

Our Local Offer for Special Educational Needs and/or Disability



Please click the relevant words on the wheel to be taken to the corresponding section.

Headteacher: Mrs Sarah Sindrey
School address:
Moorland Road, Cannock, WS11 4NX
Pye Green Road, Cannock, WS11 5RN
Telephone number: 01543 227185
Email: office@moorhill.set.org



Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

How will you know if my child or young person needs extra help? *(IRR)*

[Information Report Regulations](#)

<https://moorhill.staffs.sch.uk/key-information/special-educational-needs>

Moorhill Primary School is an inclusive school. We believe that every child must access high quality learning and make good or better progress in order to equip himself/herself with the skills for high school and adulthood. Every child is an individual and has the right to have all needs met, in order to achieve his/her potential. Pupils with barriers to their learning are the shared responsibility of all staff, who must meet everyone's needs. At Moorhill we value the individual - inclusion is part of our culture. All pupils are encouraged to take an active role in school life.

Prior to entry into Reception class, staff at Moorhill work closely with local pre-schools and nurseries, to ensure information about each child is shared. This enables us to ensure that effective transition arrangements and support are in place from the start. During the Summer Term, our SENCO (Special Educational Needs Coordinator) meets with parents to discuss specific needs.

For pupils who transfer to Moorhill mid-term, information is passed on from previous schools and meetings with parents, the Head teacher, and the SENCO are arranged as appropriate to the need.

For SEND pupils who transition from year 6 to high school, additional visits are arranged to the new setting and a meeting with the new SENCO, parent, pupil, any additional outside agencies involved and the current SENCO is arranged.

Pupils who experience difficulties whilst at Moorhill, who were not identified as having additional needs on entry to the school, will be referred to the SENCO, via an 'Initial Cause for Concern' form. A class visit by the SENCO will be made, a discussion with the pupil and the class teacher. Following this visit, a conversation with the parents to discuss ways to move forwards in supporting their child; this might be with reasonable adjustments in the setting or a referral to an Outside Agency for advice and support.

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How we identify and assess needs

Early intervention and support are essential in identifying a possible SEND need quickly so that the correct support can be put in place. Early intervention may be small group or 1 to 1 support in class, social groups, specific learning interventions or access to SEND resources. (wobble cushions, reading rulers, fiddle toys, ear defenders, etc...)

What should I do if I think my child or young person needs extra help?

If you are concerned about your child's learning needs, it is important in the first instance to speak to the class teacher, who will discuss your child's learning with you and arrange a meeting with the SENCO.

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

<https://moorhill.staffs.sch.uk/key-information/policies>

Moorhill website SEN page - <https://moorhill.staffs.sch.uk/key-information/special-educational-needs>

Each teacher continually monitors the children in their class, identifying any special educational needs as early as possible. Teachers will complete a 'Reasonable Adjustments' form to identify actions that have already been tried as part of Quality First Teaching in the classroom to assist learning and progress.

If the reasonable adjustments are not impacting on learning and progress then a, 'Cause for Concern' form is completed, and the Special Educational Needs Coordinator (SENCo), Mrs J Liley is informed. The SENCo will visit the pupil in class and make preliminary assessments. The SENCo will also involve parents at this stage to discuss how they can support at home.

These pupils are supported within the class and through intervention and their progress is closely monitored by staff members and at half termly pupil progress meetings. If it is felt necessary, then a referral will be made by the SENCo to an external agency or support services to gather advice. If an outside agency is used to offer support then the classification of the child's SEND code will be School Support (K).

School Support Plans (SSPs) are written by class teachers using advice from outside agencies; these are then agreed and reviewed by the SENCo. School liaises with parents/guardians at each stage of the referral process.

