



Mosslands School SEND Information Report

Produced by: Mrs Nicola Treanor SENDCO

1. What are the aims and objectives of the SEND provision at Mosslands School

- To create an ethos and educational environment that meets the needs of every pupil in the school/setting
- To ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting and make the best possible progress
- To foster and promote effective working partnerships with parents/carers, pupils and outside agencies
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities
- To enable full access for pupils with SEND to all aspects of the school curriculum and the wider school life and activities
- To develop self-esteem, promoting a positive self-image and a 'can do' culture
- To regularly review and evaluate the progress of pupils with SEND, ensuring parents/carers and pupils are fully involved throughout the process

2. How is the coordination for SEND provision arranged?

The main responsibilities listed in this report fall within the role Special Educational Needs and Disability Coordinator. The SENDCO role is outlined as follows:

- Overseeing the day to day operation of the SEND report including reporting the effectiveness of the SEND report to governors
- Coordinating provision for pupils with SEND
- Liaising with and advising all colleagues
- Managing and coordinating the work of Teaching Assistants
- Overseeing the records of all pupils with SEND
- Liaising with parents/carers of pupils with SEND
- Contributing to whole school CPD/ training particularly the induction of new staff
- Liaising with and drawing upon the advice of external agencies and LA
- Ensuring pupil profiles and SEND provision maps are in place and regularly reviewed

- Assessing the progress of pupils with SEND (using all available data) ensuring that the progress of vulnerable groups is carefully tracked
- Following a graduated response to the assessment and provision of SEND with a clear focus on early identification
- Supporting the Headteacher, Senior Leadership Team and Governors to evaluate the effectiveness of the school's SEND report, SEND provision and outcomes for pupils with SEND, and drawing up further priorities and actions in the School Development Plan
- Ensuring a smooth transition across key stages and phases
- Ensuring that all additional interventions are monitored for their impact.
- Building the school's capacity for developing an inclusive approach particularly to learning and teaching

The SENDCO at Mosslands School is Mrs Nicola Treanor. She can be contacted directly at the school on 0151 6388131 or via email on nicolatreanor@mosslands.wirral.sch.uk

We acknowledge that the SENDCO shares this responsibility with the rest of the staff within the school and the governing body. The governing body at Mosslands School promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND
- being familiar with key legislation and report
- fostering communication between parents/carers of children with SEND and the school
- meeting with the SENDCO/learner support staff and visiting classrooms
- ensuring they have an understanding of the role of the SENDCO and how pupils are supported
- developing an awareness of the types of SEND present within the school cohort
- understanding how funding received for SEND is allocated by the school
- attending training in relation to SEND
- assisting in monitoring the progress of vulnerable pupils
- reviewing and monitor the effectiveness of the SEND Report

3. How will school staff support my child/young person?

Provision for pupils at Mosslands School with special educational needs and/or disability is the responsibility of the school as a whole with specialist guidance from the SENDCO, the Governing Body and the Headteacher. All teaching

staff are teachers of pupils with special educational needs. We adopt a graduated response to meeting special educational needs and/or disabilities.

The main methods of provision made by the school and coordinated by the SENDCO are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum (quality first teaching) and/or access to a Teaching Assistant if required
- Tailored intervention that is regularly evaluated for impact
- Weekly life and social skills sessions
- In-class support with resources or specialised equipment
- Support from specialists within class or as part of an agreed and monitored withdrawal programme
- Students with physical disabilities who receive LA transport to and from school, or transport from parents, are escorted to and from reception

School Support (K)

A child with a diagnosed condition or disability is placed on the school SEND Register. The SENDCO will take the lead in coordinating additional or different provision within school to enable the pupil to learn more effectively. The SENDCO will work closely with the parents/carers, teacher and pupil and may produce a student passport outlining specific, measurable targets and strategies to meet the child's needs. The pupil's progress will be carefully monitored and student passports (if required) will be reviewed termly.

Recommendations from external agencies (e.g. educational psychologist, speech and language therapist, outreach teachers) will be shared with teachers. Any additional strategies will be implemented by the class teacher based on the advice received from outside agencies.

