Special Educational Needs (SEN) Information Report

Approved at SLT: 6 October 2026
To be approved at Full Governors on 2 December 2026

Moor Park High School 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 an inclusive 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.
- Experience an inclusive and 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), 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/uksi/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	*What kinds of SEND do pupils have in your school?*	Moor Park High School accepts pupils of all abilities, and 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. A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. They may also be identified as having SEND if they have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age in schools within the Local Authority (Special Educational Needs and Disability Regulations 2014). Pupils at Moor Park have a range of needs 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.	*How do you know if a pupil needs extra help?*	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 special educational needs. This identification may come from tutors, subject

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		teachers, TAs, Pastoral teams, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed, we will 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.
3a. How the school evaluates the effectiveness of its provision for such pupils	*How will I know that my child is making progress?* *How do you evaluate provision?*	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.

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3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	*How do you check and review the progress of my child and how will I be involved?*	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 SENDCO when requested. Faculty Leaders and Year leaders, SLT, the SENDCO, 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. 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 pupils with EHC plans). 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	*How do teachers help pupils with SEND?*	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	*How will the curriculum be matched to my child's needs?*	In accordance with the Equality Act 2010, the school makes reasonable adjustments for disabled pupils where required to avoid substantial disadvantage. Adjustments are

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and learning environment for pupils with special educational needs	*How accessible is the school environment?*	considered according to the individual pupil's needs and may relate to teaching, resources, communication, the physical environment or access to school activities. 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. 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	*Is there additional support available to help pupils with SEND with their learning?* *How are the school's resources allocated and matched to children's special educational needs?* *How is the decision made about how much/what support my child will receive?*	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 SENDCO; 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 EHC plan 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.

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		EHC plans must be reviewed by the local authority at least every 12 months. The school will convene and contribute to Annual Review meetings in accordance with the statutory process, involving the pupil and their parent/carer and inviting relevant professionals.
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	*What social, before and after school, and other activities are available for pupils with SEND?* *How can my child and I find out about these activities?* *How will my child be included in activities outside the classroom, including school trips?*	A large range of academic and hobby/interest clubs are available at Moor Park. There are open to all pupils, including pupils with SEND. The school's general extra-curricular activities are open to pupils with and without SEND. In addition, some targeted SEND interventions and supported activities may be offered to pupils based on identified need. These include 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. 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	*What support will there be for my child's overall well-being?*	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 has a zero-tolerance approach to bullying, including bullying relating to disability or SEN. Pupils with SEND are supported to report concerns in a way that is accessible to them. Concerns about bullying are investigated in accordance with the

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		school's Anti-Bullying and Behaviour policies, with additional pastoral and SEND support provided where appropriate. The School Help Advice Reporting Page System (SHARP) is a confidential service which allows pupils, 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	*Who should I contact if I want to find out more about how Moor Park High School supports pupils with SEND?* *What should I do if I think my child may have a special educational need or disability?*	Parents and carers wishing to discuss SEND provision or seeking further information are encouraged to contact the school office in the first instance. Please provide the nature of your enquiry and it will be directed to the most appropriate member of staff. 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 educational needs and about how specialist expertise will be secured	*What training have the staff supporting children and young people with SEND had or are having?*	We have a Pupil Support Team is made up of the SENDCO; the Safeguarding Team and Safeguarding Lead; the Transition Lead; the Attendance Lead; Behavioural Managers and Teaching Assistants. 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 TAs, 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.

