



SUPPORT FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES AT MOAT.

What kinds of special educational need do we make provision for at Moat?

- Moderate Learning difficulty
- Specific Learning difficulty
- Autistic spectrum
- Hearing impaired
- Visually impaired
- Physical / Medical difficulties
- Motor skills difficulties
- Speech and Language difficulties
- Behaviour issues

What policies and procedures support our planning for students and staff who have special needs?

- SEND policy
- Medical policy
- Epilepsy policy
- Asthma policy
- Behaviour policy
- Equalities framework
- Accessibility Plan

(all of these are available on the Moat website)

How do we evaluate the effectiveness of our provision?

- Annual reviews of Education Health and Care Plans
- Focused tutoring with form tutors
- Weekly pastoral support meetings with key staff to identify students requiring additional support
- Monthly reviews of Pastoral Support Programmes for behaviour support
- Termly reviews with Learning Support Assistants to monitor in class support
- Annual Reviews of high profile SEN students
- Personal Education Plan Reviews for Looked After Children

- Termly data tracking reports to the Senior Leadership Team (SLT), looking at both progress and achievement.
- Re-testing students after literacy intervention
- Annual learning walks done by SLT and Heads of Department (HODs).
- Tracking 'behaviour' logs- to see if certain lessons cause particular problems.

How do we assess our students?

- When students first come to the college, they are assessed on a variety of tests, including reading, writing and spelling. These are in addition to the data sent from the feeder schools.
- Students with a reading age below 7 years will be targeted for extra reading intervention, either in small groups or 1:1 with a specialist teacher. This may involve coming out of some lessons.
- Students with a reading age between 7 years and 9 years will be given literacy booster work in small groups.
- If the student makes little/no progress, despite intervention, they will be referred for more specialist help, in consultation with their parents.
- All students are continually assessed in mainstream subjects and their achievement/progress is mapped against their targets (potential).
- At the start of the GCSE courses, students will be screened again. Those requiring extra help for exams will be given extra time or a reader/scribe. This is a formal intervention intended to give the students the best possible chance to pass their exams.

What is Moat's policy for teaching these students?

- Our inclusion policy advocates that **all** students should have the opportunity to access the mainstream curriculum and with that in mind, all staff are expected to differentiate the resources/tasks within their lessons.
- The college invests heavily in a large team of learning support assistants who work in the mainstream assisting targeted students. There is an expectation that mainstream staff and LSAs will liaise with each other.
- Where students are identified with a specific problem, they may be taken out of lessons for short term intervention.
- Students will only be removed from the mainstream curriculum when all attempts to help them have failed. In these cases, students may be taught in small withdrawal groups and they may take a different exam to the GCSE.
- Students who have behavioural difficulties will follow the behaviour policy of the school, including its rewards and sanctions. More serious issues will be dealt with by the year learning mentors and the Year Achievement Coordinators. Where this is not sufficient to bring about change, the SENCo may be consulted and will refer the

student to the Moat Behaviour mentor, and ultimately to placements outside of the college, such as Carisbrooke for short term behaviour modification.

How do we adapt the curriculum and learning environment for these students?

- Students are taught in sets according to ability and work is differentiated by class teachers according to need.
- Bottom sets are generally supported by another adult. Learning Support Assistants provide general support and assist with differentiated work for students with special educational needs. Mainstream staff are expected to liaise with LSAs prior to the lesson.
- Students with complex special educational needs and health issues are supported one to one in class by a Learning Support Assistant.
- All students with life threatening medical conditions eg diabetes have a care plan and are monitored by keyworkers who receive support and training from link nursing staff at the LRI.
- Students with sensory impairments have their needs met by specialist teachers from the Hearing Impaired and the Vision Impaired team who provide face to face support for the student, training for keyworkers and advice for all school staff. VI and HI students are provided with enlarged, modified resources in accordance with their individual needs.
- Students with fine-motor skills difficulties diagnosed by an occupational therapist or medical practitioner (referred by the SENco with permission from parents) may be provided with laptops and touch typing lessons so this becomes their normal method of working in school.
- Students with gross -motor skills difficulties are supported in PE with individualised equipment to meet their needs.
- Students with complex learning needs who have made little or no progress in mainstream lessons are taught in small groups with specialist teaching to support their literacy progress.
- The college has an accessibility policy which expects comic sans font to be used where possible. There is an expectation that films/videos will be shown with the sub titles on where possible.

