



SEN INFORMATION REPORT

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

<p>3b) Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review</p>	<p>Pupils progress is assessed and reviewed by:</p> <ul style="list-style-type: none"> • Data tracking for pupil progress • IEP and ECHP reviews • Staff supervision • Observations and follow up • Parents meetings.
<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"> • Smaller class sizes for withdrawal groups • groupings that target specific levels of progress • differentiated resources and teaching styles; • appropriate choices of texts and topics to suit the learner • access arrangements for tests and or examinations; • additional adult support. • Specialist teaching by SEN teachers and Teaching Assistants • Training for other staff by SEN department • Options available to support SEND students. For example V-Certs and ASDAN skills for life • A range of technological aids are available for SEND pupils including laptops, iPads and keyboards
<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"> • Targeted support for individual pupils . • Break and Lunch club, staffed by specialist staff • Tutors, AYAC and YAC working with vulnerable pupils to build self esteem • Friendship groups lead by SEN staff • Tutorial system dealing with relevant issues • School Council • An anti-bullying policy
<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"> • Autistic Spectrum Disorder • Speech and Language • Visual impairment • Hearing Impairment • Code of Practice • Literacy • Full School Training on Literacy • Full School Training on using TAs • Phonics • Exam concessions • Full School Training Reading • Looked after children • SENCO working towards NASEN award 2017-2018 • Managing Diabetes • Administering Epi-pens • First-Aid and Emergency Aid • ASDAN
<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"> • Autism Team • Speech and Language Team • Hearing Support • Visual Support • Educational Psychologist • Learning, Communication and Interaction Support Team • SEN and Disability Support Services • Social Services • CAMHS • Connexions • Roma and Traveller Support Services • SENDIAS • Early Help Team
<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"> • Parents are involved in all stages of the referral process involving outside agencies. • Parents are offered advice and support regarding securing equipment and services for students with SEND

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

<p>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>http://www.autism-society.org</p> <p>https://www.tourettes-action.org.uk</p> <p>http://www.adhdfoundation.org.uk</p> <p>http://www.bdadyslexia.org.uk</p> <p>https://www.cysticfibrosis.org.uk</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"> • The SENDco meets with SENDcos of primary schools to pass on information and ensure support for students continues. • The SENDco meets with professionals from outside agencies at a handover meeting to plan for continued support. • Students with complex needs have individualised transition plans incorporating pre-visits of key staff to primary school
<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"> • 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. • The SENDco 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

	<ul style="list-style-type: none"> • Vulnerable students may be accompanied to college interviews by key LSAs
12c) The school prepares students for adulthood and independent living.	<ul style="list-style-type: none"> • The school provides a balanced PHSE curriculum. • The school offers a Skills for Life course to students who need support with the transition to adulthood • EHC transition meetings • Connexions interviews
13) The local authority's local offer is published on Leicester City Council's website.	<ul style="list-style-type: none"> • https://mychoice.leicester.gov.uk/Categories/3/Local-Offer

Last reviewed: February 2018