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		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	*What happens if my child needs specialist equipment or other facilities?*	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 SENDCO, 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.	*How will I be involved in discussions about and planning for my child's education?* *How will you help me to support my child's learning?*	At Moor Park High School, we recognise that parents and carers are key partners in their child's education. We are committed to working collaboratively with families to ensure that pupils with SEND receive the support they need to achieve positive outcomes and fulfil their potential. Parents and carers are encouraged to share information about their child's strengths, needs and aspirations and are involved throughout the process of identifying needs, planning support and reviewing progress. Where a pupil receives SEND Support, parents will be informed and involved in discussions about the provision being put in place and the impact it is having. Regular communication may take place through parents' evenings, review meetings, annual reviews for pupils with Education, Health and Care Plans (EHCPs), telephone calls, emails and meetings with relevant staff as required. For pupils with an Education, Health and Care Plan (EHCP), parents and carers will be invited to participate fully in the statutory annual review process. The school will seek the views of the pupil, parents, staff and relevant external professionals to evaluate progress towards agreed outcomes and consider whether any amendments to provision or outcomes may be required. Parents will receive appropriate documentation in advance of the review and will have opportunities to contribute throughout the process.

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		We value the views of parents and carers and seek their feedback when reviewing support. By working together, we aim to ensure that provision remains effective, responsive and centred on the needs of the individual pupil. Parents and carers can support this partnership by • Sharing relevant information about their child's needs and circumstances. • Attending meetings and reviews where possible. • Raising any concerns promptly. • Supporting agreed strategies and targets where appropriate. • Working with the school to promote positive outcomes for their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education	*How will my child be involved in his/her own learning and decisions made about his/her education?*	Pupils' views will be sought and taken into account when decisions are made about their SEN provision. The method used to obtain their views will be adapted to their age, understanding and communication needs. 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	*Who can I contact for further or concerns information?* *Who can I contact if I have a complaint?*	In the first instance contact your child's Year Lead, who may refer your concerns to a more senior member of staff if needed. The school's complaints procedure is available on the school's website.

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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 supporting the families of such pupils	*What specialist services and expertise are available at or accessed by the school?*	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; CEIAG 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.
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.	*Who should I contact to find out about support for parents and families of children with SEND?*	Parents and carers can access a range of independent information, advice and support services relating to special educational needs and disabilities (SEND). These services can provide guidance on SEND processes, Education, Health and Care Plans (EHCPs), parental rights, available services and support for children and young people with additional needs. Useful sources of information and support include: • **Lancashire SEND Local Offer**: https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/ • **Lancashire SEND Information, Advice and Support Service (SENDIASS)**: https://www.lancssias.org.uk/ • **IPSEA (Independent Provider of Special Education Advice)**: https://www.ipsea.org.uk/ • **Special Needs Jungle**: https://www.specialneedsjungle.com/ • **National Autistic Society**: https://www.autism.org.uk/ • **Contact (for families with disabled children)**: https://contact.org.uk/

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		Where appropriate, families may also be signposted to health, social care and voluntary sector services to ensure that pupils and their families receive joined-up support.
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	*How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?*	From Year 9 onwards, preparation for adulthood forms an important part of planning for pupils with SEND. This may include discussion and support relating to further education and training, employment, independent living, community participation, friendships and relationships, travel and developing independence. For pupils with an EHC plan, preparation for adulthood outcomes are considered as part of the Annual Review process from Year 9 onwards. 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 EHC plan's.
13. Information on where the local authority's local offer is published	*Where can I find out about other services that might be available for our family and my child?*	**Lancashire County Council Local Offer:** http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx

Key Staff

Special Educational Needs & Disabilities Coordinator (SENDCO) – Ms J Mitton
Assistant SENDCO – Mrs G Fletcher
Deputy Headteacher - Identification, Intervention and Inclusion – Mr J Barker
Deputy Headteacher - Curriculum and Achievement – Ms L Roberts

Year 6/7 Transition Leader – Mr L Gray
Year 8/9 Leader and Attendance Lead – Mrs C Tolson
Year 10/11 Leader and Safeguarding Lead – Mr I Dalal

Year 7 Behaviour Manager – Ms F Gillatt
Year 8 Behaviour Manager – Mrs C Taylforth
Year 9 Behaviour Manager – Miss B Jules
Year 10 Behaviour Manager – Mrs S Miller
Year 11 Behaviour Manager – Mrs L Kearns

Designated Safeguarding Leads
Mr I Dalal
Ms U Ishtiaq
Mr L Gray
Ms J 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
SENDCO – 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