Statutory Assessment

Where a request for a statutory assessment is made by the school to the local authority (LA), the pupil will have demonstrated significant cause for concern. The LA require information about the pupil's progress over time and also need documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The SENDCO completes statutory assessment paperwork for the LA in these cases, and liaises with both outside agencies and the LA. If successful, the child will receive an Education and Health Care Plan (EHCP).

Provision for children with SEND

The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

Assess Plan Do Review

This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Assess: *How does the school decide if a child needs extra support?*

The class teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, specific assessment tasks and tests as well as the views of parents and students is used to identify needs. Advice may also come from external support services.

Plan: *What type of support and how much support will my child get?*

Information gathered is then used to develop interventions and adaptations to the environment and to the curriculum. Again advice from outside agencies including schools and families specialist services, the educational psychologist, behaviour support, the emotional health and wellbeing team and speech and language therapists may be accessed. Class teachers work alongside the SENDCO to plan the most appropriate strategies and interventions.

DO: *How will the school staff support my child?*

Interventions may involve group or one-to-one teaching both in class and away from the main teaching on specific schemes of work. It may also involve use of different equipment or the adaptation of the curriculum.

The curriculum may be adapted through differentiation, using prompts, adapted resources and by support from teachers and teaching assistants. In some cases specific schemes of work (including for social and emotional difficulties) and interventions are used.

Children who have a special need will have the targets and strategies they are working on recorded and discussed with both the students and their families at review meetings. Targets will be set for all parties and will include strategies on how families can best support their child.

A very small number of children will have exceptional needs that require the school to request support and additional funding from Children and Young People's Services.

Review: *How will school and I know how my child is doing?*

Intervention work is reviewed termly by the SENDCO with class teachers and teaching assistants, using teacher assessments, specific test results and observations. Children with SEND are also carefully monitored at termly progress meetings with the SENDCO and identified staff and monitor progress. This is reported back to the governors by the SENDCO.

Parents will be offered a chance to discuss progress each term or as needed. More regular meetings happen where staff and families feel necessary. Multi-

agency meetings where support from other agencies is necessary will also happen as well as the termly review meetings.

Additional Support

- Some children will have extra help from another adult e.g. Teaching Assistant, Practitioner, or Consultant
- A few children may benefit from support and advice from other sources and specialists.
- A very small number of children will have exceptional needs that require the school to request support from the Children and Young People's Services e.g. SEND consultant, CAMHS etc.

4. What are the admission arrangements?

What are the admission arrangements for pupils with SEN who do not have a EHCP if the arrangements differ from those for other pupils?

Email: admin@mosslands.wirral.sch.uk

Admission number: 224

Admission criteria for Year 7

Applications will be dealt with in order according to the following criteria:

1. Looked After Children and Previously Looked After Children. A Looked After Child is a child who is;
 - a) in the care of a local authority or
 - b) being provided with accommodation by a local authority in the exercise of their social services functions (under section 22(1) of the Children Act 1989). A previously Looked After Child is one who immediately moved on from that status after becoming subject to an adoption, child arrangements or special guardianship order.
2. Children who have a valid medical reason for a specific placement. You must give details on the preference form and this may be checked by a medical officer of the health authority. A letter in support from a senior health care professional will be required as evidence when you submit your preference form. You need to make it clear why only this school is appropriate for your child's medical needs.
3. Pupils who have a brother or sister (including half-brothers and sisters or step brothers and step sisters living in the same household) on roll at the school and of statutory school age when it opens in September.
4. We will then take account of where your child lives. We will give priority to those pupils who live nearest to the school. We use a computer mapping system, based on Ordnance Survey maps, to measure the distance from your home to the nearest school pedestrian gate to your child's home using the shortest road route, unless it is possible to use a footpath which we consider a safe walking route. As a general guide we will treat routes with no pavements and no street

lighting as unsafe for children.

Sixth-Form Admissions Policy

The Sixth-Form Admissions Policy is available from the school.