Once a concern has been raised and parents have been consulted the following assessments and information may be used to help in the identification of the pupil's needs:

- Baseline Assessment of Key skills
- Foundation Stage and Reception baseline data
- School's Tracking Systems and Procedures
- SAT's Results
- Phonic Assessments

How we identify and assess needs

- NFER Tests
- NTS Reading Assessments
- NTS Maths Assessments
- Dyslexia screening assessments
- Assessment by outside agencies
- ASC (Autism Spectrum Condition) and sensory checklists
- Reading Plus assessments

The class teacher will discuss your child's needs with the SENCO, who is responsible for:

- Ensuring the SEND policy is in place and used consistently in school.
- Liaising with outside agencies, for example the Speech and Language Therapy Service, Educational Psychologists, Autism Inclusion Team and Behaviour Support specialists.
- Working closely with teachers to produce and review a Support Plan for your child.
- Providing support and training for staff, so that they can help your child achieve his/her full potential.
- Identifying which interventions would benefit your child, ensuring they are in place and monitoring the impact on your child's learning.
- Monitoring the progress of pupils and analysing tracking data.
- Meeting with pupils to identify the impact of any additional support and to help them verbalise their views with regards to learning.

Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

As with all children at Moorhill, it is essential that Quality First Teaching (Wave 1) is offered and targeted to support children's specific needs; this includes clear differentiation within lessons. In addition to this there will be 1:1 or small group (Wave 3) work outlined on School Support Plans. This provision is usually carried out by teachers or teaching assistants within the classroom, with close monitoring by the class teacher. If external agencies are involved then both the teaching assistants and the class teacher will have regular meetings to ensure that targets are being supported accurately.

The school seeks and acts upon advice from a range of outside agencies.

Outside agencies currently involved to support our pupils are:

- Speech and Language Therapists
- Behaviour support specialists
- Child & Young Persons Autism Services
- Autism Inclusion Team
- Educational Psychologists
- Hearing Impairment Team
- Visual Impairment Team
- Physiotherapy
- Community Paediatrics
- CAMHS
- Occupational Therapy
- Diabetic Nurses
- Dog Therapy
- EAL (English as Additional Language) support

All speech & language communication pupils have a speech programme and specific targets.

All pupils with a physical disability have daily exercise through PE or a physiotherapy programme.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

Teaching, Learning and Support

Moorhill identifies, makes provision for and monitors pupils who have special educational needs or disabilities. Moorhill adheres to the 2014 SEND Code of Practice. We ensure that parents are fully involved in all decisions regarding their children. Our approach to special educational needs provision places pupils at the centre of planning and makes teachers accountable for their progress.

Inclusion is at the centre of our ethos at Moorhill and we recognise the value of every individual. Through all subjects, we ensure that the school meets the needs of all - taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. Some pupils may experience difficulties in school at some stage and Moorhill recognises that there are a number of factors that may influence this such as educational, social, environmental and medical conditions. On identification of these difficulties, provision will be adapted and reasonable adjustments will be made to meet the child's needs so that full inclusion can be achieved and all pupils can have access to a broad and balanced curriculum.

How resources are allocated to meet children or young people's needs?

Additional Educational Needs (AEN) and Individual Needs Funding (INF) applications are submitted for those pupils requiring extensive behavioural or learning support to access the curriculum. The school funds the first ten hours of any AEN funding. For pupils who have been identified with extreme needs and multiple factors, the school provides opportunities for additional observations and assessments to accelerate diagnosis and alternative provision. Resources are allocated on an individual basis, this may be through additional adult support, learning aids or specific interventions tailored to support the needs of the individual.

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

The decision-making process as to the level of support provided will be on an individual pupil basis. All parties, class teacher, SENCo, parents, outside agencies and headteacher will be involved and allocation will be made on a case by case basis according to the level of need required.

Current interventions and strategies in place at Moorhill include:

- Social Skills programmes/support, including strategies to enhance self-esteem.
- Emotional Literacy Support Activities (ELSA).
- Pastoral Support Plans.
- One Page Profile; sharing of important information to support the pupil.
- Positive Play: a one-to-one programme led by a trained member of the support staff, to focus on the development of social skills.
- Mentoring sessions with our Learning Mentor.
- Targeted lunch and break interventions on the playground, to involve pupils in active and collaborative play.
- Intervention programme with our Inclusion Manager, to develop self-esteem.

