

Special Educational Needs (SEN) Information Report

Approved by:	SLT	Date: 9 September 2025
	Governors	Date: 15 October 2025

Last reviewed on:	July 2025
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Next review due by:	September 2026
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Moor Park High School and Sixth Form

SEND Information Report September 2025

Moor Park High School and Sixth Form is an inclusive mainstream school serving Preston. At Moor Park, all pupils are valued equally, regardless of where their abilities lie, with the School being committed to developing 'the best in everyone'. All pupils are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Within its aims, Moor Park is committed to equal opportunities, with pupils being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum.

Pupils of all ages and all abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- Receive a balanced curriculum which allows them to make informed choices as they progress beyond school.
- Be encouraged to achieve their full potential, whatever their abilities.
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where pupils feel valued, encouraged and safe.
- Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

This SEND Information Report outlines information regarding the ways in which we provide support for all pupils with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report**. This can be found at:

www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made

The information required to be included in this SEND Information Report is stated in:

- [Schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#)
- [Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice](#)
- [Section 69 of the Children and Families Act 2014](#)

Regulation	Parents Question	School Response
1. The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of SEND do pupils have in your school?</i>	Moor Park High School accepts students of all abilities, and in order to secure a truly comprehensive intake, all applicants for admission must take a Fair Banding assessment. Fair Banding is the use of a short assessment which allocates children to an ability band according to their results. Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014). Pupils at Moor Park have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs.	<i>How do you know if a pupil needs extra help?</i>	When your child first joins Moor Park, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; Cognitive Ability Tests (CAT tests); standardised Literacy and Numeracy tests; application form information; subject teachers; specialist colleagues and external agencies. Our class teachers, Faculty Leaders, SLT, and Year Leaders closely monitor the progress and attainment of all pupils, including those who have or may have SEND. The continuous monitoring of pupils during their time at Moor Park will further identify pupils with a special educational needs. This identification may come from tutors, subject teachers, TAs, Pastoral teams, outside agencies, parents/carers or the pupils themselves. If your child

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		needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them. We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleague's or others concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress. All pupils with SEND are on the SEND register which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and pupil learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.
3a. How the school evaluates the effectiveness of its provision for such pupils	<i>How will I know that my child is making progress?</i> <i>How do you evaluate provision?</i>	All pupils, including those with SEND, are assessed on a regular basis, in accordance with the School's Assessment Policy. Pupils are assessed regularly and progress is reviewed and this is communicated to parents/carers. Each year group has at least one parents evening during the academic year, where there is an opportunity to discuss progress, attainment and next steps. All pupils with an Education, Health & Care Plan also have an Annual Review. All pupils on the SEND register have a One Page Profile that provides targets for pupils to achieve along-side achievement criteria, strategies and support advice for teaching and support staff. The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all pupils, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation. Additionally, progress and attainment data for pupils is analysed for effectiveness and value for money.
3b. The school's arrangements for assessing and reviewing the progress of	<i>How do you check and review the progress of my child and how will I be involved?</i>	The school will send home a minimum of one general report each year. To supplement this, pupils on the SEND register have a One Page Profile which provides scaffolding and support to ensure pupils on the SEND register make or exceed their expected progress. Parents are encouraged to meet with our SENCO when requested.

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pupils with special educational needs		Faculty Leaders and Year leaders, SLT, the SENCO, and support staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. We will then put appropriate support in place. At the next reporting time we will check whether the right progress has been made. Reports are shared with governors that provide an up to date picture of progress within faculties, year groups, and specific cohorts such as SEND. We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We can do this in various ways: parents evenings; notes; messages on Synergy; email; telephone calls; appointments made with individual teachers; Annual Reviews (for EHCP pupils). The school provides information for parents through newsletters; information on the website; Parents Evenings and communication via Synergy.
3c. The school's approach to teaching pupils with special educational needs	<i>How do teachers help pupils with SEND?</i>	Our teachers have high expectations of all pupils, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements via One Page Profiles. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully. Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a pupil may be offered additional help. A range of interventions and additional subject support is available should your child need this. In Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.
3d. How the school adapts the curriculum and learning environment for pupils with special educational needs	<i>How will the curriculum be matched to my child's needs?</i>	Most of our pupils follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs. This may include option choices; additional literacy; nurture groups; intervention groups and number of qualifications studied.