What additional support do we offer our students?

- One to one support
- Small group support
- Individualised timetables
- Modified resources
- Referrals to outside support agencies
- Learning mentors
- Lunchtime homework and small group support for vulnerable students
- Literacy and numeracy support
- ICT equipment

All support is provided after consultation and advice from parents, outside agencies and support services

Support for students with physical difficulties

Hedgehog passes

These are passes which are offered to students either on a temporary basis due to injuries (students on crutches) or more permanently for students with a long term medical condition which makes it inappropriate for them to move around the building when corridors are noisy and crowded . The Hedgehog pass allows the student to leave a lesson with a buddy 5 minutes before the lesson changeover time so they can walk to the next room on a less crowded noisy corridor.

Support for visual impairment

Students with a visual impairment can be provided with enlarged resources to allow them to access the mainstream curriculum without suffering eyestrain and causing further visual difficulties. The resources are produced with advice and support from the specialist teachers of the Visual Impairment Support team

Support for hearing impairment

Students suffering with a significant hearing loss are supported by our Learning Support team at Moat in conjunction with the specialist teachers of the Hearing Impaired support service. Extra tuition, support with hearing aids and individual microphones is offered to students with a hearing impairment

Exam access arrangements

Students with a permanent or long term disability, a temporary disability caused by illness or accident or a long term learning difficulty are assessed by a specialist teacher in order for pre exam arrangements to be granted by the exam boards for candidates with particular needs. The purpose of the access arrangement is to remove unnecessary barriers to the standard assessment without compromising the standards being tested.

In addition to the mainstream curriculum, what other activities are offered to support learning?

Lunchtime home work groups to improve academic skills.

Lunchtime social gatherings with mentors to improve social skills.

Reading clubs

Computer games eg Wifit at break and lunchtime

Early hours opening in the library + lunchtime provision

Breakfast revision sessions during exams

Support for Students with literacy difficulties

- **Toe by Toe®**
Toe by Toe is a systematic page by page, step by step series of activities in one book; it takes students back to the beginning of phonics and works up from there. It is intended that the learner and coach work through the entire scheme and then graduate to reading scheme books
Moat offers Toe by Toe to students who have a diagnosed specific learning difficulty, who have made little or no progress with reading schemes and other interventions. It is delivered by SEN teachers and LSAs on a daily basis.
- **Semantic Links®**
Semantic links is a graded series of worksheets for use with students with language and semantic difficulties. It is designed to extend language and vocabulary skills, improve word finding skills and develop verbal reasoning.
Moat offers Semantic Links to students diagnosed with speech language and communication difficulties and to students with difficulties with descriptive language and comprehension.
It is delivered to small groups or individually as part of our literacy withdrawal programme
- **One to one 'lit wit'**
One to one literacy withdrawal is an 8 week programme to practice reading and basic literacy skills to improve reading and spelling ages. The student is withdrawn from one lesson a week by a LSA with agreement from mainstream teachers for half a term. Various resources are used including the 'Yellow Box® reading cards, reading scheme books and a variety of fictional texts. Students have the opportunity to work on subject specific spellings and everyday word lists which they find difficult, according to their individual needs. This is offered to students with a RA and SA below 9 years and gives the student the opportunity to build up a positive relationship with in class support staff so that asking for help in class becomes less of an issue for them.
- **Lexia Reading®**
Lexia is a web based independent learning system predominantly phonics based, beginning at initial letter level, and includes a simple comprehension element. Students are able to work through this independently. The computer keeps track of individual records and provides extra practice on aspects which students find difficult. At Moat this is offered to all students in year 7 to improve their reading skills whether they are a good reader or a student requiring extra targeted support.