Teaching, Learning and Support

- Forest school activities.
- Morning Club activities, to develop skills of collaboration and communication.
- Access to a supportive environment, which promotes independent learning.
- Dog therapy; individual and group sessions to support identification and strategies to support emotional well-being.
- Visual timetables displayed in each classroom, with individual timetables where necessary.
- Clearly labelled resources, to which pupils have easy access. These include individual maths and English packs.
- Dyslexia friendly displays and resources.
- Solution-focused approach across the school (non-confrontational).
- All pupils have their own individual I-pad, set up and personalised to meet individual needs.
- Behaviour cue cards.
- Provision to facilitate/support access to the curriculum:
- Adaptive teaching approach.
- Teachers use adaptable success criteria, to enable pupils to assess their own learning and identify the next steps.
- Our curriculum is fully inclusive, with reasonable adjustments made to ensure all pupils can take an active role.
- Where appropriate, the school applies for AEN (Additional Educational Needs) funding or INF (Individual Needs Funding) for individual pupils who may require enhanced learning support.
- A consistent and visual behaviour system.
- Provision of specialised equipment where needed.
- Well-resourced lessons, to support visual learning and conceptual understanding.
- An emphasis on the values of respect, resilience, collaboration, tolerance, responsibility and positive relationships. Our school motto is 'Mutual Respect'.
- Fully accessible sites, with ramps and a lift on our Pye Green Road Site. For further details, please read our Disability and Accessibility Plan in our Policies section.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

Equipment and facilities will be allocated on an individual basis. Where outside agencies have advised that a particular resource is used, Moorhill will ensure the identified resource is put in place.

Although there are times when pupils require additional interventions (Wave Three) much of the provision will be in the form of targeted support in the classroom. It is essential that there is ongoing collaboration between teachers and support staff, so that we provide an inclusive environment for all.

The provision provided will be evaluated and monitored to ensure effectiveness.

Teaching, Learning and Support

How will you and I know how my child or young person is doing? *(IRR)*

Monitoring of progress is rigorous. Currently, school uses NTS (National Test-style Standardised) Assessments for reading and maths to generate standardised scores to measure progress. School uses DCPro to track and monitor all pupils.

For SEND learners who join the school during the academic year, the SENCo ensures there is a strong transition and mentoring plan in place for SEND learners to ensure quick assessment of learning needs and appropriate support and intervention as and when required.

Each SEND learner has an individual SSP which is reviewed each term and shared with parents; these are monitored by the SENCo to ensure targets are SMART (specific, measurable, achievable, regular, time to do). For SEND learners in upper KS2, targets are written with the pupils so that they have ownership and are invested in achieving.

For EHCP pupils, regular meetings with parents and outside agencies as and when needed will be facilitated and an annual review will be completed.

All pupils will have parent consultations each term and a termly report.

Staff complete half termly pupil progress meetings where the progress of each pupil is discussed; if a pupil is not on track, this pupil is identified, monitored and additional targeted support is put into place.

Staff are available at the end of each day to speak with parents to discuss any concerns they may have about their child; to support with documents, letters or appointments. All letters and documentation for SEND pupils are shared with parents and the SENCo will contact outside agencies on the request of the parent.

How will you help me to support their learning? *(IRR)*

To help parents/carers in supporting their child's SEND needs, staff at Moorhill will go through strategies with parents/carers and answer any questions they may have. School will arrange for parents/carers to meet with outside agencies and provide information about available support groups.

How do we consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

SEND learners are involved in the setting and reviewing of their SSP targets, this is at different levels for each year group. For example, a reception pupil may review their targets through pictures and stickers. For a Year 5 pupil, they will be involved in setting and reviewing their targets alongside teachers and parents.

SEND learners are involved when SSP's are reviewed and shared with parents.

SEND learners are encouraged to participate and engage in termly parent consultations.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND? *(IRR)*

The progress of SEND learners is measured from their starting points and the expectation is that they will make expected levels of progress during each academic year. Progress is shared with parents/carers through the termly review process of the SSP's and through termly reports and parent consultations.

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Teaching, Learning and Support

Termly assessments are carried out for all pupils, for SEND learners the level of assessment provided is balanced against their level of ability and reasonable adjustments are put in place to ensure they are able to achieve their best. For example, extra time may be provided, a reader may be allocated for a maths paper, a separate, quieter room and where necessary, allocated breaks during the assessments.

The outcome of the assessments is considered along with the work produced within the classroom and then a level will be given and shared with parents.

All data is shared and monitored termly.

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Safety and wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Many of our SEND pupils have a morning meet and greet by a familiar adult and at the end of the school day, staff are always available to talk with parents/carers to share successes from the school day.

When changing classrooms or moving from areas within the school setting, transition plans are in place for those pupils who find moving from area to area challenging.

