

<p>1)Types of special educational needs that are provided for at Moat Community College.</p>	<p>The SEN department provides support for students across the 4 areas of need as laid out in the SEN code of practice 2014:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, Emotional and Mental Health difficulties</li> <li>• Sensory and/or physical needs.</li> </ul> <p>With specialist provision including</p> <ul style="list-style-type: none"> <li>• Visual support</li> <li>• Hearing support</li> <li>• Medical support</li> </ul>
<p>2) Information about the school's policies for identification and assessment of students with SEN.</p>	<p>Students are identified as having SEND and their needs assessed through:</p> <ul style="list-style-type: none"> <li>• Information passed on from Primary/previous schools</li> <li>• KS2 results, CATS testing, baseline testing and progress data.</li> <li>• Feedback from teaching staff and observations.</li> <li>• Pupil premium interventions not showing an impact.</li> <li>• Referral from parents</li> <li>• Referral from students</li> <li>• Reading standardised scores</li> <li>• Spelling standardised scores</li> <li>• Physical needs</li> <li>• Recognised diagnosis from G.Ps and other outside agencies</li> </ul>
<p>3c) The school's approach to teaching students with SEN.</p>	<p>Provision for SEND students includes:</p> <ul style="list-style-type: none"> <li>• Quality first teaching, with appropriate differentiation in place.</li> <li>• Extra adult support in classrooms where appropriate.</li> <li>• Reduced class sizes where appropriate.</li> <li>• Personalised provision through time limited programmes</li> <li>• Personalised provision through adapted resources and interventions.</li> <li>• Passes and appropriate concessions where required</li> </ul>
<p>3a) Evaluating the effectiveness of the provision made for students with SEN.</p>	<p>The progress of SEND students is evaluated in the following ways:</p> <ul style="list-style-type: none"> <li>• SEND students progress is tracked at least termly and adaptations to provision are made to reflect findings.</li> <li>• Interventions have clear beginning and end points and effectiveness is reviewed regularly to ascertain effectiveness.</li> <li>• Progress and evaluation is reported to the Governor with responsibility for SEND annually.</li> <li>• Annual reviews for students with EHC plan</li> </ul>

<p>3b) Arrangements for assessing &amp; reviewing pupils' progress towards outcomes, including opportunities available to work with parents &amp; pupils as part of this assessment and review</p>	<p>Pupils progress is assessed and reviewed by:</p> <ul style="list-style-type: none"> <li>• Data tracking for pupil progress</li> <li>• IEP and ECHP reviews</li> <li>• Staff supervision</li> <li>• Observations and follow up</li> <li>• Parents meetings.</li> </ul>
<p>3d) How adaptations are made to the curriculum and the learning environment of pupils with SEN</p>	<p>The curriculum /learning environment may be adapted by :</p> <ul style="list-style-type: none"> <li>• Smaller class sizes for withdrawal groups</li> <li>• groupings that target specific levels of progress</li> <li>• differentiated resources and teaching styles;</li> <li>• appropriate choices of texts and topics to suit the learner</li> <li>• access arrangements for tests and or examinations;</li> <li>• additional adult support.</li> <li>• Specialist teaching by SEN teachers and Teaching Assistants</li> <li>• Training for other staff by SEN department</li> <li>• Options available to support SEND students. For example V-Certs and ASDAN skills for life</li> <li>• A range of technological aids are available for SEND pupils including laptops, IPads and keyboards</li> </ul>
<p>3g) Support that is available for improving the social emotional and mental health of pupils with special educational needs</p>	<p>Pupils are well supported by :</p> <ul style="list-style-type: none"> <li>• Targeted support for individual pupils .</li> <li>• Break and Lunch club, staffed by specialist staff</li> <li>• Tutors, AYAC and YAC working with vulnerable pupils to build self esteem</li> <li>• Friendship groups lead by SEN staff</li> <li>• Tutorial system dealing with relevant issues</li> <li>• School Council</li> <li>• An anti-bullying policy</li> </ul>
<p>4) SEN Contacts at School:</p>	<p>SEND Co-ordinator :  Mr Ryan Saunders                      0116 262 5705</p> <p>Governor with responsibility for SEND:  Mr Mohamed Al-Azad                      0116 262 5705</p> <p>Governor with responsibility for LAC:  Mrs Farmana Usman                      0116 262 5705</p>

