



Moseley School Special Educational Needs and Disabilities Information Report

1. What kinds of Special Educational Needs does Moseley School make provision for? What type of provision does Moseley School offer and how do we know it works?

Through whole school strategies, targeted interventions with students, training programmes and information sharing by the SEND Department, Moseley School is able to make provision for the range of needs described below.

The views, wishes and experience of students, parents and staff (from the school and sometimes, from outside agencies) are integral to the planning and review of the support we allocate to our students.

| Types of need and what these could look like: | Examples of support in our school: | How we check that support is working: |
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| <p>Cognition and learning: Difficulties in the acquisition and/or use of language, literacy and numeracy skills. Difficulties with adaptive behaviour and social skills. May find it hard to understand, learn and apply new skills. Students with specific learning difficulties, such as dyslexia, dyspraxia and dyscalculia.</p> | <ul style="list-style-type: none"> - Literacy support, including extra Literacy classes and clubs, Lexia reading technology, Fast ForWord and Clicker 6 - Phonics interventions with Literacy Coaches. - Withdrawal from lessons for coach support targeting literacy, numeracy, spelling, comprehension, vocabulary or handwriting. - Assessment and advice from our Pupil and School Support teacher - Smaller classes in KS4 - Appropriate exam access arrangements organised including scribes, extra time, reading pens. - Literacy groups in KS3 in place of MFL - Key worker/coach - Supported Learning Pathway for KS4 for students who are not able to access GCSE qualifications in some or all subjects. | <ul style="list-style-type: none"> - Discussions with teachers - Analysis of tracking data and outcomes - Assessments diagnosing reading, spelling and comprehension issues - Interim and end of year assessments in all subjects - Lesson Observations and Learning Walks - SEND Department/External Agency Assessments - Reviewing SEND targets set in Support Plan and Statement meetings with parents - Parent/Child Views - Book scrutinies |

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| <p>Communication and interaction: Students with Speech Language and Communication Needs (SLCN) have difficulties in communicating with others. This may be because:</p> <ul style="list-style-type: none"> - They are unable to say what they want to - They have difficulty understanding what is being said to them - They do not understand social rules. - Students with ASD, including Asperger's Syndrome & Autism may have speech, language and communication needs. | <ul style="list-style-type: none"> - Liaison with NHS Speech and Language Therapy - Targeted intervention with a Speech and Language Therapist. - Talk Fitness speech and language intervention. - Social Interaction and Communication Clubs e.g. Gardening Club, Sports - Social Skills courses delivered by specialist SEND and Inclusion Coaches - SCERTS Programme focusing on social and communication skills. - Support and advice from Community Autism - Appropriate exam access arrangements organised including scribes, extra time, reading pens. - Key worker/coach - Referral to GP for further medical assessment - Option to spend some unstructured time (e.g. break and lunch) in the Rod Ling Centre. - SCERTS Programme focusing on social and communication skills. | <ul style="list-style-type: none"> - Assessment and views of speech and language therapist - Parent/Child views - Monitoring of behaviour logs where necessary - Class Observations and Learning Walks - Self-esteem measures used to assess impact of social skills courses - Students and their families supported in obtaining diagnoses where beneficial - Assessments, tracking and outcomes |
| <p>Social, emotional and mental health needs (SEMH): This encompasses a broad range of additional needs, including excessively withdrawn or 'acting out' behaviour which may affect a child at various times throughout their education. Some of these needs were previously referred to as BESD. <u>Please contact your child's Head of House, in the first instance, if you have a behaviour concern.</u></p> | <ul style="list-style-type: none"> - House Pastoral Managers and Head of House - School Mentors Scheme - Inclusion Coaches to support SEMH needs - Inclusion courses such as Anger Management, Bereavement, Social Skills and Self Esteem. - Referral to CAMHS (Child & Adolescent Mental Health Service) - School Nurse - Educational Psychologist - Personalisation Case worker who works with all 'Looked After' children - Counselling - Additional English lessons for LAC who are Newly Arrived | <ul style="list-style-type: none"> - Questionnaires which help us to understand students' difficulties from their perspectives e.g. Strengths and Difficulties Questionnaire, Emotional Literacy Assessment - Parent/Child views - Advice of external agencies such as the Educational Psychologist and in-school experts on particular areas of need - Monitoring of behaviour logs where necessary - Students and their families supported in obtaining diagnoses where beneficial - Assessments and tracking of progress in ATL |

