

Moor House School Prospectus 2016-17



Moor House School & College is a co-educational, non-maintained day and residential special school for children with severe speech and language impairments.

We believe in the value of communication and the right of all language impaired children to an education that will prepare them for life as confident and independent members of society.

OUR HISTORY

The school first opened in 1947 as the first school of its type for children with severe speech and language impairments. The co-founders of the school were Dr. Worster-Drought, an eminent neurologist, and Mrs Hudson-Smith, a speech therapist, Principal of the West End Hospital School for Speech Therapy, London. Their pioneering work continues, and many of the therapeutic and educational techniques used with children with speech and language disorders, both in this country and abroad, originated at Moor House School & College. Since its opening, over a thousand children have improved their communication skills by attending Moor House School & College.

Pioneering work in many areas of speech and language therapy and in teaching methods continues to place the School & College at the forefront of research, development and practice in the education of children and young people with communication disorders.

Until 2011, the school was entirely residential but we now take day students in years 3-11

In 2012, Moor House opened a sixth form provision for students aged 16-19.

The School is a Registered Charity. 31187

The School provides a nurturing environment where the holistic educational needs of each individual child can be met. Small class sizes, highly specific and differentiated therapy and an extended curriculum ensure your child will have every opportunity to reach his or her learning and communication potential. For information about the curriculum, therapy or residential care department please see the relevant sections.

ADMISSIONS CRITERIA

Admission to Moor House School & College will depend upon a prospective student meeting the criteria for entry. The school will confirm through our pre admission assessment procedure that it will be able to educate and develop the prospective student to his/her maximum potential.

The admissions criteria for Moor House School & College are:

- The student presents with persisting difficulties in the areas of speech, language and / or communication
- The primary barrier to learning and the development of life and social skills is a speech and language impairment.
- The student requires a mainstream curriculum which is individually designed and delivered for students with persistent speech and language impairments
- The student requires an intensive and integrated speech and language therapy intervention in order to reach his/her full potential
- There is an appropriate peer group.

In addition to the students' speech language and communication needs, they may have difficulties in fine and gross motor skills and visual perceptual skills and/or literacy difficulties and may require some, or all, of the following additional services:

- Direct Occupational Therapy intervention with an Occupational Therapist
- Direct Literacy intervention with a qualified Dyslexia Tutor.
- Direct Psychotherapy with an Arts Psychotherapist.
- Direct Physiotherapy with a Physiotherapist.

The School adheres to the principles in the SEN Code of Practice and to its Equality and Diversity Policy.

CURRICULUM

Students make outstanding progress during their time at Moor House.

*“All students achieve exceptionally well throughout the school and make significant gains in improving their reading, writing, communication and mathematics skills.”
(Ofsted 2014)*

“The rich and varied curriculum has an excellent impact on the pupil’s enjoyment and achievement.” (Ofsted 2011)

Students follow the National Curriculum adapted to meet individual needs. Every class has a tutor, a dedicated Speech and Language Therapist, Special Teaching Assistant and Occupational Therapist.

*“Highly effective partnerships with speech and language, occupational and art therapists have been particularly helpful in developing students’ excellent communication skills. These play an integral part in each classroom and shared areas.”
(Ofsted 2014)*

Students follow a range of GCSE and Entry Level courses which lead to nationally validated qualifications.

EXAMINATION RESULTS AT KEY STAGE FOUR

ACADEMIC YEAR 2014-15 - Number of pupils in year 14 (9 Boys, 5 Girls)

GCSE Results

Exam Board	Exam Title	No. of Entries	Results									
			A*	A	B	C	D	E	F	G	U	
WJEC	English Language	12				1	7	2	2			
WJEC	English Literature	12				3	6	1	2			
OCR	Mathematics	12			1	2	1	3	1	4		
OCR	Science	10					2	3	5			
Edexcel	ICT	10					4	4		2		
AQA	Design and Technology	3						3				
AQA	Art and Design (Fine Art)	7						4	3			
WJEC	History	3			1			1	1			

