



Inspire a generation...



PEN PORTRAIT

Specialist Leader of Education

Name of SLE	Peter Mooney
School Name	St. Patrick's R.C.P.
SLE Specialism(s)	SEND
Teaching School Alliance	Sacred Heart TSA

Area(s) of Expertise

Peter has worked in teaching since 1998 and has been the school SENCo since 2000.

Peter has been part of the Rochdale SENCo cluster groups for 18 years, which allows him to work collaboratively with a number of colleagues across the borough. He has also shared the effective SEND practice from St Patrick's with colleagues from several schools within the Rochdale Catholic Schools network.

Recently, he has worked with the newly appointed SENCo at Alice Ingham RC Primary School (a partner in the Catholic Academy Trust) to introduce new effective practices into a school in need. Since the appointee has been indisposed he has worked closely with the Head of School and Executive Head to identify SEND priorities, ensure SEND legal compliance and liaise with disengaged parents and pupils.

Within his own school, ASC have become a focus, due to the rapidly rising number of pupils with a diagnosis. Staff are now confident to fully engage with their role (within a collaborative and supportive context), in accordance with the Code of Practice - which sees all teachers as teachers of pupils with special needs.

Similarly, pupils feel listened to, through their involvement with pupil passports and IEPs.

Current Leadership Responsibilities

SENCo since 2000 (18 years) and member of SLT from 2000 – present

Assistant Head since 2008


Y 5/6 unit leader across 3 classes 15 years (2002 – 2015)

Y 3/4 unit leader across 3 classes 3 years (2015 – present)

Member of Rochdale SENCo cluster group and member of the Rochdale Catholic Schools Federation SENCo cluster

CURRENT STRATEGIC & ONGOING LEADERSHIP RESPONSIBILITIES

- ❖ SEND Policy Writing and action planning
- ❖ Ensuring website compliance with SEND (including the Information Report for Parents)
- ❖ Sourcing support and training for school staff
- ❖ Producing quality termly reports to governors
- ❖ Identifying (and supporting others to identify) SEND pupils.
- ❖ Liaising, prioritising and coordinating with external agencies (Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS/Healthy Young Minds, Rochdale Additional Needs Service, Social Services, etc.) to ensure quality support and intervention for SEND pupils.
- ❖ Organising, chairing and submitting reports from Annual Reviews of Statements/EHCPs
- ❖ Monitoring IEPs and teacher planning to ensure consistency and accountability
- ❖ Facilitation and coordination of Pupil Passports (which highlight consistent approaches to dealing with specific pupils) and Pupil Case Studies (which evidence approaches school has tried and their outcomes)
- ❖ Ensuring quality transition for SEND pupils (especially at key points e.g. nursery-FS or Y6-Y7)

National Teaching School
designated by

National College for
Teaching & Leadership

National Support School
designated by

National College for
Teaching & Leadership