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	<i>How accessible is the school environment?</i>	Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND pupils throughout our school including a lift; disabled toilets; and equipment to help with reading and writing. The lift does not operate during an emergency and pupils may need a Personal Evacuation Plan in place. This is always written in conjunction with the relevant Specialists prior to admission to ensure your child's safety. An Accessibility Plan is in place and available from our school website.
3e. Additional support for learning that is available to pupils with special educational needs	<i>Is there additional support available to help pupils with SEND with their learning?</i> <i>How are the school's resources allocated and matched to children's special educational needs?</i> <i>How is the decision made about how much/what support my child will receive?</i>	We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes a qualified SENCO; Teaching Assistants; Pastoral Staff. We also liaise with external agencies and providers where appropriate and needed, this can include educational psychologists, mental health providers and specialist teachers from Lancashire County Council. Resources are allocated based on evidence of need and effectiveness. Pupils with an EHCP have resources allocated as outlined in their plan. Teaching Assistants are allocated, where resources allow, to support pupils in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting pupils directly and indirectly, assisting staff and helping parents/carers. Pupils with EHCP's will have annual reviews involving the pupil, parents/carers, subject staff and other professionals evaluate progress.
3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs	<i>What social, before and after school, and other activities are available for pupils with SEND?</i> <i>How can my child and I find out about these activities?</i>	A large range of academic and hobby/interest clubs are available at Moor Park. There are open to all pupils, including pupils with SEND. Additionally, we run a range of activities to support SEND pupils including Boccia, Nintendo Club, Maths Club, Craft Club, Musical Clubs, Homework Club, Support in 'The Base', Lunch and Break Time etc. We also run academic intervention/coursework/revision sessions for older pupils as and when required.

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	<i>How will my child be included in activities outside the classroom, including school trips?</i>	The Extra-Curricular timetable is available on the school's website. SEND Clubs are by invitation only. All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.
3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs	<i>What support will there be for my child's overall well-being?</i>	At Moor Park we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of pupil support and guidance. One way we support our pupils is by assigning them to a form tutor. This provides continuity and builds a strong relationship between tutor and pupils. There are additional members of staff who can provide pastoral support. We also have excellent relationships with several external agencies. The School Help Advice Reporting Page System (SHARP) is a confidential service which allows students, parents and members of the public to access information and voice any concerns they may have about issues like bullying, drugs, anti-social behaviour, weapons and hate crime in their local school or community. This can be accessed via the school website.
4. In relation to mainstream schools, the name and contact details of the SEN co-ordinator	<i>Who should I contact if I want to find out more about how Moor Park High School and Sixth Form supports pupils with SEND?</i> <i>What should I do if I think my child may have a special educational need or disability?</i>	The SENCO is Ms J Mitton. Contact details: 01772 795428 Speak to your child's Year Leader in the first instance. Please be aware that if you are requesting investigation for some medical conditions such as ADHD and ASD these cannot be carried out by school. However, we can provide evidence and reports to submit. At least 2 weeks should be allowed for these to be completed as they require observation and collection of evidence.
5. Information about the expertise and training of staff in relation to children and young people with special	<i>What training have the staff supporting children and young people with SEND had or are having?</i>	We have a Pupil Support Team is made up of the SENCO; the Safeguarding Team and Safeguarding Lead; the Transition Lead; the Attendance Lead; Behavioural Managers and Teaching Assistants.

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educational needs and about how specialist expertise will be secured		The Pupil Support Team is led and managed by the Deputy Headteacher -Standards. Within this team we have staff that have a range of experience and training covering various SEN needs including Educational Testing, Behaviour Support; Supporting pupils with General and Specific Learning Needs; ASD; ADHD; Hearing Impairment; Visual Impairment; Social Emotional and Mental Health and extensive knowledge of Family and Social Care Support Pathways. Training is provided to all staff, including teachers and LTA's, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff that are new to the school follow an induction programme which includes training and information on SEN. As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured	<i>What happens if my child needs specialist equipment or other facilities?</i>	As a school we can access a range of services including Lancashire SEND team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact the SENCO, Ms J Mitton, or discuss the issue at the next review/parents evening.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	<i>How will I be involved in discussions about and planning for my child's education?</i> <i>How will you help me to support my child's learning?</i>	We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by: • Helping them to be organised for their day (including bringing the right equipment and books) • Full attendance and good punctuality • Completion of homework • Attending parents meetings • Attending any meetings specifically arranged for your child • Be involved in the decision-making process in planning support for your child. We will support you by having regular communication and a named key professional for your child who will contact you on a regular basis.