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| | <ul style="list-style-type: none"> - Referral to GP for further medical assessment - Key worker/coach - Staff training on attachment | |
| <p>Sensory and/or physical needs: Students who may need special provision, such as assistive technology, to help them to access all educational facilities as fully as possible. This category includes students with HI, VI or PD.</p> | <ul style="list-style-type: none"> - Support and advice from outside agency experts including Teacher of the Visually Impaired and Teacher of the Deaf - Staff training on supporting students with visual and hearing impairments - Assistive technology such as radio hearing aids - VI Risk Assessment and adjustments to school - Medical/First Aid information sharing (designated main office staff) for students with certain identified medical needs - Classes accessible to wheel chair users | <ul style="list-style-type: none"> - Regular monitoring by SEND and Literacy Coaches - Setting targets for the use of assistive technologies in support plan and statement meetings with parents - Class Observations and Learning Walks - Parent/Child views - More wheelchair users attending school - Assessments and tracking |

2. How does Moseley School identify and assess Special Educational Needs?

Information from **parents** and **previous schools** is one source of information used to identify SEND. The Moseley School transition team visit primary schools to collect information about the needs of students who will be joining us, meet the students and attend review meetings as appropriate.

Group reading tests, CAT and Lucid Exact are used to screen students for cognition and learning difficulties and further diagnostic testing is carried out where these reveal concerns.

Data tracking (particularly English forecast grades) is also used to screen for potential problems and may trigger further testing.

Moseley School SEND Department has consulted with Pupil and School Support and the Educational Psychology service in developing a comprehensive Referral and Assessment Pathway to ensure that the needs of students are identified in good time so that they can be thoroughly investigated and appropriate support allocated.

An electronic SEND Referral Form is readily accessible to all staff. By completing referrals staff give further consideration to the needs of their students, and enable the SEND Department to carry out appropriate investigation and assessment, before allocating targeted support. Our investigation might include diagnostic assessment by trained SEND coaches, Pupil and School Support, and the Educational Psychology Service, referral to external agencies such as the Communication and Autism Team, and/or supporting parents in obtaining medical advice and treatment for their children.

We strongly encourage parents to contact our Non-Teaching SENCO using the details below, where they have any concerns or information which would help us to better support their child.

3. How does Moseley School know how much progress is being made by pupils with Special Educational Needs?

For all students progress is carefully monitored across all subject areas, in part by reviewing their grades from interim assessments every half term. These grades are discussed with students and their families at parents' evenings, in order to celebrate good progress and highlight any areas of difficulty. The reading ability of all students is tested a minimum of twice each year using the NGRT reading test and this data is then screened by the Senior Literacy Coach and SEND department to measure progress.

For students with pre-identified SEND needs, the SEND Department scrutinises all progress data following every assessment point. For students with high-focus SEND needs we also use a range of assessments including the Diagnostic Reading Analysis, British Picture Vocabulary Scale, and the Salford Sentence test, in addition to requesting additional assessment expertise from outside agencies.

4. What extra-curricular activities can a pupil with Special Educational Needs access at Moseley School?

Moseley School is proud to offer a wide range of exciting extra-curricular activities to all students. We do our best to ensure that every student is able to participate in every activity, by making appropriate adaptations.

Staff leading extra-curricular activities are able to consult with the SEND department on students' learning needs including ensuring accessibility for students with sensory and physical impairments as part of risk assessments.

The SEND department and literacy team also run a wide range of lunch time and after school clubs, specifically to support the progress of students with Special Educational Needs, including Lexia, Film Club, Games for Prizes, Jolly Jotters, Number Crunchers, and Word Warriors.

All students in Year 7 take part in Moseley Edge and we also have a group of students with SEND who are supported to participate in the JASS (Junior Award Scheme for Schools).

5. Does the school have a Special Educational Needs Co-ordinator? If so, who are they and how can someone get in touch with them?

Our Special Educational Needs Coordinator is Miss Rachel Slowey slr@moseley.bham.sch.uk

Miss Slowey is supported by our Non-Teaching SENCO Mrs Emma Chiles. Mrs Chiles does not teach classes and is the best person to contact first if you have any concerns about your child's specific needs or would like to ask us any questions about their support.

The main Moseley School contact number is: 0121 566 6444.

Please either ask to be put through to Mrs Chiles or the SEND Department.

You can also contact us by email: ple@moseley.bham.sch.uk

6. What training does the staff at Moseley School have in relation to pupils with Special Educational Needs?

All teaching staff receive annual training and information on:

- The SEND Code and SEND department policies, so that all staff know how best to access and use the information and support given by the SEND department for all students with Special Educational Needs.
- The identification of additional support needs and SEND department referral policy.