SEND learners who have challenging behaviours have Pastoral Support Plans and an individual risk assessment where required.

Support/supervision at unstructured times of the day including personal care:

- Additional lunchtime staff, assigned to individual or small groups of pupils.
- Support for individuals as part of the support plan, pastoral support plans and risk assessments if appropriate.
- A 'Cool Down' room at lunchtime, available to all pupils if required. At KS2 'The Hive' is available for support during afternoon learning times.
- Lunchtime equipment, with playgrounds zoned. On both sites we have staggered breaktimes and lunchtimes and a rota is in place for the use of equipment.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)

Reducing anxiety/promote emotional well-being:

- Meet and greet sessions at the start of the morning and at transitional points during the day.
- We operate an 'open door' policy so that parents can meet with key members of staff after school, or by phone during the school day.
- Regular contact with parents, through meetings or home/school books.
- Referrals to CAMHS, through our school Inclusion Manager.
- Work with family support (LST).

Safety and wellbeing

- Individual visual timetables.

Strategies to support/modify behaviour:

- Regular targeted support with a Learning Mentor.
- Home/school books to celebrate the positive as well as to keep parents informed of any behavioural concerns.
- Referrals to behaviour specialists, through the Send and Inclusion Hub, if external support is needed.
- Liaison with the Local Support Team (LST) where appropriate.
- Extended transition arrangements for Year 7 pupils.
- Positive Play, led by trained teaching assistants.
- ELSA (Emotional Literacy Support Activities) delivered by two fully trained members of staff.
- Forest school activities.
- Since February 2014, the school has operated a system of behaviour recovery. This involves solution-focused, non-confrontational behaviour management and teaches children how to be responsible for their own behaviour.
- Emotion coaching with a pupil centred approach.
- Pastoral Support Plans for individual pupils.
- One Page Profiles.
- Learning mentor for individual pupils.

Moorhill's Inclusion Manager, Mrs W Andrews, works closely with families and supports with pastoral needs and any referrals that need to be made. Please follow the link for our Anti-Bullying, behaviour and Peer on Peer policies

<https://moorhill.staffs.sch.uk/key-information/policies>

How will you manage my child or young person's medicine or personal care needs?

Staff are trained annually in Asthma, Anaphylaxis and Epilepsy. Training is provided for staff who have pupils with specific medical needs in their cohort this includes regular updates and training with the Diabetic nurses.

Moorhill also facilitates:

- Access to medical interventions
- Class teachers are fully informed of the medical needs of pupils within their cohort.
- Inhalers are kept in a designated place in each classroom, so that they are accessible.

Safety and wellbeing

- For some medical needs, Care Plans are produced in discussion with parents, class teachers, the SENCO and specialist nurses when necessary. The SENCO reviews these with the Head teacher. Care Plans are kept in classroom red medical boxes and stored electronically on the OneDrive in the individual pupils file.

Please follow the link for our Medical and Intimate Care policies:

<https://moorhill.staffs.sch.uk/key-information/policies>

What support is there for behaviour, avoiding exclusions and increasing attendance?

Moorhill works closely with families to support pupil's inclusion and access to school; reasonable adjustments are put in place.

Strategies to support/modify behaviour:

- Part-time timetables.
- Regular targeted support with a Learning Mentor.
- Home/school books to celebrate the positive as well as to keep parents informed of any behavioural concerns.
- Referrals to Behaviour Support specialists, if external support is needed.
- Liaison with the Local Support Team (LST) where appropriate.
- Extended transition arrangements for Year 7 pupils.
- Positive Play, led by trained teaching assistants.
- Since February 2014, the school has operated a system of behaviour recovery. This involves solution-focused, non-confrontational behaviour management and teaches children how to be responsible for their own behaviour.
- Emotion coaching with a pupil centred approach.
- Pastoral support plans for individual pupils.
- Learning mentor for individual pupils.
- Access to forest school activities.

Please follow the link for our Anti-Bullying, behaviour and Peer on Peer policies:

<https://moorhill.staffs.sch.uk/key-information/policies>

How do you support children who are looked after by the local authority and have SEND?

All LAC SEND pupils have regular PEP meetings and there is close liaising with all agencies involved with the individual pupil.

PPP+ funding is allocated through a PEP would be used to support the child's learning needs.