The Governing Body at Mosslands School believes that the admissions criteria should not discriminate against pupils and has due regard for the practice advocated in the Code of Practice and The Equality Act 2010:

***'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN . Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.'* (Code of Practice 1:33)**

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

(Equality Act 2011 – Advice for school leaders, school staff, governing bodies and local authorities)

5. How accessible is the school environment?

At Mosslands School we have taken all necessary arrangements to ensure all pupils regardless of any disabilities can fully access the building and extended facilities. We have done this in the following ways:

- The school was built in 1956
- Full access for wheelchair users
- Disabled toilet facilities
- The school has adapted tables for wheelchair users
- The school has a lift to enable users to fully access all floors
- The college is single story and has the appropriate facilities
- The school H&S officer carries out full risk assessments, and is part of the wider site H&S team

7. How are resources allocated for vulnerable pupils, those with SEND?

The Governing Body oversees this expenditure of the school budget for SEND and therefore ensures resources are directed to support appropriate provision as outlined in this report.

The school allocates SEND funding in the following ways:

- Teaching Assistants
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively
- Specialist books and equipment
- Specialist assessment materials
- In class and withdrawal support from the SENDCO, or support staff
- Outside providers to deliver targeted programmes
- Purchasing and maintenance of ICT and electronic equipment

8. How does the school know if children/young people need extra help and how will you and I know how my child/young person is doing?

Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENDCO works closely with the school assessment coordinator to interrogate the school tracking and RAISEonline data.

At Mosslands School we also use a number of additional indicators to identify pupils' special educational needs. Such as:

- Close analysis of data including: SATs, Optional SATs, LUCID, cognitive ability assessments
- Any teacher or support staff concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other services

These assist the SENDCO and class teachers to:

- provide starting points for the development of an adapted and appropriate curriculum that meets the pupil's needs
- support the pupil within the classroom environment
- continually assess pupils to identify strengths and areas for development
- provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps
- inform on-going observation and assessment of each pupil
- involve parents/carers in supporting pupils at school and at home

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care and attention. Where there is uncertainty about an individual pupil, the school will link with parents (through interpreters if required) to ascertain whether the pupil is developing in their home language in line with peers and siblings.

Parents/carers are invited to attend Annual Reviews and have access to the SENDCO through Parents' Evenings and other events. The SENDCO encourages parents/carers of children with additional needs to maintain contact with the learner support team.

9. How will Mosslands School prepare & support my child to join the school and transfer to a new education setting?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

In addition to the main 'Year 6 into Year 7' induction days, the SEND Support team deliver extra sessions. Transition for learners with additional needs is personalised as some children may require several additional visits. The SEND Support department also delivers specific transition days for children with EHC Plans or assessed additional needs. The SENDCO visits all primary school SEN staff to gather information about our more vulnerable learners. This work also includes attending year 6 reviews and observing learners with special educational needs and disabilities within the primary setting. Support is also offered to learners with additional needs in Year 8 when choices are being made with regards to option subjects. During Year 9, 10 and Year 11, the school employs an independent careers advisor who offers support to learners with additional needs. Young people have the opportunity to explore post 16 options and gain advice about any areas of interest. Staff in the sixth form college provide advice and support for learners looking at higher education.

Primary to Year 7:

- Attendance at Annual review and other meetings at the primary schools by the SENDCO.
- Extra visits by SEND pupils.
- Staff visits to the primary feeder schools to meet the students.
- Information shared along with good practice for students leaving the school to allow a smooth transition onto the next journey of their education

Year 11 to Post 16 Provision

- In school careers and guidance at key transition stages.
- Pen portraits/ SEND information is sent to teachers about the needs and strategies to provide the appropriate and differentiated support.

- Information shared along with good practice for students leaving the school to allow a smooth transition onto the next journey of their education.

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

All pupils at Mosslands School have equal access to a broad and balanced curriculum, differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that leads to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupil's additional needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

The Equality Act 2010 states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. At Mosslands School we have made changes to:

- practices or procedures
- physical features
- how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of pupils identified as having Special Educational Needs and Disability. They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments. The SENDCO delivers regular CPD sessions to staff and trainees.

