



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Moor Park High School & Sixth Form

School Number: 06105

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

- **All parts of the building are accessible and there is one disabled toilet**
- **Corridors are narrow in areas and there are a number of "pinch points" creating congestion and crowding because of the design of the building (built in 1912)**
- **Sound field system in a few classrooms but most are acoustically poor due to stone walls**
- **Accessible changing/toilet facilities in Sports Hall**
- **A designated disabled parked bay**
- **EAL parents can request bi-lingual support for the main South Asian languages**
- **Copies of policies can be requested from the school, a reprographic charge is applied. Currently there are no audio info/Braille versions of policies**
- **Information made accessible via meetings, verbal information, website**
- **No adjustable tables**
- **Learning aids come with the student, they do not belong to the school – sloping boards, visual aids, magnifier**

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

- **Year6/7 transition meetings held with feeder primary schools to discuss needs of identified pupils**
- **All pupils are base-line assessed using CATS tests and standardised reading and spelling tests**
- **For identified SEN pupils, interventions and support can be provided in class via withdrawal from lessons, before and after school**
- **Support can come in the form of differentiation by class teacher, support via an LSA or through specialist staff interventions**
- **Staff training is provided through the PPD programme and dissemination of good practice via staff, departmental and year team meetings. LSA team have on-going programmes of training dependant on the needs identified**
- **Information about the needs of pupils and appropriate interventions and strategies is shared via meetings, email and briefings**
- **Access arrangements that meet examination board guidelines are put in place to meet the needs of identified pupils**
- **Parents are informed about their child's progress termly. There are Progress Review days and summative reports are sent home annually**
- **Key Stage 4 Vocational Courses are offered to identified pupils and are delivered by external providers. Pupils are supported by school staff throughout these sessions**
- **Experienced and well-qualified pastoral, inclusion and SEN team and a school counsellor provide the appropriate social and emotional support to 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

- **ECHPs and statements are reviewed annually in accordance with statutory and good practice guidelines**
- **Information is shared on a need to know basis with professionals from other agencies**
- **Parents and pupils are invited to all meetings and their views are noted and recorded**
- **Internal school tracking and intervention systems are used to identify and support pupils not meeting their targets**

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 by designated staff in school and PEEPs are completed providing information and guidance to parents and staff**
- **All school visits risk assessments are completed using the EVOLVE system**
- **Pupils have access to the Learning Resource Centre, Inclusion Suite and playground at break. All areas of school are covered by CCTV and there is staff supervision at breaks and lunchtimes**
- **Copies of the Anti-bullying policy can be provided on parental request**
- **There is no designated pick up and drop off point**

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

- **A policy is in place for the storage and administration of medicines, this is annually reviewed**
- **Care plans are devised in consultations with the school nurse, parents and pupils. Information is shared with staff**
- **There are a team of trained first aiders in school, who are used in the case of a medical emergency**
- **Training is provided to relevant staff via school health team and other external providers**
- **Pupils have access to the school nurse, a school counsellor on school premises**

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

- **Parents are informed about the key people that support their child in school via key information booklets and their child's planners. Key staff are introduced to parents at transition meetings and consultation events**
- **The school office will guide parental enquiries to the correct person**
- **Parents can communicate with key staff via letter, phone-call, email, and in face to face meetings. An appointment with relevant members of staff can be made via the school office**
- **The school has an annual Open Evening**
- **Parents can feedback to school via the Annual Parental Questionnaire and the school office**
- **Parents are informed of their child's progress termly**

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

- **There is an active School Parliament, with representatives from all tutor groups**
- **There is an active Parents Group which meets termly**
- **Parents are encouraged to feedback their views to the school. SEN pupil's parents can also feedback in the statement review process**
- **There is an SEN link governor**
- **When a vacancy for parent governors arises on the governing body, the school follows guidelines on advertising the vacancy as set out under the constitution**
- **Home school agreements are signed when pupils start school. There is also a copy annually printed in the pupil planners**

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

- **The school will provide support in completing any school related forms, upon parental request**
- **SEN pupils are provided with tailored Careers advice and guidance, in conjunction with external agency support where appropriate**

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

- **The school liaises with feeder primaries throughout the 6/7 transition period, key staff visit primary school and SEN pupils are invited to visit the school and meet key staff**
- **There are trained peer mentors**
- **An annual summer school for pupils in the last two weeks of July**
- **SEN pupils are provided with tailored Careers advice and guidance, in conjunction with external agency support where appropriate to ensure that there is effective post 16 transition**
- **A comprehensive tutor time, assembly and citizenship programme**

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

- **A daily breakfast club before school**
- **Learning Resource Centre and weekly homework club after school**
- **A varied programme of after school and lunchtime enrichment activities – free for pupils**
- **Where required SEN pupils will be accompanied by support staff on educational visits**
- **Trained peer mentors and highly experienced staff provide pupils with experiences that allow them to make friends and integrate fully within school life**