

MOOR HOUSE SCHOOL AND COLLEGE

SEND LOCAL OFFER

What is Moor House?

Moor House School was founded in 1947 and provides education, therapy and care for children and young people with significant and persistent speech and language impairments. In 2011 Moor House College was established to extend the provision for 16 to 19 year olds.

Moor House is a non-maintained special school and registered charity. The student population comprises both day pupils and weekly boarders.

The latest two Ofsted education reports of 2011 and 2014 judged Moor House to be Outstanding.

How do I know if my child requires the provision Moor House has to offer?

If you are concerned that your child is not making progress at school and has had problems with his or her speech and language development in the past then your child may need to be in a school where the mainstream curriculum is taught in a highly differentiated way or in a post 16 setting where there is access to a further education curriculum with specialist support.

Students must be of average cognitive potential in order to access and derive benefit from the curriculum.

What special educational needs are catered for at Moor House?

All students at Moor House must have speech and language impairment as their primary SEN. However, many children have additional secondary needs including;

- Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder
- Dyscalculia
- Dyslexia
- Dyspraxia
- Epilepsy
- Gross and Fine Motor Skills
- Hearing Impairment
- Sensory Needs
- Worster Drought Syndrome

What is different about the curriculum at Moor House?

In Key Stages 2-4, we follow a highly differentiated mainstream curriculum that is jointly planned and delivered by a multidisciplinary team of teachers, speech and language therapists, occupational therapists and special teaching assistants to ensure your child's strengths are extended whilst working on individual areas in need of development. The acquisition and use of language for learning is at the forefront of our work in the classroom.

In Key Stage 5, our students either access an academically appropriate course at one of our link further education colleges with specialist support, or follow a more functional academic and life skills based curriculum at Moor House.

All students have specific targets set by the team working with them, which are reviewed formally each term. In addition, continuous multidisciplinary assessment tracks each student's progress in learning, communication and life and social skills.

Each team has a weekly timetabled meeting to discuss student progress. If your child's progress is not as expected, we are skilled in being able to adapt the way we support your child's learning and the interventions that we use. Our visiting Educational Psychologist is also able to provide advice about other ways to enhance your child's learning opportunities.

How will Moor House support my child's language development?

We support all of our students in a holistic way. We ensure that academically they are supported to make the most progress possible through specialist teaching. We support our students in developing their speech, language and communication skills through intensive speech and language therapy (SLT). This specialist therapy intervention is also designed to ensure that your child develops good social skills, is able to make and maintain friendships and has increased self-esteem.

We also believe it is important for our students to develop their life skills so that they can participate fully in society as adults. Our students make outstanding progress in all of these areas and grow into independent and increasingly confident young adults.

How will Moor House keep me informed of my child's progress?

We believe that communication with parents and carers is a very important aspect of what we do both at School and College. We share feedback on progress in a structured way with all of our learners and their families through a series of formal meetings each year. We also run regular workshops on a variety of topics to help

parents support their child's development such as, 'What is Language Impairment?' and 'Preparing for Exams'.

Our parents give us very positive feedback about our workshops; they find learning about practical strategies that they can use at home particularly valuable. In addition, we hold a Progress Day in the Spring term where parents can meet teachers and speech and language therapists and discuss how well their child is doing.

The needs of your child and family are important to us, so we work in partnership with parents to provide up to date information about your child in a way that is both accessible and helpful.

What support will there be for my child's/young person's overall wellbeing?

Our school and college community places the highest value on every child's wellbeing, self-esteem and sense of him or herself as a learner.

In addition to weekly one-to-one sessions with a Speech and Language Therapist, we also provide high staffing levels to enable children to learn in small groups during lessons, social skills sessions and in the extended curriculum. Some students receive additional one-to-one literacy, occupational therapy and psychotherapy sessions. We have a dedicated healthcare team at Moor House.

Our students have a strong participatory voice in decision-making on how our school community is run. In the main school this is done through our School Council and in the college through the MHC Forum. Our students rate themselves as being very happy at our school because we support them in experiencing success in their learning and in social and life skills.

How well qualified is Moor House to meet the needs of its children and young?

Our school is different in the way the curriculum is planned and delivered. We have a large therapy team which allows our Speech and Language Therapists and Occupational Therapists to be key members of the class team. They use their expert knowledge in the areas of language, literacy, communication, fine/gross motor and sensory knowledge in the classroom, as well as individually in therapy sessions. Our team of highly skilled Literacy Tutors, who are Dyslexia trained and qualified, work with identified students in weekly one to one sessions. We have a school Psychotherapist who works with individual students to develop their emotional wellbeing and also provides training for our staff. We have a visiting Professor of Educational Psychology who trains our staff every year on the latest developments in teaching and learning and also provides active support with regards to individual student progress.

Ofsted have judged our Teaching and Learning as Outstanding in the last two inspections in 2011 and 2014 and below are the headlines from the Ofsted report 26-27th June 2014

This is an outstanding school.