As part of their continuing professional development all teaching staff undertake training in relation to pupils with Special Educational Needs throughout the academic year, in response to staff requests for support and areas for development identified by the Assistant Headteacher (Student Standards and Support) and the Deputy Headteacher (Teacher and Learning).

This training may include:

- Sessions such as "Practical Strategies for Dyslexia Friendly Practice" or "Dyspraxia Symptoms and Strategies."
- Round table training sessions where all staff who work with an identified group of students with a high level of need e.g. serious visual impairment receive training from a specialist support agency and have opportunity to share best practice.
- Level 1 Autism Awareness Training, delivered by the Communication and Autism Team.
- SEND briefings for teaching staff of particular high-focus students.
- Teaching and Learning Clusters focusing on specific areas of SEND in more detail.
- Training for all NQTs and PGCE students.

All staff receive annual training on emergency first aid for allergies and biannual asthma training.

Examples of training which specialist support staff receive as appropriate:

- SEND Coaches receive training on
 - o SEND assessment
 - o Supporting students with particular areas of need on an on-going basis both from the SENCO and from outside agencies.

- Speech, Language and Communication needs
- Numeracy and literacy catch-up
- Literacy Coaches receive training on
 - Delivering specialist interventions such as the Fresh Start phonics-based programme designed for struggling readers aged 9-13.
 - LEXIA
 - Supporting vocabulary development and comprehension

7. How does Moseley School get more specialist help for pupils if they need it?

In our school if we feel a pupil needs more specialist help we can work with the following people to get this.

| Agency or Service | Who they work with | How school can get in touch with them |
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| Pupil and School Support | PSS support Moseley School in meeting the needs of our students. They do this by training staff in delivering specific interventions and on specific areas of SEND need, and also by assessing individual students so that they can advise on the best support for them. | School has an allocated worker who they will contact after a parent or carer signs a consent/referral form. |
| Educational Psychology Service | Students whose educational needs cannot be met by internal interventions alone. | School has an allocated worker who they will contact after a parent or carer signs a consent/referral form. |
| Private Educational Psychologist | | |
| Children's Speech and Language Therapy, Birmingham Community Healthcare NHS Trust Traded Speech and Language Therapy Services West Midlands Speech and Language Therapy. | The SEND department may liaise with the SLT department of the local Community Healthcare NHS Trust in order to facilitate work with students who meet the threshold for NHS treatment. We may also buy in speech and language support for students with speech language and communication needs who do not meet this threshold, considered on an individual | School has an allocated contact person at the local NHS trust who they can contact. Parental consent is sought and consent signed before a student is seen by Speech and Language therapist. |

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| | basis. | |
| Communication and Autism Team | Students with a diagnosis of ASD, including Asperger's Syndrome & Autism | School has an allocated worker who they will contact after a parent or carer signs a consent/referral form. |
| School Nurse | Supports students who have medical and health issues which have an implication for their wellbeing in the school environment. | Referrals through Pastoral Deputy Headteacher. |
| Forward Thinking Birmingham www.forwardthinkingbirmingham.org.uk | Forward Thinking Birmingham (formerly CAMHS) will provide clinical psychology and family therapy sessions for children and families with mental health issues which are judged to have a significant impact on their wellbeing. They also have a drop in counselling service for children aged up to 25. | The SEND Department is the gateway for FTB referrals initiated by pastoral staff. |
| Sensory Support: Visual Impairment Team | Students with specific needs related to a visual impairment. | School has an allocated worker who they consult with as necessary. If a student is considered to need extra support from this team, this is discussed with a parent or carer and a consent form signed. |
| Sensory Support: Hearing Impairment Team | Students with specific needs related to a hearing impairment. | School has an allocated worker who they consult with as necessary. If a student is considered to need extra support from this team, this is discussed with a parent or carer and a consent form signed. |
| Children's Services/ Birmingham Families and Safeguarding Team | Provides a range of services for children and families. | School has a designated link person for referrals who will make contact after a parent or carer signs a consent/referral form. |
| Physical Difficulties Support: Victoria Outreach | Students with physical and motor difficulties in a mainstream school setting. | School has an allocated worker who they consult with as necessary. If a student is considered to need extra support from this |