GCSE Equivalent Results

Exam Board	Exam Title	No. of Entries	Results									
			A*	A	B	C	D	E	F	G	U	
Edexcel	Functional Skills ICT Level 2 <small>(equivalent to Grade A* to C at GCSE)</small>	10	2 x Level 2 Passes: Equivalent to a GCSE at Grades A* - C									
WJEC	Independent Living, Level 1 <small>(equivalent to Grade D to G at GCSE)</small>	8					8 x Level 1 Passes: Equivalent to a GCSE at Grades D - G					

Entry Level Qualifications

Exam Board	Exam Title	No. of Entries	Results		
			Entry 3 Distinction	Entry 2 Merit	Entry 1 Pass
WJEC	English	3	3	2	1
OCR	Mathematics	9	8	1	
Edexcel	Functional Skills Maths at Entry Level 3	9	7	1	1
OCR	ICT	15	8	5	2
WJEC	Creative, Media & Performance Arts	6	5	1	

Vocational Qualification Results

Exam Board	Exam Title	No. of Entries	Results			
			Dist.	Merit	Pass	Fail
City & Guilds	Certificate in Land Based Studies: Animal Management Level 1	4	2	1	1	
City & Guilds	Safe and effective working practice in Land Based industries (6 credits)	4	3		1	
Pearson	BTEC Certificate in: Sport and Active Leisure Level 1	5			5	
City & Guilds	Certificate in Land Based Studies: Horticulture Level 1	2	1	1		

Comparison Of Results - Year on Year

	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Students:	17	16	17	12	17	13	15	14
Students with 5+ GCSE passes:	36%	75%	65%	41%	65%	62%	67%	93%
Students with 5+ GCSE passes A* - C:	0%	19%	6%	16%	0%	15%	0%	0%
Students with 1+ GCSE passes A* - G:	88%	100%	100%	92%	82%	100%	100%	93%
Boys GCSE points total:	1518	2428	2478	1276	2023	1997	1846	1282
Boys average points:	129	202	177	182	144	182	168	142
Boys points total A*-C:	752	1370	1616	660	852	997	796	252
Girls GCSE points total:	492	452	392	646	413	108	508	588
Girls average points:	98	109	131	129	138	54	127	118
Girls points total A*-C:	138	52	258	534	199	20	120	8
Total GCSE points:	2010	2880	2870	1922	2436	2105	2354	1870
Total Entry Level points:	680	484	630	538	510	278	378	704
Total Vocational points:						475	479	612
Total Points:	2690	3364	3500	2460	2946	2858	3211	3186
Total Points per Student:	160	208	206	205	173	220	214	227

Life Skills and Independent Living are taught as part of the curriculum at MHS. This includes work-related learning, attending courses at local college and work experience.

At the end of KS4, most students move on to Moor House College to further their education.

Educational opportunities spread far beyond the classroom with students enjoying regular visits to museums, theatres, art galleries, concert halls and places of worship as part of the taught curriculum. There are a number of residential experiences available to students which in the past have included Hardelot, Hindleap Warren and Berlin.



Hardelot, France



Hindleap Warren, East Sussex



Berlin, Germany

The Duke of Edinburgh's Award operates at Moor House School & College at Bronze Level, and students may begin working towards this from Year 10 onwards.



Duke of Edinburgh

DAY STUDENTS

Day students have the same curricular opportunities as residential students. They are assigned to a house, and are eligible to become a class representative on the School Council.

After lessons finish, day students will either have afternoon activities or supported study time, just like their residential counterparts.

THERAPY PROVISION

“My speech and language therapist has changed my life and given me hope”

The Therapy Department at Moor House School & College consists of a large well established team of Speech and Language Therapists and Occupational Therapists as well as trained Therapy Assistants. The therapy department provides highly individualised intensive intervention to meet each student's needs. As well as providing direct 1:1 and group therapy interventions, a key element to our successful outcomes is our collaborative and integrated approach with our partners in Education and for those students who are residential, our colleagues in the Residential Care Department. The intensive and integrated manner in which we work, ensures that the students at Moor House School & College continue to make outstanding progress in all aspects of their education, social skills and life skills. The therapy department is committed to evidence based practice and has a long history of contributing nationally to the speech and language profession in research related to children and young people with speech and language impairments.

