

SEN Information Report

Last reviewed: April 2018

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SEN Governor: Stuart Pidgeon

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Local Offer Contribution:

<http://www.rochdale.gov.uk/schools-and-education/special-educational-needs/Pages/send—the-local-offer.aspx>

Whole School Approach

Matthew Moss High School has an inclusive ethos and is committed to providing a broad and balanced curriculum that meets the needs of all learners. We have a dedicated and highly experienced team working in our Learning Support Faculty to ensure all students receive the support they require to be successful.

High quality first teaching and additional interventions are the first priority in meeting the needs of all learners. These are monitored through Performance Management Reviews, the appraisal process, Learning Walks and Book Looks. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.

At Matthew Moss we work closely with children and families to aim to remove all barriers to learning. If a child or young person has additional needs, we will endeavour to make the necessary provisions and adaptations so that they can be involved in all activities

that the school offers in line with the Equality Act (2010) and the Disability Discrimination Act (2005).

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: The class teacher will use assessments, classwork, homework etc. to look for progress which:

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap*

The teacher will then make a referral if they are concerned that the student may have SEN. Further specialised assessments will be undertaken by a member of the Learning Support Faculty to further inform planning.

Plan: The relevant members of staff will meet and decide the best course of action to take. This is child-centred and the parents and students are fully involved. A plan will be decided on and the intervention agreed.

Do: Dependent on the decided intervention, the student will be referred to the correct staff/agencies.

Review: Each intervention has its own review cycle, as detailed on the provision map. The student will be reviewed and the appropriate action will be determined.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

This cycle forms the basis of our evaluation to determine whether a provision is successful. Once a provision has been applied, the student will be set specific success criteria that is personalised to their need. These criteria will be revisited and assessed in the review cycle by the key person in the Learning Support Faculty. The team will utilise specific information relating to the child and their need to evaluate the success of the provision. This can be from academic data to social skills as we believe in the holistic approach and education of the whole child. We adapt a child-centred approach and if a provision has been successful, the key person in the Learning Support Faculty will meet with the child and/or parents to discuss the next steps in their provision.

DSEN - Categories of Need:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one,

some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support

children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

SCHOOL OFFER

At Matthew Moss High School, we pride ourselves on making the learning environment positive and engaging to ensure that all students are catered for. We understand that some children and young people may require adaptations to their learning environment and we can accommodate these on a highly personalised level. It is vital that we understand the child's needs from the start of their school journey so our transition programme can begin early on so that the child's needs are understood. Close work with our partner primary schools allows for a smooth transition to high school for learners with additional needs. In doing this we can make necessary adjustments to the curriculum and school day for individuals where required.

Transition

The transfer from Primary School to Secondary can be exciting but also worrying!
At MMHS we work hard to ensure a smooth and happy transition through a range of strategies:

- SENCO or Assistant SENCO attends Annual Reviews and Transition Reviews for students with a Statement or EHC Plan.
- SENCO or Assistant SENCO will meet with parents and students who have a diagnosis to personalise a transition package.
- Liaison with specialist teachers from RANS working with partner primaries
- Open Evening for Year 5 and 6
- SENCO or Assistant SENCO visits primary schools
- Individual parental visits when requested
- Transition visits for pupils with a statement or an EHC Plan coordinated with the primary schools
- Transition evening for parents and learners
- Transition day in the summer term.

Year 7 and 8

- All students with a statement or EHC Plan are allocated a key worker
- Personalised timetables
- Literacy programme
- Numeracy programme
- Sensory Intervention
- Social skills interventions
- Specialist Equipment as required
- Access to Learning Mentors for pastoral support
- Reading and spelling assessments carried out
- Dyslexia Screener

- Visual stress test
- Support from Educational Psychologist and RANS
- Lunchtime Club
- Homework Club
- In class support from Teaching Assistants
- Support from Positive Steps in relation to option choices
- Options evening: appointments with SENCO for learners with SEND can be requested

Year 9, 10 and 11

- All students with a statement or EHC Plan are allocated a key worker
- Personalised timetables – reduced options to allow for pre and post teaching
- Literacy programme
- Numeracy programme
- Sensory Intervention
- Social skills interventions
- Specialist Equipment as required
- Access to Learning Mentors for pastoral support
- Reading and spelling assessments carried out
- Dyslexia Screener
- Visual stress test
- Support from Educational Psychologist and RANS
- Lunchtime Club
- Homework Club
- In class support from Teaching Assistants
- Support from Positive Steps in relation to post-16 and future careers choices
- Supported revision sessions
- D6
- Life Skills course

· ASDAN Award

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through keeping everyone involved in the process. Parents are informed when their child is on the SEN register and when they are 'exited', if appropriate.