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Safety and wellbeing

The pupils are also supported through the virtual school.

Working Together

Who is involved in my child's education?

Please follow links for Moorhill website SEN section and SEND policy.

<https://moorhill.staffs.sch.uk/key-information/special-educational-needs>

<https://moorhill.staffs.sch.uk/key-information/policies>

As with all children at Moorhill, it is essential that Quality First Teaching (Wave 1) is offered and targeted to support children's specific needs. This includes detailed plans with clear opportunities for adaptive teaching, with identification of any children with additional needs highlighted. In addition to this there will be 1:1 (Wave 3) or small group work outlined on School Support Plans. This provision is usually carried out by teachers or teaching assistants within the classroom, with close monitoring by the class teacher. If external agencies are involved then both the teaching assistants and the class teacher will have regular meetings to ensure that targets are being supported accurately. The school seeks and acts upon advice from a range of outside agencies.

Outside agencies currently involved to support our pupils are:

- Speech and Language Therapists
- Behaviour support specialists
- SEND and Inclusion Hub
- Child & Young Persons Autism Services
- Autism Inclusion Team
- Educational Psychologists
- Hearing Impairment Team
- Visual Impairment Team
- Physiotherapy
- Community Paediatrics
- CAMHS
- Occupational Therapy
- Diabetic Nurses
- Outreach support from specialist settings

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

At Moorhill, every teacher is a teacher of SEND.

The class teacher is responsible for:

Working Together

- 'Knowing' his/her pupils, ensuring that assessment data, as well as daily assessments made in lessons, are used to inform planning.
- Planning a suitable curriculum, differentiated to meet the needs of all pupils.
- Monitoring the progress of each child and discussing this with you, as well as explaining your child's learning in relation to age related expectations.
- Taking responsibility for the progress of each child in the class including rigorous intervention to address barriers to learning, with the aim of getting pupils 'on track' with their learning.
- Identifying possible SEND and make a referral to the SENCO.
- Ensuring that interventions are in place and that they impact positively on your child's learning.
- Meeting frequently with Teaching Assistants delivering a specific learning programme as an intervention.
- Assessing the learning of pupils in all lessons, as well as organising more formal assessments such as:
 - New Group Reading Tests - to assess decoding and comprehension competence
 - Progress in Maths
 - Single Word Spelling Tests

When pupils move between year groups, transition meetings are held; all strategies and resources are shared.

Parents are informed of their child's new class teacher and any support staff that will be working alongside to support needs. Opportunities for parents/carers to meet with new staff is facilitated as and when required.

What expertise do you have in relation to SEND? *(IRR)*

Moorhill staff access regular training opportunities and many staff access individual SEND training based on a personal interest as part of their CPD.

- The SENCo has the National SENCo Award qualification.
- All staff at Moorhill have accessed Level 1 Autism training; several staff have worked and developed strategies and skills following time spent with the Enhanced Inclusion Autism Team. Additional whole staff Autism training is scheduled for 27/09/2023.
- All staff have received emotion coaching.
- All staff have access to Creative Education Training activities for CPD.
- All staff have received Attachment and Trauma awareness training.
- All staff complete annual National Online Safety training.
- Staff working with pupils with Speech, Language & Communication needs have regular demonstration sessions with speech therapists to ensure that the provision and intervention delivered in the school setting is high quality and purposeful to the progression of the needs of the SEND learners.
- The SENCo supports staff with SMART (specific, measurable, achievable, realistic, time to do) targets.
- Several staff are trained in Lego therapy.
- Two members of staff are trained in ELSA (Emotional Literacy Support Activities) and lead small group and individual interventions.

Working Together

- One member of staff is Forest School trained and delivers individual, small group and whole class activities.
- Several staff access physiotherapy demonstration sessions for our pupils, to ensure the correct exercises are being delivered to our pupils with physical disabilities.
- Several staff have been trained by the Diabetic nurses.
- Moorhill is currently involved in the 'Asthma Friendly Schools Transformation Partnership, to achieve 'Asthma Friendly' status.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

The school seeks and acts upon advice from a range of outside agencies.

