



## SEND Information Report 2024-25

<b>Types of special educational needs that are provided for at Moat Community College</b>	<p>The Learning Support department provides support for students across the 4 areas of need as identified in the SEN code of practice 2015:</p> <ul style="list-style-type: none"><li>• Communication and interaction</li><li>• Cognition and learning</li><li>• Social, Emotional and Mental Health difficulties</li><li>• Sensory and/or physical needs.</li></ul> <p>With specialist provision including:</p> <ul style="list-style-type: none"><li>Visual support</li><li>Hearing support</li><li>Medical</li></ul>
<b>Information about the college's policies for identification and assessment of students with SEND</b>	<p>Students are identified as having SEND and their needs assessed through:</p> <ul style="list-style-type: none"><li>• Information passed on from primary/previous schools</li><li>• KS2 results, CATS testing, baseline testing and progress data.</li><li>• Feedback from teaching staff and observations.</li><li>• Pupil premium interventions not showing an impact.</li><li>• Referral from parents</li><li>• Referral from students</li><li>• Reading standardised scores</li><li>• Spelling standardised scores</li><li>• Physical needs</li><li>• Recognised diagnosis from the NHS and other outside agencies</li></ul>
<b>Evaluating the effectiveness of the provision made for students with SEND</b>	<p>The progress of SEND students is evaluated in the following ways:</p> <ul style="list-style-type: none"><li>• SEND students' progress is tracked at least termly and adaptations to provision are made to reflect findings.</li><li>• Interventions have clear beginning and end points and effectiveness is reviewed regularly to ascertain effectiveness.</li><li>• Progress and evaluation are reported to the Governor with responsibility for SEND annually.</li><li>• Annual reviews for students with EHC plan</li></ul>
<b>Arrangements for assessing &amp; reviewing students' progress towards outcomes, including opportunities available to work with parents &amp; students as part of this assessment and review</b>	<p>Students' progress is assessed and reviewed by:</p> <ul style="list-style-type: none"><li>• Data tracking for students' progress</li><li>• IEP and ECHP reviews</li><li>• Staff supervision</li><li>• Observations and follow up</li><li>• Parental meetings</li></ul>

<p><b>The college's approach to teaching students with SEN</b></p>	<p>Provision for SEND students includes:</p> <ul style="list-style-type: none"> <li>• Quality first teaching, with appropriate differentiation in place.</li> <li>• Extra adult support in classrooms where appropriate.</li> <li>• Reduced class sizes where appropriate.</li> <li>• Personalised provision through time limited programmes</li> <li>• Personalised provision through adapted resources and interventions.</li> <li>• Passes and appropriate concessions where required.</li> </ul>
<p><b>How adaptations are made to the curriculum and the learning environment of students with SEND</b></p>	<p>The curriculum/learning environment may be adapted by:</p> <ul style="list-style-type: none"> <li>• Smaller class sizes for withdrawal groups</li> <li>• Groupings that target specific levels of progress</li> <li>• Differentiated resources and teaching styles</li> <li>• Appropriate choices of texts and topics to suit the learner</li> <li>• Access arrangements for tests and or examinations</li> <li>• Additional adult support</li> <li>• Specialist teaching by SEND teachers and Teaching Assistants</li> <li>• Training for other staff by the Learning Support department</li> <li>• Options available to support students with SEND. For example: ASDAN, Skills for Life, etc.</li> <li>• A range of technological aids are available for students with SEND including laptops, iPad and keyboards</li> <li>• 1:1 work regarding anxiety to allow students to access the curriculum.</li> </ul>
<p><b>Support that is available for improving the social emotional and mental health of students with special educational needs</b></p>	<p>Students are well supported by:</p> <ul style="list-style-type: none"> <li>• Targeted support for individual students.</li> <li>• Break and Lunch club, staffed by specialist staff</li> <li>• Tutors, AYAC and YAC working with vulnerable students to build self-esteem</li> <li>• Friendship groups lead by SEND staff</li> <li>• Tutorial system dealing with relevant issues</li> <li>• School Council</li> <li>• An anti-bullying policy</li> </ul>
<p><b>Staff specialisms</b></p>	<p>Staff are trained in the following areas:</p> <ul style="list-style-type: none"> <li>• ASD &amp; ADHD</li> <li>• Speech and Language</li> <li>• Visual impairment</li> <li>• Hearing Impairment</li> <li>• Code of Practice</li> <li>• Literacy</li> <li>• Full School Training on Literacy</li> <li>• Full School Training on using TAs</li> <li>• Phonics</li> <li>• Exam concessions</li> <li>• Full School Training Reading</li> <li>• Looked after children</li> <li>• SENCO with NASEN award</li> <li>• Managing Diabetes</li> <li>• Administering Epi-pens</li> <li>• First-Aid and Emergency Aid</li> </ul>