■ *All students achieve exceptionally well throughout the school and make significant gains in improving their reading, writing, communication and mathematics skills.*

■ *Teaching is excellent because all staff are highly skilled in the use of signing and communication aids.*

■ *Students behave exceptionally well in lessons and are highly enthusiastic to learn. They enjoy school and this is reflected in their good attendance.*

■ *The sixth form is outstanding and prepares students exceptionally well for the next stage in their adult lives.*

■ *The very wide range of subjects and topics engages pupils extremely well and contributes to their strong spiritual, moral, social and cultural development.*

■ *Students eligible for additional government funding make similar progress to their classmates in English and mathematics.*

■ *The work the school does to keep the students safe and secure is excellent. Staff, students and parents and carers feel that the school is a very safe place to learn.*

■ *The inspirational headteacher and senior leaders have sustained outstanding achievement and teaching through accurate checking of the school's work.*

■ *Governors are very well informed about the schools' performance and teaching standards. They provide a strong level of challenge and support to the school's leaders.*

■ *The school makes excellent use of current research to rapidly improve students' speech and language skills.*

■ *Links with parents and carers and with a variety of agencies are exceptionally strong. As a result, the school provides excellent care and support for students.*

What training are the staff supporting children and young people with SEND had or are having?

All members of staff receive regular and on-going training in a range of specialist methods and programmes to support the learning and achievement of students with Speech and Language Impairments.

All of our Teachers have a specific interest in the area of speech and language and literacy difficulties and some have additional postgraduate training in these areas resulting in an advanced level of knowledge and skills when working with your child. In addition to their qualifications which allow them to practise, a high proportion of our therapy team have had or are undergoing additional postgraduate training to master's level and beyond. Our residential staff study, as part of their work, to achieve NVQ Level 3 in Childcare and our Head of Residential Care is a trained NVQ assessor. As well as being up to date with the latest developments in teaching, therapy and social care, our school has developed new and innovative techniques that are widely recognized as being effective for children with Speech and Language Impairments. We share our knowledge and expertise regularly with other schools by running open days for professionals.

How will my child/young person be included in activities outside the classroom including school trips?

Our overarching aim is to support all of our students in becoming independent and confident young adults who feel they have a role in society as a whole. We work hard to ensure that all of our students are actively supported, so they can be included and participate in the learning and social opportunities that we create in our school, both within and beyond the curriculum. Our Speech and Language Therapists and Occupational Therapists work with students individually or in groups to develop the skills needed to be able to participate in whole school events.

How accessible is the school and college environment?

We value and respect diversity in our setting and do our very best to meet the needs of all our learners. Our policies are always devised with reasonable adjustments in mind so that the individual needs of our students are taken into account.

How will the school/college prepare and support my child/young person on admission and facilitate transfer to a new school / college or the next stage of education and life?

We review your child's profile very carefully and put a transition plan in place prior to their start date. We do this in conjunction with the feeder school where possible. Your child is sent a transition pack that gives them information about Moor House; they are also invited to a preparation day in the Summer term, prior to the September when they start with us. On this day, the student will meet the staff and the class peers that he/ she will be placed with the following term. For some children transition poses more of a challenge. In these cases we put an individualized plan in place. Both the School and College have mentor schemes to support new students. Students leaving Moor House School and College are well-supported to ensure their transition to the next phase of their education is successful.

How are the school's / college's resources allocated and matched to children's/young people's special educational needs?

We are a Non-Maintained Special School. The Local Authority pays the fees directly to the school. Students have an in-depth assessment prior to entry. We ensure that the Special Educational Needs identified on their Statement (or equivalent) are met.

How is the decision made about what type and how much support my child/young person will receive?

The amount and type of support a child / young person will receive is informed by their Statement of Special Educational Needs, in conjunction with an in-depth pre-admission assessment; this is reviewed regularly. All students require and receive intensive Speech and Language Therapy intervention, and Occupational Therapy integrated into their daily learning. Where students are identified as requiring a higher level of Occupational Therapy, Literacy teaching or Psychotherapy, this is available.

How are parents involved in the school / college? How can I be involved?

We regularly involve parents and families in discussions about their child / young person's learning, needs and aspirations. We welcome feedback and seek it regularly. We also have an active Parent Staff Association and encourage parents to involve themselves in the life of the school community. Our Governing Body includes Parent Governors.

Is there any additional provision you have developed this year?

In the last year, Moor House has extended its provision to link with a second FE College in order to offer a greater breadth of curriculum, including land based studies such as animal care, horticulture and agriculture. From September 2014, Moor House College will extend its provision further to cater for those students who need a more functional academic and life skills based curriculum.

Who can I contact for further information?

We invite all parents who are considering Moor House to visit and meet us to discuss their child and see how we work. Visits can be arranged by contacting our Admissions Team on

01883 712 271. Our prospectus is also available on our website
www.moorhouseschool.co.uk

Important Information regarding changes to SEND

If your child does not have a current statement of Special Educational Needs you will need to contact your local authority in order to request an assessment for an Education and Health Plan (EHC), which are replacing Statements from September 2014.

A request is likely to happen where special educational provision currently being made for your child by his or her early years setting, school or college from their own resources, is not enabling your child or young person to make adequate progress.

Publishing the Local Offer

Your local authority **is required to** make its Local Offer widely accessible and on a website. We are currently contacting local authorities to ensure they include us on their websites.