RESIDENTIAL CARE

It is a happy fact that the vast majority of new students settle in quickly and soon begin to make progress, not only in their speech, language and communication needs and academically, but also in their social and emotional development. All Care staff at Moor House School & College are conversant with the students' difficulties and play a vital role in pastoral care. The fact that the students settle quickly and happily is in no small part due to the expert care given to them by their Residential Care Workers. The dormitory accommodation is modern, offering the children the opportunity to personalise their individual bed areas. All dormitories / bedrooms are bright and airy, and meet the requirements of the National Minimum Care Standards for Residential Special Schools. At night time the children are supervised by waking night staff. Each residential group also has its own common room. The senior students have their own recreational facilities within the school grounds.

Every effort is made to create a secure, homely atmosphere in which the students can be happy, and so benefit fully from their time at Moor House School & College.

Ofsted Care Report February 2014, stated the residential provision is outstanding because:

- *‘The extremely positive relationships between staff and residential students is the base for students to develop as individuals knowing they are safe, valued and respected as individuals.*
- *The residential provision is extremely well organised and managed, with students at the centre of practice. This means that the residential experience is positive with care and support available whenever it is need. This allows students to make excellent progress.*
- *The school continuously seeks ways to improve outcomes for residential students through open dialogue and rigorous monitoring.’*

ACTIVITIES

Activities are designed to cover a wide range of student interests.

Recreation plays a vital part in the students’ development. A wide range of interests and constructive activities are provided. Children may join athletics, judo and tennis clubs though sometimes there is a waiting list for places. Some students attend horse riding sessions. A variety of sporting activities, arts and crafts, cookery and ICT are on offer in the evenings within the school. The Duke of Edinburgh’s Award Scheme offers diverse and challenging opportunities to develop self-confidence and self-esteem. Students from the School regularly take part in the Surrey Youth Games, representing the local district.

HEALTHCARE

The medical care of the children is the responsibility of the School Medical Officer, a local GP, based at the local health centre. In order to provide optimal health care for each student, it is recommended by the School that all residential students are registered with the School Medical Officer (GP), who holds a weekly clinic at the School with our Health Centre Manager. The services of a local dentist and optician are also available to Residential Students. Day students remain registered with their family GP.

We have a Healthcare Manager during the day and the medical cover in the evening is provided by a Nursing Assistant. Many other members of staff are trained and certificated in First Aid and Safe Handling of Medications. There is a well-equipped

Health Centre within the School where any necessary medication and treatment can be provided by staff over the full twenty-four hour period.

OFSTED REPORTS

You will find recent Ofsted reports using the following link www.ofsted.co.uk Click on Inspection reports and put in the name of the school or our postcode ~ RH8 9AQ.

Quote from the latest Ofsted 26-27 June 2014

'All students achieve exceptionally well through the school and make significant gains in improving their reading, writing, communication and mathematics skills.'

'The teaching of communication is outstanding. This is because teaching and therapeutic staff have expert knowledge in developing students' ability to explain what they know and can do through the use of symbols, signing and technological aids. This promotes exceptionally well students' understanding across all subjects.'



On-going training is provided for all staff who work directly with students on Makaton, Team Teach, safe Handling of Medicines, First Aid & Food Hygiene.

PARENTAL LINKS AND COMMUNICATION

At Moor House School & College we consider that communication with parents is key to the students' progress. The staff at Moor House College will contact the parents of the students on a regular basis. Parents are issued with an A-Z which gives detailed information about College Life.

COMPLAINTS

Moor House School & College has a full complaints policy and procedure which is available on request. It is our aim to deal with all complaints at the lowest appropriate level and whenever possible directly between the complainant and the subject of the complaint. However, it is recognised that this is not possible in all circumstances and there is a more formal process for making a complaint. We welcome feedback to enable us to continually improve our provision.

Complaints can be made directly to any member of staff. These can be made either in writing or verbally, however we will always request that formal complaints are made in writing.