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		We cannot stress how important it is that you attend any meetings requested by the School. We would of course be happy for you to contact us to arrange a meeting should you feel it necessary. We hold a parents evening once per year, which we would encourage all parents/carers to attend to discuss your child's progress and any concerns that may have arisen. Any pupil that has an Education Health Care Plan (EHCP) will have an annual review, which parents/carers are invited to attend and actively support and shape the plan.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education	<i>How will my child be involved in his/her own learning and decisions made about his/her education?</i>	Pupils are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by completing documents prior to reviews.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school	<i>Who can I contact for further or concerns information?</i> <i>Who can I contact if I have a complaint?</i>	In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed. You can also contact the SENCO, Ms J Mitton (01772 795428). The school's complaints procedure is available on the school's website.
10. 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 pupils with special educational needs and in	<i>What specialist services and expertise are available at or accessed by the school?</i>	As a school we can access a range of services including, but not limited to, Child and Adolescent Mental Health Service (Camhs); Social Care; School Nurse Service; Educational Psychology Service; CIAG support; Speech and Language Service and Occupational Therapy Service. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Lancashire County Council and use the Early Help process when appropriate to do so. If you believe your child needs support from a specialist please contact Ms J Mitton or discuss at the next review/parents evening.

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supporting the families of such pupils		
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.	<i>Who should I contact to find out about support for parents and families of children with SEND?</i>	National charities that offer information and support to families of children with SEN are: IPSEA SEND family support NSPCC Family Action Special Needs Jungle Lancashire County Council Special Educational Needs http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx SEND Service Area Teams South - Chorley, South Ribble West Lancashire and Preston Tel: 01772 531 597 SEND.South@lancashire.gov.uk SEND Information, Advice and Support Service (formerly Parent Partnership) http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx Telephone: 0300 1236706 Mon-Fri 8am-5pm Email: information.lineteam@lancashire.gov.uk Child and Adolescent Mental Health Service (CAMHS) http://www.lancashirecare.nhs.uk/Services/Children-Families/CAMHS.php

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		Common Assessment for Families (CAF) http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45056 Lancashire County Council Special Educational Needs https://www.lancashire.gov.uk/children-education-families/specialeducational-needs-and-disabilities SEND Information, Advice and Support Service (formerly Parent Partnership) https://www.lancashire.gov.uk/children-education-families/specialeducational-needs-and-disabilities/getting-help/information-advice-and-support/ Telephone: 0300 1236706 Mon-Fri 8am-5pm Sensory Support Service https://www.lancashire.gov.uk/children-education-families/specialeducational-needs-and-disabilities/education/specialist-educationalsupport/sensory-support/ Education Health Assessment (EHA) Previously CAF https://www.lancashire.gov.uk/children-education-families/specialeducational-needs-and-disabilities/getting-help/assessment-and-support/common-assessment-framework/ Child and Adolescent Mental Health Service (CAMHS) https://www.lscft.nhs.uk/CAMHS
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	<i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i>	We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work closely with CEIAG teams to ensure relevant paperwork is completed for pupils with Statements/EHCP's.
13. Information on where the local authority's local offer is published	<i>Where can I find out about other services that might be available for our family and my child?</i>	Lancashire County Council Local Offer: http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx

Key Staff

Special Educational Needs Coordinator (SENCO) – Jill Mitton
Deputy Headteacher Behaviour and Inclusion – Uzma Ishtiaq
Deputy Headteacher Curriculum and Standards – Laura Roberts

Year 6/7 Transition Leader – Lee Gray
Year 8/9 Leader and Attendance Lead – Cara Tolson
Year 10/11 Leader and Safeguarding Lead – Imtiaz Dalal

Interventions Co-ordinator – Gemma Fletcher
Year 7 Behaviour Manager – Chelsea Pickup
Year 8 Behaviour Manager – Fran Gillatt
Year 9 Behaviour Manager – Sarah Miller
Year 10 Behaviour Manager – Brenda Jules
Year 11 Behaviour Manager – Leanne Kearns

Designated Safeguarding Leads

Imtiaz Dalal
Uzma Ishtiaq
Lee Gray
Jill Mitton

All staff can be contacted through the main Reception on 01772 795428

Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages