Case Study
Black Moss School

<table>
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<th>School name:</th>
<th>Black Moss School</th>
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<tr>
<td>Lancashire school no.</td>
<td>13/048</td>
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<td>Award granted:</td>
<td>Best Practice Award</td>
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<td>Project title:</td>
<td>“Innovative Curriculum Practice Between Two Special Schools”</td>
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**Project summary**

- Pupils from Kingsbury and Black Moss schools have been visiting each other’s sites to join in a variety of activities for a period of approximately 5 years; this has increased during the last 12 months as the school moves towards new generic provision.
- The project has resulted in all KS3/4 pupils from Kingsbury School attending Black Moss as a discrete group each Tuesday using DT/Science/Cookery rooms.
- A small group of four KS4 pupils from Black Moss attend Kingsbury School for cookery/life skills/shopping once each week, with a support assistant.
- Staff from both schools frequently make visits to prepare them for curriculum change towards a generic school. This also includes staffing leading activities in either base.

**Specific aspect of practice to be accredited?**

- Innovative practice of inclusive joint curriculum work between an MLD school and an SLD school

**What were the initial success criteria?**

- Pupils from SLD school access the specialist facilities in the MLD school as a discrete group
- Pupils from MLD school access elements of the curriculum at the SLD school for life skills
### What was the starting point for the practice?
- Proposed reorganisation of the two schools into age-phased generic schools
- Original inclusion project five years ago: pupils from SLD school joined Black Moss for football training and social culminating in a visit to Preston North End Football Club, including the National Football Museum.

### What were the significant milestones and actions in its development?
1. Meetings between the Headteachers/Deputies to discuss the project
2. All KS3/4 pupils from Kingsbury School attend Black Moss as a discrete group each Tuesday using DT/Science/Cookery rooms
3. Four KS4 pupils from Black Moss attend Kingsbury School for cookery/life skills/shopping once each week, with support assistant
4. Staff from both schools make visits to prepare them for curriculum changes in generic schools

### Which members of the school and/or wider community have been involved and what was their role?
- Headteachers at Black Moss/Kingsbury initiated and managed the project
- Most teaching staff have made visits to the other school. This was initially to raise awareness of SLD pupils’ curriculum needs in the individual Subject Leaders’ subject
- Two teachers have exchanged timetables for 1 morning each week across the schools since September. One teacher from SLD school teaches RE in MLD school, one teacher from MLD school teaches swimming in SLD school plus a joint PE lesson with an SLD colleague and mixed pupils at the local sports centre. They have also jointly planned for this part of the curriculum
- All pupils are now moving as above each week on a regular basis
- Teachers continue to develop their expertise across the ability range

### How has the practice been modified or improved during development?
- Three pupils from Kingsbury School are now attending for two other days during the week where they are included in the normal timetable of Black Moss. Two Year 8 and one post-16 do the same.
- Several other pupils from Kingsbury attend PE each week at Black Moss with support
- INSET on autism/PECS has been provided from Kingsbury staff member to Black Moss staff as part of the annual INSET provision to prepare for working in a generic environment
- INSET on Team Teach has been provided from Black Moss staff member to Kingsbury School and Kingsbury School staff attended Team Teach training at Black Moss School.
**What has been the impact of the project on pupils’ learning, achievement or enjoyment and how has this been measured?**

- The curriculum at Black Moss is good and meets the needs of all the pupils.
- The curriculum meets the needs of a wider range of pupils more appropriately. The breadth of differentiation in most curriculum subjects is significantly improved.
- Black Moss staff have had the opportunity to develop teaching skills to meet the needs of less able pupils currently and prepare for future clients.
- Pupils from Kingsbury and Black Moss have the opportunity to be involved in inclusive education alongside their MLD peers.
- Planning at Black Moss had developed on three levels. Each subject module is being developed for independent learners, assisted learners and dependent learners.
- Staff from both schools now move freely, supporting their own pupils in either building.
- Pupils’ IEPs have been shared between schools to ensure that individual needs are being met and targets are focussed.
- Headteacher reports progress of the project on a regular basis to full Governing Body via Headteacher’s reports.

**What are the next stages in the development process?**

- Two new schools will be established as age-generic special schools, staff and pupils having been well-prepared before the event.

**Do you believe this practice could be replicated or developed in other schools? In what ways?**

- Yes – hopefully other schools in Lancashire will be following the two areas that are already developing generic special schools.