<p><b>Access to External Specialists</b></p>	<p>The college regularly accesses external support from the following partner organisations:</p> <ul style="list-style-type: none"> <li>• Autism Team</li> <li>• Speech and Language Team</li> <li>• Hearing Support</li> <li>• Visual Support</li> <li>• Educational Psychologist</li> <li>• Learning, Communication and Interaction Support Team</li> <li>• SEND and Disability Support Services</li> <li>• Social Services</li> <li>• CAMHS</li> <li>• Connexions</li> <li>• SENDIASS</li> <li>• Early Help Team</li> </ul>
<p><b>Information for parents to help them secure equipment and facilities for their child</b></p>	<p>Parents are informed about how facilities and equipment for their children will be secured:</p> <ul style="list-style-type: none"> <li>• Parents are involved in all stages of the referral process involving outside agencies.</li> <li>• Parents are offered advice and support regarding securing equipment and services for students with SEND</li> </ul>
<p><b>The arrangements for consulting parents of children with special educational needs about, and involving such parents in the education of their child</b></p>	<p>Parents are contacted by the following channels:</p> <ul style="list-style-type: none"> <li>• Reviews</li> <li>• Phone calls</li> <li>• Parents' Evenings</li> <li>• Text messages</li> <li>• Events</li> <li>• EWO</li> <li>• Directly by the Educational Psychologist</li> </ul>
<p><b>The arrangements for consulting young people with special educational needs about and involving them in their education</b></p>	<p>Young people with special educational needs are consulted using the following methods:</p> <ul style="list-style-type: none"> <li>• School Council</li> <li>• Annual Reviews</li> <li>• Literacy Leaders</li> <li>• PEPs</li> <li>• College Ambassadors</li> <li>• Key Workers for SEND pupils</li> <li>• Lunch Clubs</li> <li>• Open and friendly SEND/EAL department where students feel comfortable to speak about their needs.</li> </ul>

<p><b>Arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the college.</b></p>	<p>If parents wish to complain:</p> <ul style="list-style-type: none"> <li>• Moat Community College follows the Local Authority Complaints procedure.</li> </ul> <p>In the first instance please contact the college on: Tel: 0116 262 5705</p>
<p><b>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 students with special educational needs and in supporting the families of such students.</b></p>	<p>The Governing body ensures the staff at Moat Community College meet the needs of young people with SEND by:</p> <ul style="list-style-type: none"> <li>• Ensuring they have access to appropriate support through both statutory and voluntary agencies.</li> <li>• The Governor with responsibility for SEND, Mrs Anne Steventon meets termly with the SENCO.</li> </ul>
<p><b>Support services for the parents of students with special educational needs, including those for arrangements made in accordance with section 32.</b></p>	<p><a href="http://www.autism-society.org">http://www.autism-society.org</a></p> <p><a href="https://www.tourettes-action.org.uk">https://www.tourettes-action.org.uk</a></p> <p><a href="http://www.adhdfoundation.org.uk">http://www.adhdfoundation.org.uk</a></p> <p><a href="http://www.bdadyslexia.org.uk">http://www.bdadyslexia.org.uk</a></p> <p><a href="https://www.cysticfibrosis.org.uk">https://www.cysticfibrosis.org.uk</a></p>

<p><b>The college's arrangements for supporting pupils with special educational needs in a transfer between Primary and secondary school.</b></p>	<p>Students are supported for the transition from primary school to secondary school:</p> <ul style="list-style-type: none"> <li>• The SENCO meets with SENCO of primary schools to pass on information and ensure support for students continues.</li> <li>• The SENCO meets with professionals from outside agencies at a handover meeting to plan for continued support.</li> <li>• Students with complex needs have individualised transition plans incorporating pre-visits of key staff to primary school</li> </ul>
<p><b>The college prepares students for the transition between secondary education and FE college</b></p>	<p>Students are prepared for the transition to FE college:</p> <ul style="list-style-type: none"> <li>• Students with EHC plans meet Connexions advisors at the year 11 statutory review in the autumn term.</li> <li>• Connexions will liaise directly with these students and parents to identify a suitable course and provide support through transition.</li> <li>• Vulnerable students have appointments to meet career advisors at various stages in year 10 and 11.</li> <li>• The SENCO passes information to the support departments of the colleges when a place has been accepted</li> <li>• In some cases, the SENCO is invited to the colleges to meet with professionals to help plan a support package.</li> <li>• Visits are arranged for vulnerable students to look around the colleges with SEN teachers and TAs from Moat</li> <li>• Vulnerable students may be accompanied to college interviews by key TAs</li> </ul>
<p><b>The college prepares students for adulthood and independent living</b></p>	<ul style="list-style-type: none"> <li>• The school provides a balanced PHSE curriculum.</li> <li>• The school offers Skills for Life course to students who need support with the transition to adulthood</li> <li>• EHC transition meetings</li> <li>• Careers interviews</li> </ul>
<p><b>The Local Authority's local offer is published on Leicester City Council's website</b></p>	<p><a href="https://families.leicester.gov.uk/send-local-offer/">https://families.leicester.gov.uk/send-local-offer/</a></p>

**SEND Contacts at  
Moat Community  
College**

**SENCO:**

Mrs. Taswinder Heer-Smith  
Tel: 0116 262 5705

**Governor with responsibility for SEND:**

Mrs Anne Steventon  
Tel: 0116 2625705

**Governor with responsibility for LAC:**

Mrs Anne Steventon  
Tel:0116 262 5705

**Governor with responsibility for Language Support:**

Mrs Anne Steventon  
Tel:0116 262 5705

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