacted weekly via keyworker phone calls. Additional meetings can be set up when needed. We also host events which parents are invited to.
20	Are all staff involved in teaching the child made aware of their difficulties and if so how?	Due to being a small school we have a close relationship with each pupil. We are aware of all students needs, and are trained to deal with them accordingly. Each pupil has a pupil passport to inform staff of needs and effective strategies. Individual plans are discussed at daily debriefs which all staff attend.
21	Is homework compulsory? Will it be differentiated and will allowances be made if the child struggles with this?	Homework is not compulsory; however students are encouraged to extend their learning through extra activities at home if they wish. This has in the past included online competitions with fun mathematics games and pupils being encouraged to read and complete higher level work around topics to extend their knowledge in these areas. Pupils who choose to complete homework receive additional bonus points.
22	Would the distance from home be an issue? Transport? What happens and who is there to help?	Transport is arranged by the local authority. There will be a taxi provided that will collect your child in the morning and drop them off at home after school. Pupils are greeted as soon as they arrive on the taxi, and are supervised back onto the taxi at the end of the day. Some taxis have escorts that support the pupils during their journey. Obviously if you wish to drop your child off and pick them up, this is perfectly fine and we can arrange this with you. Similarly if your child is able and confident enough to walk/bike to school themselves then this is fine too. Some pupils also travel independently following a training programme and dependent on need and home location.

23	Do the children wear school uniform, is it provided by school?	The children wear a uniform that comprises of: • Black school trousers • White polo shirt or school shirt • Blue school Jumper with or without school logo • Black school shoes or ALL black trainers • Pupils wear their own sports wear for PE so they feel comfortable The uniform is not provided by the school; however, polo shirts and school jumpers can be purchased with school logos on from the school reception.
24	What sort of facilities does the school provide in terms of space, equipment, materials, specialist classrooms, computers etc?	The school is comprised of 12 classrooms with specialist classrooms for Mathematics, English, Science, BTEC Sport, PSHE, topic, Food Technology, construction, art, a library and two Computer Suites. We have a range of quiet work areas. Onsite we also have an indoor sports hall, 2 grass football pitches and 2 hard courts for football and basketball. All classrooms have computers. Y7 and Y8 have their own space which includes their classroom, quiet workroom, break spaces, sensory room and outdoor space- including a climbing equipment
25	Are there sensory rooms, time out facilities or peace rooms and where are they? What de-escalation methods are used?	All our staff are trained in de-escalation techniques and we regularly cover this during staff training. We have quiet work rooms, a sensory room, a proprioception space, sensory equipment in classrooms and two safe space for pupils who feel they need to work independently or need somewhere to use self-calming techniques. The methods used will be individual to the child and will be based on recommendations from their EHCP plan, previous schools, conversations with parents and teachers knowing each pupil well.
26	Are there any after school activities?	Unfortunately, we are unable to provide afterschool clubs due to the complex transport arrangements. We do however provide plenty of opportunity during the school week to complete extra-curricular activities. For example, we still compete against other schools in football and other sports during the school day. We also provide the opportunity for pupils to earn an activity of their choice on a Friday afternoon. You are able to access breaktime schemes free of charge in your local area (school can provide details).
27	What are the arrangements for lunch and break times? Are there any clubs, safe places etc?	Lunch is between 12.15 and 12.55, supervision is provided by senior leaders, TAs and some teachers. Pupils choose when they go for food, when they are not eating their lunch, they have a number of options which they can access e.g. Football, ICT, games room, Library or they can choose to sit in the quiet room. Staff are always on hand if they want to talk. Older pupils have a space in the second computer room again supervised.
29	How is contact between home and school facilitated? Who is the first point of contact?	Before joining the school, allocated key workers will arrange a home visit and school visit to get to know the family. Each pupil has a key worker who will make phone calls home each Thursday to give feedback on how their week has gone. The first point of contact would be the pupil's Keyworker. We also use text messages, emails and letters. Teachers and senior leaders are accessed via the office.

31	Can the parents talk to other parents of children already attending the school?	If required, meetings can be arranged with the two parents who are representatives on the board of governors.
32	Website link	www.moorbrook.lancsngfl.ac.uk