

HOW DOES THE SCHOOL KNOW IF STUDENTS NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At Moseley Park, students are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways including the following:-

- Liaison with previous school (primary or secondary if a transfer is involved)
- Students who are performing below age expected levels
- Concerns raised by parents/carers
- Concerns raised by the student themselves
- Concerns raised by teachers
- Liaison with Outside Agencies
- Health diagnosis through a paediatrician

HOW WILL I RAISE CONCERNS IF I NEED TO

• If you think that your child may need SEN Support, and that this may not have been previously identified then you should contact the school and ask to make an appointment with the named Safeguarding Lead - Kelly Jones, or the Head of Learning Support - Gillian Hollis.

• We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

HOW WILL SCHOOL SUPPORT MY CHILD?

- School staff will support individuals at a level appropriate to their needs through effective differentiation in the classroom, which is called Quality First teaching.
- The Learning Support Department aims to ensure the fullest possible access to the curriculum and equal opportunities for students on the SEN Support register.
- The provision is reviewed regularly during the year to ensure it addresses the needs of current students, and to prepare for incoming future students.
 - We are able to offer specific interventions, such as Lexia (reading programme), a numeracy support programme, work on social skills and communication, as well as tailoring to students' needs where appropriate.

WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN?

- Our SENCo oversees all support and progress of any child requiring SEN Support across the school.
- The subject teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Teaching Assistant working with your child either individually or as part of a group; if this is seen to be helpful to progress. The regularity and intended outcome of these sessions will be explained to parents when the support starts.

WHO WILL EXPLAIN THIS TO ME?

- If we feel that your child requires additional support we will contact with you to at least once a term (this could be as part of Parent's evening or meeting with your child's SEND mentor) to discuss your child's needs, support and progress.
- For further information both Kelly Jones and Gillian Hollis are available to discuss support in more detail.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENCo reports to the Governors regularly to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets regularly with Kelly Jones. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all students receive appropriate support in order to make progress.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

- The Learning Support Department aims to ensure the fullest possible access to the curriculum for students with SEND. The provision is reviewed regularly throughout the year to ensure it addresses the needs of current students.
- In Key Stage 4, the school carefully considers pathways to ensure that students are able to achieve their maximum potential by being matched to the pathway which addresses their learning needs while still presenting challenge and development.

WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- All work within class is pitched at an appropriate level so that all students are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all students can access a lesson and learn at an appropriate level to ensure secure progress.
- Students who have dyslexia will be supported by the Learning Support Department in terms of resources and strategies, as well as differentiation by their subject teachers in the classroom and with their homework.

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- As a parent you will receive regular formal reports from subject staff. In addition to this there are Parents' Evenings which provide an opportunity to meet with subject staff and to discuss progress.
- Your child's mentor will be in weekly contact with you to ensure that you are fully up to date with progress in school, and to share information to support your child. This can be by email, or by telephone, as suits you best.