How does Moat support the emotional and social development of these students?

- **Nurture Groups**
Students who struggle to settle into Moat may join the nurture group- a small 'safe' group with one teacher, to build their confidence.
- **Learning mentors**
Each year group has a learning mentor who monitors behaviour of that year group with the year achievement coordinator. Students who have received a high number of on-calls or negative behaviour points are given one to one support to help improve their

behaviour in lessons in line with the Moat behaviour expectations and behaviour policy. The mentors also work with students who are underachieving in class.

- Behaviour mentor
Students with more complex behaviour needs may have one to one or small group behaviour intervention
- Social skills groups
- Open door counselling
- Referral to outside agencies eg Educational Psychology service

Who is the SENCo?

Mr Ryan Saunders
Moat Community College
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Leicester
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What expertise and training do staff have in relation to children and young people with special educational needs and how is specialist expertise secured?

STAFFING

- SENCo ---PGCE. experienced in working with SEN within both mainstream and special schools
- Assistant SENCO- experienced in working with SEN within both mainstream and special schools
- Level 3 LSA - trained to deliver Accelerread Accelerwrite intervention programmes.
- SEN teachers, experience of teaching in mainstream SEN departments, special schools, assessing students with SEN.
- Key LSAs with training to modify VI and HI resources.
- Key LSAs trained to monitor and administer insulin.
- SEN teachers trained to secure examination access arrangements for students with SEND

ACCESS TO SPECIALISTS

Referrals made to;

- SBSS (for behaviour support)
- Educational Psychologist (for learning and cognitive assessment)
- Occupational Therapist (for motor skills issues)
- SNTS (for learning assessments)
- VI Team (for students with visual difficulties)
- Learning and Autism team (for support for students with ASD)

Referrals are made after consultation with parents, students and individual teachers at SEN reviews and parents' consultation evenings

What arrangements does Moat have for supporting students through transition from KS2 ?

- SENco meets with SENcos of primary schools to pass on information and ensure support for students continues.
- SENco attends year 6 EHCP annual review, to plan for transfer of students with complex needs.
- SENco meets with professionals from outside agencies at a handover meeting to plan for continued support.
- Vulnerable students invited to attend extra transition days in our nurture provision.
- Students with complex needs have individualised transition plans incorporating pre-visits of key staff to primary school and morning or afternoon sessions with key staff at Moat.

What arrangements does Moat have for supporting students through transition from Moat to post 16 provision?

- Students with EHC plans meet Connexions advisors at the year 11 statutory review in the autumn term. Connexions will liaise directly with these students and parents to identify a suitable course and provide support through transition.
- Vulnerable students have appointments to meet Connexions advisors at various stages in year 10 and 11.
- SENco passes information to the support departments of the colleges when a place has been accepted
- In some cases the SENco is invited to the colleges to meet with professionals to help plan a support package.
- Visits are arranged for vulnerable students to look around the colleges with SEN teachers and LSAs from Moat
- Vulnerable students may be accompanied to college interviews by key LSAs

What arrangements do we have to consult parents/carers/ students?

- Statutory annual reviews of EHCP
- Termly reviews with keyworkers
- SENco available for face to face meetings by appointment
- SENco may be available to answer short enquiries
- Parents can contact, tutor, YAC, or Key stage senior leader to request appointment or telephone conversation
- SENco and SEN teachers available at parents' evenings of all year groups.

What arrangements does Moat have to deal with complaints?

We take all complaints very seriously and are keen to resolve issues as quickly as possible.

- In the first instance contact the SENCo.
- Make an appointment to speak with the Key Stage manager or Assistant Vice Principal responsible for support
- Make an appointment to speak to the principal.