Outside agencies currently involved to support our pupils are:

- Speech and Language Therapists
- Behaviour support specialists
- SEND and Inclusion Hub
- Child & Young Persons Autism Services
- Autism Inclusion Team
- Educational Psychologists
- Hearing Impairment Team
- Visual Impairment Team
- Physiotherapy
- Community Paediatrics
- CAMHS
- Occupational Therapy
- Diabetic Nurses
- Dog Therapy
- EAL (English as Additional Language) support

The school also seeks advice and support from agencies and charities, these include:

- Family Action
- Creative Education

Working Together

- Anna Freud Foundation
- New Era
- Community PCSO's (community policing team)
- School nursing team
- Staffordshire Youth Offending Service
- Cannock Mental Health Support Team in Schools

Who would be my first point of contact if I want to discuss something?

If you are concerned about your child's learning needs or social, emotional well-being, it is important in the first instance to speak to the class teacher, who will discuss your child's learning/social well-being with you and arrange a meeting with the SENCO.

Who is the SEN Coordinator and how can I contact them? *(IRR)*

Mrs J Liley

jenny.liley@moorhill.set.org

01543 227185

What roles do your governors have? And what does the SEN governor do?

The Academy Council (Governing Body) will:

- Monitor the SEND Policy through the school's self-review procedures.
- Ensure that the SEND policy is available to parents.
- Ensure that appropriate, effective and well-resourced provision is in place, to meet the needs of all learners.
- Nominate a link governor to liaise with the SENCO and to monitor provision.
- Monitor the impact of interventions.
- Meet with the SENCO termly to update on referrals and local issues.
- Ensure equality and inclusion for all pupils, including LAC pupils.
-

How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

Moorhill promotes pupil voice; pupils have opportunity to share their views;

- Setting and reviewing of SSP targets.

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Working Together

- Pupil interviews, which happen termly.
- Class learning forums.
- Pupil and parent termly consultations

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Moorhill encourages parents to be part of the Academy Council (Governing Body), we respect and take onboard the views and opinions of parents/carers.

What help and support is available for my family through the setting? *(IRR)*

The SENCo and Inclusion Manager are available to support with form filling. They will also support with correspondence, support during meetings and with referrals to outside agencies.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

Please follow links for Moorhill website SEN section and Inclusion and Accessibility policy.

<https://moorhill.staffs.sch.uk/key-information/special-educational-needs>

<https://moorhill.staffs.sch.uk/key-information/policies>

Moorhill aims to make all clubs, activities and residential trips inclusive.

During swimming sessions for our learners with physical disabilities, a 1 to 1 staff member is provided and will enter the pool and support during the session. 1 to 1 support is also provided for changing and personal care needs.

For trips, parents of SEND pupils with high level needs are invited to attend. Additional transport is provided as and when required.

Provide details of the physical accessibility of the setting IRR

Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Both sites are fully accessible with ramps. At the Pye Green Road site a single floor lift is also available.

Are disabled changing facilities available? Yes

No

Both sites have disability bathrooms, equipped with medical changing beds.

Inclusion & Accessibility

Are disabled toilet facilities available? Yes
No

There is a disability toilet at each site, and in each room is a medical changing bed.

Do you have parking areas for pick-up and drop-offs? Yes
No

Disability parking spaces are provided at each site.

Do you have disabled parking spaces for students (post-16 settings)? Yes
No

We cater for pupils aged 4 to 11 years.

How accessible is the setting's environment? IRR

Please follow links for Moorhill website SEN section and Inclusion and Accessibility policy.

<https://moorhill.staffs.sch.uk/key-information/special-educational-needs>

<https://moorhill.staffs.sch.uk/key-information/policies>

Moorhill pupils have access to a range of sensory learning tools to aid their access to the environment, these include:

- Ear defenders
- Wobble cushions
- Foot wobble boards
- Thera-putty
- Thera-bands

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Inclusion & Accessibility

- Fiddle toys
- Weighted blankets
- Dark recovery spaces
- Non-distract learning areas
- Writing aids (writing slopes/pencil grips)
- Visual timers

What forms of communication does the setting use to ensure inclusivity? IRR

EAL pupils have the support of the MEAS (Minority Ethnic Achievement Services) Team and the support and advice of colleagues from schools within the trust. Yearly visits are carried out and advice is actioned to support the pupils. Multilingual picture/word cards are used to support communication. Within our curriculum, the children access several languages, including; French, German and Spanish. When a new EAL learner joins a class, staff and peers will all learn how to say good morning, please, thank you and other key phrases in their language to use throughout the school day.