We have a Parents' Group for the parents of learners with Autistic Spectrum Conditions who meet every half term. This is overseen by the SENCO as well as having regular guest speakers who are experts in this particular area of understanding.

The Learning Mentors run a Parent Drop-In session for all parents every Tuesday evening in school. Parenting Courses are also now offered where appropriate by the Learning Mentors who are fully trained to deliver these courses.

STAFFING

Members of staff in the Learning Support Faculty are:

Frances Clay (SENCO)
Alison Chadwick (Assistant SENCO)

Nazra Mustafa / Rebekah Kirk (EAL Coordinators)
Zahida Younus (EAL TA)

Debbie Darnbrough (Learning Mentor)
Julie Smedley (Learning Mentor)
Sam Hoyle (Learning Mentor)

Gary Harrall (Numeracy Coordinator)

Lorraine McCaroll (Literacy Coordinator)
Laura Joyce (Literacy Coach)

Paula Burrows (Teaching Assistant / Key Worker)
Ruqsana Khan (Teaching Assistant / Key Worker)

Urooj Karim (Teaching Assistant / Key Worker)
Flora Bradshaw (Teaching Assistant / Key Worker)
Claire Moore (Teaching Assistant / Key Worker)
Gemma Mason (Teaching Assistant / Key Worker)
Annette Force (Teaching Assistant / Key Worker)
Karen Sanderson (Teaching Assistant / Key Worker)
Chris Mills (Teaching Assistant / Key Worker)
Julie Shotton (Teaching Assistant / Key Worker)
Janet Carr (Teaching Assistant / Key Worker)
Roy Down (Teaching Assistant / Key Worker)
Rebecca Dykes (Teaching Assistant / Key Worker)
Julie Walmsley (Teaching Assistant / Key Worker)

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. This approach has been developed in line with current research around the deployment and impact of support staff, as outline by the Education Endowment Foundation

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants/>

Training in relation to this approach has been delivered to all teaching staff and teaching assistants and is updated each year with all staff that are new to the school as part of the new staff induction program.

As well as offering in-class support and additional interventions for learning, our key workers (teaching assistants) play an essential role in improving the emotional and social development of our children and young people. All students with an EHC Plan are allocated a key worker during the transition period so that they have a nominated person who they can work with to improve their social and emotional skills. We have a number of identified 'safe havens' within the school and the Additional Needs area is one of them as well as the Learning Mentors' Room. These rooms are also staffed at break and lunchtime. It is made clear to students that it is an area where their views are

listened to. We also have the H2H Team in school, a group of students who work as peer mentors. These students are available to all students who need someone to speak to.

SCHOOL ADMISSIONS

Children with Statements of Special Educational Needs/EHC Plans

Where pupils have a statement of Special Educational Needs/EHC Plan that names a specific school, the Governing Body has a statutory duty to admit those pupils. This means that children with such a Statement of Special Educational Needs will be allocated a place before any other places are allocated.

[Local authority information - Secondary school places for children with Special Educational Needs.](#)

Looked-After Children and Previously Looked-After Children

The school's designated teacher for Looked After Children is Alison Chadwick.

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, residence or special guardianship order.

[\(Reference: Admissions Policy 2016\)](#)

School Partnerships and Transitions

We work closely with other local high schools in relation to SEND through attending the SENCO Cluster Meetings, taking part in the SEND Review process overseen by two other schools and developing strong working relationships with those within the Local Authority in order to share good practice. We also work closely with our partner primary schools and post-16 providers of education. We support our young people into post-16 provision and ensure a suitable transition process is arranged so that their needs can continue to be met in this new context. We closely monitor children and young people's destination data and have a high level of success in ensuring our young people go on to successful placements in education, employment or training.

Furthermore we work closely with a number of external agencies and have fostered excellent relationships with these. We work with RANS, Thrive, School Nurse, MASS, Children's Social Care, Educational Psychologists, Macmillan, Kooth, Positive Steps and many others to ensure that we are meeting the child's needs. We work regularly with external agencies to gain an in-depth knowledge of specific needs so we can remove all barriers to learning and ensure that the child is accessing a wide curriculum so that they are making good progress.

Complaints

Our complaints procedure is in line with the schools policy can be found on the [school website](#).

Relevant school policies underpinning this SEN Information Report include:

[SEND and Accessibility](#)

[EAL Policy](#)

[Behaviour and Relationships Policy](#)

[Safeguarding and Child Protection Policy](#)

[Careers Education and Guidance Policy](#)

[Alternative Exam Arrangements Policy](#)

[Medical Conditions Policy](#)

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005