11. How does the school evaluate the success of provision?

The SEND register is a fluid working document that is constantly updated and therefore the numbers of pupils on the register will be subject to change. A key element of evaluating the success of the SEND provision provided at the school is covered in the close monitoring of any individual plans, targets and Annual Reviews.

All teaching and support staff, parents/carers, outside agencies and the pupils themselves are vital to this process. Their feedback along with the monitoring of provision allows us to evaluate the success of the provision and make timely amendments where required. Where interventions have not made the

expected impact over the time frame allocated alternative provision may be offered and interventions modified.

12. How are parents/carers encouraged to work in partnership with the school?

Parents have opportunities to become involved in decision-making processes;

- The school runs regular parent focus group sessions which are open to any parents of children who attend Mosslands School.
- An elected parent-governor sits on the school's Governing body and attends all meetings and functions organised by the school and Governors.

Our parent-school partnerships are based around the following objectives:

Being a welcoming and friendly place for parents.

- Promoting an awareness of and participation in lifelong learning opportunities available in school and in the community to all groups of parents.
- Holding and actively promoting enrichment opportunities or events for joint parent/child participation.
- Providing good induction for all new parents.
- Providing parents with relevant and user friendly guidance and information to help them support their child's learning.
- Producing and implementing parent/carer friendly policies to establish effective home-school links and improve pupil/student attendance, punctuality, behaviour and progress and positive participation from school.
- Providing good support for transition for parents when their children leave the school.
- Constantly evaluating our own performance against the Leading Parent Partnership Award criteria.

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the pupils with parents/carers and take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. The school prospectus and website contain details on special educational needs.

13. How do I make a complaint?

Any complaints should first be raised with the SENDCO, then if necessary with the Headteacher and finally, if unresolved, with the Governing Body.

Managing parental complaints related to SEND (any of the following may apply)

- All SEND complaints must follow the school's formal complaints procedure
- The Governing Body is consulted
- External advice may be sought
- Key legislation regarding the matter is identified
- Good levels of communication with the parents/carers are maintained throughout the process
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership
- Key issues are identified including where there is agreement
- Discussions should take place with the SENDCO
- Reports provided by outside agencies should be considered
- Pupil progress is reviewed
- Any behaviour logs are included and shared with parents/carers

14. What training have the staff supporting children/young people with SEND had?

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENDCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan.

In looking at different needs within cohorts, training and support for the following year is as planned;

- Further ASD training for all staff
- ADHD training for all staff
- BESD – behaviour management
- Working with TAs – for teaching staff
- Access Arrangements – for TAs

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

Mosslands School works in partnership with outside agencies such as:

- Outreach support from WBC, e.g. VI and HI teachers
- Specialist Nurses, e.g. ADHD and ASD Nurse
- Health and Social Care
- Educational Psychology
- Educational Welfare

- ASC team
- CAMHS
- YOT Prevention Team
- The Youth Service
- School Nurse
- Independent Careers/Connexions

Members of these agencies are invited to meetings in school to review the programmes in place for individual pupils in order that their specialist advice may be incorporated into the student’s intervention/provision.

16. What links with other schools and clusters does the school have?

Prior to admission to Mosslands School, contact is made between the SENDCO and the SENDCO or class teacher at the previous school in order to contribute to a transition plan should one be required. The learner support and inclusion department deliver extra transition days for vulnerable learners in the summer term. When a pupil with SEND transfers to another school, all relevant documentation is passed on to the new provision by Mosslands School.

With huge changes to SEND that took place in September 2014, Mosslands High School is taking part in a project to enable SENDCOs from primary and secondary schools to network and share best practice. Mrs Nicola Treanor works closely with colleagues from other local schools.

17. Who can I contact for further information?

Further information can be found in the following documents published on the school website.

Wirral SEND Partnership Information Advice and Support service can give further information about registering an appeal with Tribunal. You can contact them on 0151 522 7990 or email contact@wired.me.uk

Wirral local offer -

<https://localofferwirral.org/>

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