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Joining and moving on

Who should I contact about my child or young person joining your setting? **(IRR)**

Please follow the links to access our admissions policy and website admissions page.

<https://moorhill.staffs.sch.uk/key-information/policies>

<https://moorhill.staffs.sch.uk/key-information/admissions>

How can parents arrange a visit to your setting, school or college? What is involved?

office@moorhill.set.org

01543 227185

For new entrants, transition meetings are arranged, parents are invited in for information sharing sessions and the pupils have several sessions in their new setting with their new teachers. Additional, individual meetings are arranged for SEND learners.

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Joining and moving on

For mid-term entrants, parents can ring and view the school setting with their children, times will be arranged on an individual basis; these can be during or after the school day.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? *(IRR)*

For pupils joining Moorhill please see our website admissions page, Admissions policy and Admission Arrangements.

<https://moorhill.staffs.sch.uk/key-information/policies>

<https://moorhill.staffs.sch.uk/key-information/admissions>

Prior to entry into Reception class, staff at Moorhill work closely with local pre-schools and nurseries, to ensure information about each child is shared. This enables us to ensure that effective transition arrangements and support are in place from the start. During the Summer Term, our SENCO (Special Educational Needs Coordinator) meets with parents to discuss specific needs.

For pupils who transfer to Moorhill mid-term, information is passed on from previous schools and meetings with parents, the Head teacher, and the SENCO are arranged as appropriate to the need.

For SEND pupils who transition from Moorhill to other settings, all documentation is shared with the new setting and a transition meeting is arranged to discuss strategies to make the move as smooth as possible. Visits from new staff to see the pupils in their current setting and visits to the new setting are also facilitated.

For SEND pupils who transition from year 6 to high school, additional visits are arranged to the new setting and a meeting with the new SENCo, parent, pupil, any additional outside agencies involved and the current SENCo is arranged.

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Additional Information

What other support services are there who might help me and my family? *(IRR)*

Other support services who may be able to support include;

- SENDIASS
- Family Action
- Creative Education
- Anna Freud Foundation
- New Era
- Community PCSO's (community policing team)
- School nursing team
- Staffordshire Youth Offending Service
- Cannock Mental Health Support Team in Schools

When was the above information updated, and when will it be reviewed?

Information accurate as of 21/07/2023

Due for review 1/07/2024

Where can I find Staffordshire's Local Offer? *(IRR)*

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info

What can I do if I am not happy with a decision or what is happening? *(IRR)*

Please follow the link to view our Complaints policy.

<https://moorhill.staffs.sch.uk/key-information/policies>

Parents are welcome to speak with staff at the end of each day, or can contact the office to request a meeting with the headteacher.

office@moorhill.set.org

01543 227185

(IRR)

Type of Setting *(tick all that apply)*

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Additional Information

- Mainstream Resourced Provision Special
 Early Years Primary Secondary Post 16 Post 18
 Maintained Academy Free School Independent/Non/Maintained/Private
 Other (Please specify below)

Moorhill became part of the Shaw Academy Trust 1/04/2022.

DFE Number

002424

District

- Cannock Lichfield East Staffordshire Tamworth
 Newcastle Moorlands Stafford South Staffordshire

Specific Age range

Age 4 years to 11 years

Number of places

Full capacity of 420

Which types of special educational need do you cater for? (IRR)

- inclusive mainstream school special school

Offer specialisms in. Tick all those that apply.

- Resource for autism Resource for social, emotional and mental health
 Resource for cognition and learning difficulties Fully accessible environment – for pupils with physical or sensory needs
 Deaf friendly Resource for moderate learning difficulty
 Resource for physical disability Resource for profound and multiple learning difficulty
 Resource for severe learning difficulty Resource for speech, language and communication needs
 Visual impairment friendly

Additional Information

Comment: Moorhill will seek advice from outside agencies to support the needs of SEND learners within our setting. When a new need is identified, Moorhill will endeavour to provide appropriate support.

Other specialist support/equipment:

- Specialist technology
- Rebound trampoline
- Accessible swimming pool
- Outreach and family support
- Bought in support services
- Sensory room/garden
- Hydrotherapy
- Medical
- Therapy services
- Hearing loop