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| | | team, this is discussed with a parent or carer and a consent form signed. |
| Think Family | Think Families team will allocate a worker who will offer support to the family in any way possible. | School has a designated link person for referrals who will make contact after a parent or carer signs a consent/referral form. |
| Big Community | Big Community allocate a worker to support Emotional Health and Wellbeing, Family Work, Attendance or Speech and Language Therapy | Big Community Central Office, The Business Rooms, Rubery, Birmingham B45 9AL http://www.bigcomm.org/ Telephone: 0121 457 6758 Fax: 0121 457 6757 E-mail: bigcommunity@bigcomm.org |
| Autism West Midlands | Support and training for parents of children with autism Online social network | Contact via request form on website www.autismwestmidlands.org.uk Telephone: 0121 450 7582 |
| Bereavement Counselling – Winston’s Trust | Provide support for children who have suffered a bereavement | http://www.winstonswish.org.uk/ 3rd Floor, Cheltenham House, Clarence Street, Cheltenham GL50 3JR Telephone: 01242 515 157 Email: info@winstonswish.org.uk |
| Think Family | Provide a whole family approach to overcoming multiple or complex problems, but that doesn’t need statutory or social work intervention. | www.birminghamchildrenstrust.co.uk |
| Birmingham Family Support and Safeguarding Service | Provides support for children and families with additional or complex needs, including those at risk. | http://www.lscbbirmingham.org.uk Birmingham Safeguarding Children's Board Room B54, Council House Extension, Margaret Street Birmingham B3 3BU Telephone: 0121 464 2612 |
| Malachi | Malachi will allocate a worker to support families who have a child with emotional difficulties resulting in behaviour that impacts negatively on learning. | www.malachi.org.uk Billesley and Yardley Wood Community centre, 725 Yardley Wood Road, Billesley, Birmingham B13 0PT Telephone: 0121 441 4556 |

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| National Deaf Children's Society | Provides support, information and advice for deaf children and young people, their families and professionals working with them. Can help with welfare rights, benefits claims, educational choices, health and assistive technology. | http://www.ndcs.org.uk/ NDCS Birmingham office - children and family events Second Floor, Vincent House Quay Place, 92-93 Edward Street Birmingham B1 2RA Tel: 0121 234 9820 (v/t) |
| Action for Blind People | Has a service specifically for young people aged 14-25 with visual impairments. Offers opportunities and advice in relation to education, employment, independence and leisure opportunities. | Birmingham Action for Blind People Address: 58-72 John Bright Street, Birmingham, B1 1BN Tel: 0121 665 4200 https://www.actionforblindpeople.org.uk/ |

One of the ways in which we ensure students continue to be engaged in their own education and support is through regular, more informal monitoring chats with SEND Coaches. The students are encouraged to speak honestly and openly about how things are going for them and any difficulties they might be experiencing.

11. If a parent of a child with Special Educational Needs has a complaint about the school, how does the governing body (or proprietor) deal with the complaint?

All members of the school community carry the responsibility to listen to others and respond positively to them. Our school and governing body take complaints seriously and will act upon these on an individual basis. Please refer to the [complaints procedure](#) for further information.

12. How does the governing body (or proprietor) involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?

On our board of governors we have an allocated governor who is responsible for Special Educational Needs (Thelma Probert). Her job is to meet regularly with the Assistant Headteacher i/c of Literacy, SEN and EAL. In these meetings the SEN Governor makes sure that children and families are being supported appropriately in school. The SEN Governor also visits the school, observe what happens in classrooms and meet with class teachers, support staff and children and young people.

In addition the Head teacher and the Assistant Headteacher i/c of Literacy, SEN and EAL report to the Board of Governors twice a year. The SEN Governor shares this report with the other governors so that the whole governing body is aware of how Special Educational Needs are

being supported in the school and how well this support is working. The governors will challenge, support and advise the Headteacher if appropriate provision isn't being made.

13. How does the school support pupils with Special Educational Needs through transition?

Year 6 Transition:

- Year 6 Transition Coordinator and the SEN Department visit primary schools to meet with pupils and attend review meetings in the term before moving to secondary
- Induction evenings for students and their parents and carers
- Year 6 Transition Day and SEND Transition Club in July
- Summer School

KS3 to KS4 Transition:

- A questionnaire about the students' needs is completed with the student and their parents in their initial interview. This information is then passed to the SEND Department, who will make contact with parents and assess the students' needs to ensure appropriate support is implemented as soon as possible
- Advice offered about learning pathways at KS4

Year 11 to Post 16 Transition:

- Students with additional needs are advised and supported to make appropriate choices in discussion with staff, parents and carers
- SEND Department may support with access to visits and interviews at further education institutions, passing on information on the student's needs, educational background and support to date
- Statemented students are advised by a Careers Advisor who pass on relevant information about their needs to receiving colleges.

14. How can parents find the Birmingham Local Authority's local offer?

Birmingham Local Authority's Local Offer can be found at: www.birmingham.gov.uk/localoffer