Complaints about the Principal can be made either to the Chair of Trustees, Andrew Dick, or directly to Ofsted:

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

telephone 0300 1234666

enquiries@ofsted.gov.uk

Destination of Year 11 Leavers in 2012

Total number of leavers	17
Day further education colleges /schools	2
Residential further education and training colleges/schools	7
Unknown	1
Transferred to Moor House College	7

Destination of Leavers in 2013

Destination of leavers from Moor House School in Year 11	
Further Education Colleges /Schools (Residential Placement)	2
Destination of leavers from Moor House College (Year 12)	
Residential further education & Training	1
Mainstream College	1

Destination of Leavers in 2014

Destination of leavers from Moor House School in Year 11	
Further Education Colleges /Schools (Day Placement)	1
Destination of leavers from Moor House College (Years 12 and 13)	
Mainstream Further Education College	1
Work based training	2

Destination of Leavers in 2015

Destination of leavers from Moor House School in Year 11	
Further Education Colleges /Schools (Residential Placement)	tbc
Destination of leavers from Moor House College (Year 12)	
Residential further education & Training	tbc
Mainstream College	tbc



MOOR HOUSE SCHOOL & COLLEGE

Statement of Purpose for 2015-16

Moor House School & College is a day and residential, co-educational school for students aged 7-19, with severe speech and language impairment.

The school's main aims are to support our students to:

- be happy and safe
- achieve their learning potential
- develop their skills in speech, language and communication
- build and maintain good relationships and friendships
- become confident and independent members of society .

To achieve these aims:

1. All staff, including Governors, are committed to developing their knowledge and skills in supporting children with severe speech and language impairment within this highly specialist environment.
2. All staff work together to provide a holistic approach to students' learning.
3. All staff encourage effective links with parents, governors, the local community, local education authorities, and other schools and colleges.
4. We draw upon over 60 years of experience in education, therapy and research.

PRE-ADMISSION PROCESS

Our preadmission process at Moor House School & College has been described as one of the most comprehensive of all the schools in the UK. We aim to ensure that the process is rigorous and thorough to ensure the right outcomes for prospective students and families. We acknowledge that finding the right school is a very difficult task for parents and carers and we aim to ensure that the family is supported throughout this process.

There are several stages to our process as outlined below:

Open Days for parents of prospective students

Each term there is at least one Open Day for prospective parents although there may well be more if there is a high demand. Key staff give presentations on aspects of the provision at Moor House and answer questions posed by parents on a variety of issues. There is also a conducted tour of the school which allows parents to gain a real feel for the work in the classroom, the provision in residential care and the key support provided by therapy.

Parents attending open days may have a primary aged child for whom they are looking for an early placement or one at the start of secondary phase. Some parents of older children attend because their son or daughter's current placement is not meeting his or her needs and they are looking for a specialist provision.

The School Visit

It is absolutely vital for all families to come and see our school and how we work. This gives you the opportunity to have a comprehensive tour of the school with a member of the Senior Management Team. Please telephone or use our website to contact us.

An Initial Review of the Paperwork

If, following a school visit, you would like to proceed with an informal review of the suitability of the school for your child, you are invited to submit up to date paperwork and reports about your child's educational history as well as any therapy paperwork you may have. A recent Educational Psychology report is a key piece of information which must be submitted for consideration. We cannot proceed to the assessment stage without this report. Your child's paperwork is carefully considered by each member of the Senior Management Team. Please feel free to comment on any of the paperwork submitted if you don't feel it is an accurate reflection of your child.

The next steps

The Senior Management Team will decide, based on the paperwork, whether they recommend an assessment and, if so, what form this might take. They may advise that an assessment is not suitable if they feel the school provision will not meet the needs of your child. This can be a disappointing response for families, but the decision is reached through careful discussion and liaison (if consent from the family is received) with the professionals who have worked with your child previously. You are always welcome to arrange a meeting with a member of the senior management team or submit more paperwork if you feel it will clarify the situation for you as parents/carers.

Going ahead with the assessment

You may be advised that the assessment will involve a visit to your child's current school or that we would like your child to come to our school for an informal day in the first instance, to find out more about how your child learns and interacts with others. Following the outcome of these informal observations we will then recommend a full assessment which will be scheduled in as soon as possible. Please note, assessments are in high demand so early contact is most advisable.