	<p>Governor with responsibility for Language Support:  Mrs Sultana Ahmed                      0116 262 5705</p>
<p>5) Staff specialisms</p>	<p>Staff are trained in the following areas:</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorder</li> <li>• Speech and Language</li> <li>• Visual impairment</li> <li>• Hearing Impairment</li> <li>• Code of Practice</li> <li>• Literacy</li> <li>• Full School Training on Literacy</li> <li>• Full School Training on using TAs</li> <li>• Phonics</li> <li>• Exam concessions</li> <li>• Full School Training Reading</li> <li>• Looked after children</li> <li>• SENCO working towards NASEN award 2017-2018</li> <li>• Managing Diabetes</li> <li>• Administering Epi-pens</li> <li>• First-Aid and Emergency Aid</li> <li>• ASDAN</li> </ul>
<p>5) Access to External Specialists</p>	<p>School regularly accesses external support from the following partner organisations:</p> <ul style="list-style-type: none"> <li>• Autism Team</li> <li>• Speech and Language Team</li> <li>• Hearing Support</li> <li>• Visual Support</li> <li>• Educational Psychologist</li> <li>• Learning, Communication and Interaction Support Team</li> <li>• SEN and Disability Support Services</li> <li>• Social Services</li> <li>• CAMHS</li> <li>• Connexions</li> <li>• Roma and Traveller Support Services</li> <li>• SENDIAS</li> <li>• Early Help Team</li> </ul>
<p>6) Information for parents to help them secure equipment and facilities for their child</p>	<p>Parents are informed about how facilities and equipment for their children will be secured:</p> <ul style="list-style-type: none"> <li>• Parents are involved in all stages of the referral process involving outside agencies.</li> <li>• Parents are offered advice and support regarding securing equipment and services for students with SEND</li> </ul>

<p>7) The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child</p>	<p>Parents are contacted by the following methods:</p> <ul style="list-style-type: none"> <li>• Reviews</li> <li>• Phone calls</li> <li>• Parents' Evenings</li> <li>• Text messages</li> <li>• Events</li> <li>• Dedicated Romanian and Slovakian Staff</li> <li>• EWO</li> <li>• Directly by the Educational Psychologist</li> </ul>
<p>8) The arrangements for consulting young people with special educational needs about and involving them in, their education</p>	<p>Young people with special educational needs are consulted using the following methods:</p> <ul style="list-style-type: none"> <li>• School Council</li> <li>• Annual Reviews</li> <li>• Literacy Leaders</li> <li>• PEPs</li> <li>• College Ambassadors</li> <li>• Key Workers for SEND pupils</li> <li>• Lunch Clubs</li> <li>• Open and friendly SEND/EAL department where students feel comfortable to speak about their needs.</li> </ul>
<p>9) Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>If parents wish to complain:</p> <ul style="list-style-type: none"> <li>• Moat follows the Local Authority Complaints procedure. In the first instance please contact the college on:</li> <li>• (0116) 262 5705</li> </ul>
<p>10) How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs</p>	<p>The Governing body ensures the staff at Moat meet the needs of young people with SEND by:</p> <ul style="list-style-type: none"> <li>• ensuring they have access to appropriate support through both statutory and voluntary agencies.</li> <li>• The Governor with responsibility for SEND, Mr Al-Azad, meets bi-annually with the SEND Co-ordinator (SENDco).</li> </ul>

<p>of pupils with special educational needs and in supporting the families of such pupils.</p>	
<p>11) Support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p><a href="http://www.autism-society.org">http://www.autism-society.org</a></p> <p><a href="https://www.tourettes-action.org.uk">https://www.tourettes-action.org.uk</a></p> <p><a href="http://www.adhdfoundation.org.uk">http://www.adhdfoundation.org.uk</a></p> <p><a href="http://www.bdadyslexia.org.uk">http://www.bdadyslexia.org.uk</a></p> <p><a href="https://www.cysticfibrosis.org.uk">https://www.cysticfibrosis.org.uk</a></p>
<p>12a) The school's arrangements for supporting pupils with special educational needs in a transfer between Primary and secondary school.</p>	<p>Students are supported for the transition from primary school to secondary school :</p> <ul style="list-style-type: none"> <li>• The SENDco meets with SENDcos of primary schools to pass on information and ensure support for students continues.</li> <li>• The SENDco meets with professionals from outside agencies at a handover meeting to plan for continued support.</li> <li>• Students with complex needs have individualised transition plans incorporating pre-visits of key staff to primary school</li> </ul>
<p>12b)The school prepares students for the transition between secondary education and college</p>	<p>Students are prepared for the transition to college:</p> <ul style="list-style-type: none"> <li>• Students with EHC plans meet Connexions advisors at the year 11 statutory review in the autumn term.</li> <li>• Connexions will liaise directly with these students and parents to identify a suitable course and provide support through transition.</li> <li>• Vulnerable students have appointments to meet Connexions advisors at various stages in year 10 and 11.</li> <li>• The SENDco passes information to the support departments of</li> </ul>

	<p>the colleges when a place has been accepted</p> <ul style="list-style-type: none"> <li>• In some cases the SENDco is invited to the colleges to meet with professionals to help plan a support package.</li> <li>• Visits are arranged for vulnerable students to look around the colleges with SEN teachers and LSAs from Moat</li> <li>• Vulnerable students may be accompanied to college interviews by key LSAs</li> </ul>
<p>12c) The school prepares students for adulthood and independent living.</p>	<ul style="list-style-type: none"> <li>• The school provides a balanced PHSE curriculum.</li> <li>• The school offers a Skills for Life course to students who need support with the transition to adulthood</li> <li>• EHC transition meetings</li> <li>• Connexions interviews</li> </ul>
<p>13) The local authority's local offer is published on Leicester City Council's website.</p>	<ul style="list-style-type: none"> <li>• <a href="https://mychoice.leicester.gov.uk/Categories/3/Local-Offer">https://mychoice.leicester.gov.uk/Categories/3/Local-Offer</a></li> </ul>