



MOYLES COURT SCHOOL

SEND Report 2023-24

<p>1. Kinds of Special Educational Needs that are provided for at Moyles Court School</p>	<p>The SEN Department provides support for pupils 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>2. Information about the school's policies for identification and assessment of pupils with SEN</p>	<p>Pupils are identified as having SEN, and their needs assessed, through:</p> <ul style="list-style-type: none">• Information passed on from nursery/previous schools• Baseline testing and progress data• Feedback from teaching staff and observations• Referrals from parents
<p>3a. The school's approach to teaching pupils with SEN</p>	<p>Provision for SEN pupils:</p> <ul style="list-style-type: none">• Quality first teaching, with appropriate differentiation in place• Reduced class sizes• Personalised learning through adaptation of timetable• Personalised provision through adapted resources and interventions
<p>3b. Evaluating the effectiveness of the provision made for pupils with SEN</p>	<p>The effectiveness of SEN provision will be measured both using qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to achieve their outcomes. Quantitative data will examine progress and attainment levels compared nationally for pupils of the same chronological age.</p>

<p>3c. How adaptations are made to the curriculum and the learning environment of pupils with SEN</p>	<p>The curriculum/learning environment maybe adapted by:</p> <ul style="list-style-type: none"> ● Groupings that target specific levels of progress ● Differentiated resources and teaching styles ● Appropriate choices of text and topic to suit the learner ● Access arrangements for tests and or examinations
<p>3d. 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"> ● A Mental Health and Well Being Policy ● Targeted support for individual pupils ● An anti-bullying policy ● Mentoring ● School Council
<p>4. Name and contact details of SEN Co-ordinators</p>	<p>Head of Enhanced Learning: Mrs. Cathy Trew senco@moylescourt.co.uk 01425 472856</p> <p>Early Years Senco: Mrs Kimberly Scott / Mrs Cathy Trew</p> <p>SEN Governor: Mrs J Broadway</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.</p>	<p>Audit of staff expertise in SEN undertaken annually:</p> <p>Head of Enhanced Learning: Mrs Cathy Trew B.A. (Hons) Qualified Teacher Status</p> <p>Enhanced Learning Teachers/experience: Mrs. S. Venning B.Sc. (Hons) RSA Dip in Sp.L.D</p> <p>Mrs Andi Korkmaz B.A (Hons) Qualified Teacher status</p> <p>Mrs Caroline Garvey B.A (Hons) Qualified Teacher status / Dip in Sp.L.D.</p> <p>Mrs Anna Hereford B.A (Hons) Qualified Teacher Status</p> <p>Specialist expertise engaged from external services – SaLT, EP support, OT and CAMHS</p>
<p>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<ul style="list-style-type: none"> ● Support services ● Charities ● Volunteers

<p>7. The arrangements for consulting parents of children with special educational needs about, and involving parents in, the education of their child.</p>	<ul style="list-style-type: none"> • Telephone call • Email • Parents evenings Annual review
<p>8. The arrangements for consulting young people with special educational needs about and involving them in their education.</p>	<ul style="list-style-type: none"> • One-page Pupil Profile • School council • Email • Annual reviews
<p>9. Any 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>	<ul style="list-style-type: none"> • As outlined in the Moyles Court Complaints Policy
<p>10. How the governing body involves other bodies, including health and social services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</p>	<ul style="list-style-type: none"> • Through annual reports to the governing body and the use of specialist staff such as the school nurse.
<p>11. The contact details of support services for the parents of pupils with special educational needs.</p>	<p>Support4SEND provides free impartial information, advice, and support to parent /carers of children and young people with special educational needs and disabilities and to young people with SEND throughout Hampshire. They cover the ages of 0-25 and offer support for any level of SEND.</p> <ul style="list-style-type: none"> • 01962 845870 (Mon – Fri 9am – 5pm) • Answerphone available out of hours • Enquiries.support4send@hants.gov.uk
<p>12. The School’s arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<ul style="list-style-type: none"> • A transition programme is in place during the summer term. • Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible • Accompanied visits to other providers may be arranged as appropriate • The PSHE curriculum aims to prepare pupils for adulthood and independent living • For those with an EHCP the phase transfer is completed during Annual Review process
<p>13. Information on where the local authority’s local offer is published.</p>	<p>www.hantslocaloffer.info</p>