The Pre Admission Assessment

The full assessment procedure involves assessment of your child's skills by a highly skilled multidisciplinary team. This team includes a Speech and Language Therapist, Occupational Therapist, a Dyslexia Specialist and a specialist assessment Teacher. Your child will undergo both formal assessments in a 1:1 situation as well as in-depth clinical observations within the classroom and during unstructured times. The assessment will require an over night stay if you would like your child to attend the school as a residential student. The assessment can take anything from two days to one week depending on the complexity of the case. Some children are invited back in for further assessment. We appreciate that this is a very stressful time for families but we are very keen to ensure that the outcome is right for the child and family prior to making our decision.

Multidisciplinary Case Discussion

All of the members of the assessment team who have met with your child and the senior management team hold a case discussion to carefully piece together all of the information gathered and to make a decision about the suitability of the school for your child. Notes are taken at this meeting which are shared with you following the meeting.

Parent/carer Feedback Meeting

This is held following the case discussion, with the Principal and the Head of Therapy. The meeting usually involves gathering your views on the assessment and the school as well as hearing any comments from your child that he/she may have made during the assessment process. It also involves verbal feedback on the outcome of the assessment.

Report Writing and Tribunals

Our preadmission reports are extremely detailed and lengthy and therefore can take up to six weeks to prepare. It is important to factor in this timescale if you are aware that you may need to pursue an appeal at tribunal. Moor House School & College Senior Managers can attend at tribunal if it is deemed useful for the case. Any attendance is subject to availability and therefore requests for attendance need to be communicated as soon as possible

FEES AND FEE BANDING

At preadmission, some of our students are identified as having significant needs in areas other than speech, language and communication. If a student's scores are in the significantly low range in reading and spelling, for example, or in fine and gross skills then the preadmissions team may consider the need for additional interventions. We will only recommend that additional services are required if the student meets our strict criteria of level of need and if we feel that without these interventions the student's progress at our School will be severely hindered.

At Moor House School & College, we currently offer the following additional services:

- Direct Occupational Therapy
- Direct Literacy intervention with a specialist teacher who is dyslexia trained.
- Direct Psychotherapy
- Direct Physiotherapy

Please note: there is an additional cost for these services. Please contact the Admissions Team for further details on fees by emailing admissions@moorhouseschool.co.uk

SAFEGUARDING CHILDREN AT MOOR HOUSE SCHOOL & COLLEGE

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This means that we have a Child Protection Policy and procedures in place which we refer to in our prospectus. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Parents and carers are welcome to read the Policy on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our students are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Our Designated Child Protection Liaison Officers (DCPLOs) are:

Mrs Helen Middleton Principal

Miss Sue Brady, Head of Care

Mr Nick Hart, Assistant Head Teacher

Mrs Madie van Niekerk

Mr Danny Carroll, Deputy Head of Care

Miss Susie Simpson, Healthcare Manager

If concerns relate to the actions or behaviour of a member of staff (which could suggest that s/he is unsuitable to work with children) then you should report this to one of the CPOs in confidence, who will refer the matter to the Principal (or the Chair of Governors if the concern relates to the Principal) – who will consider what action to take.

Mrs Helen A Middleton

Principal

DIRECTIONS TO MOOR HOUSE SCHOOL & COLLEGE

Moor House is situated in a pleasant corner of Surrey; in the country and yet within easy reach of London. Oxted, Croydon, East Grinstead, Redhill and Reigate are the nearest shopping centres and are easily accessible. There is a regular train service to and from London (Victoria and London Bridge stations), the journey takes about 35 minutes. Hurst Green station is some three hundred metres from the school. (School postcode for sat nav. - RH8 9AQ)

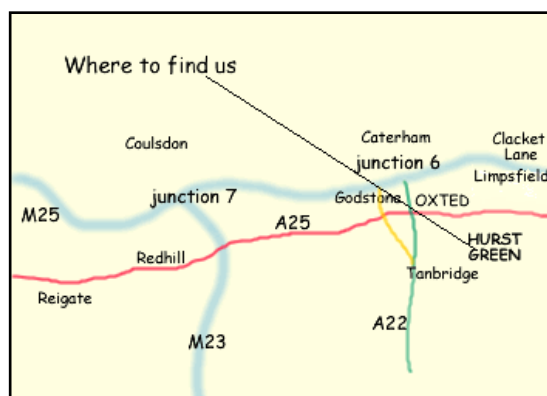
From the M25: leave at junction 6 and follow the A25 towards Westerham until you see a viaduct crossing the main road. Turn right at the traffic lights immediately before the viaduct, into Woodhurst Lane. After about one mile the road opens out onto common land and the school stands back off Mill Lane on your right.

From London - take the A22 until just before Godstone. Follow the A25 towards Westerham (as above).

From Guildford - join the A3 to London, then take the M25 (east towards Gatwick) at junction 10 (Wisley), leaving the M25 at junction 6. Then follow the A25 signs towards Westerham, as above. Alternatively, follow the A25 through Dorking, Reigate, Redhill and Godstone.

From Brighton - use the A23, M23 (to junction 7, east) and M25, leaving the M25 at junction 6, then follow the A25 as above.

From Westerham - follow the A25 until after about three miles you come to open land which is used as a golf course. There is an old village school on your right. Follow the main road until you reach traffic lights. Turn left, then first right (signposted to Hurst Green). At Hurst Green you will pass over a bridge near Hurst Green station. Continue over common land across mini roundabout and you will see the school in front of you.



THE MOOR HOUSE SCHOOL & COLLEGE PARENT STAFF ASSOCIATION

All parents and carers are automatically members of MHPSA. It is also open to staff and friends of Moor House School & College.

The Association

- aims to enrich the lives of the children at Moor House School & College by providing an on-going framework for support and communication between parents, staff and pupils.
- is responsible for organising fundraising events on behalf of and for the benefit of the whole School community.

Support and Communication

As most families are not local to the school, the preferred method of communication between its members tends to be email. MHPSA registered members are notified of its activities and events. You would also be notified of any events or information that the MHPSA believe would be of general interest in the area of specific speech and language impairment. Registering with the Association also provides you with the platform for sharing your views or concerns.

Fundraising

The fundraising sub-committee members include parent representatives across each Key Stage. This structure lends itself closer communication between parents and staff. The fundraising team is responsible for organising events which allow everyone the opportunity to meet socially while helping to raise valuable funds that go towards projects which “benefit the whole school community”. The team is always looking for old/new ideas and for enthusiastic volunteers – prior experience is not necessary.

Meetings

All are welcome to the General Meetings which are held once a term with the Annual General Meeting (A.G.M.) in the Autumn term. The fundraising team meets once every half term or whenever necessary.

Join Us – Become Involved – Help Make A Difference

To register or to become involved simply fill in the attached Registration Form or contact us via the details given below.

Contact Us: For further information, contact us:

Moor House School & College Parent Staff Association

Email: psa@moorhouseschool.co.uk **Phone:** 01883 712271

Post: Mill Lane, Hurst Green, Oxted, Surrey, RH8 9AQ

YOU MAY FIND THE FOLLOWING ORGANISATIONS USEFUL

AFASIC (Association for All Speech Impaired Children)

2nd Floor, 50 – 52 Great Sutton Street
London EC1V 0DJ

Tel: (administration) 020 7490 9410

Fax: 0207251 2834

Email: info@afasic.org.uk

The Afasic helpline– 0845 3 55 55 77

Open 10.30am to 2.30pm Monday to Friday

IPSEA (Independent Panel For Special Education Advice)

6 Carlow Mews
Woodbridge
Suffolk IP12 1EA

Advice Line: 0800 0184016

Tribunal Appeals only: 01394 384711

General Enquiries: 01394 380518

Email (for information only, not advice): ipsea.info@intamail.com

Scotland (ISEA): 0131 454 0096

0131 454 0144

Northern Ireland: 02890 705654

SOS! SEN – The Independent Helpline for Special Needs

SOS! SEN

The Gate House

51 High Street

Hampton Hill

TW12 1NH

Helpline: 020 8538 3731

Website: www.sossen.org.uk

We offer independent and friendly advice for parents and others looking for information and advice on Special Educational Needs (SEN). We empower parents through workshops, advice centres, a telephone helpline (term time only) and individual advice sessions. Please see website for more information.