



## **SEND Information Report**

Welcome to Meden School's SEND Local Offer where you will find information on the support we provide for students with Special Educational Needs and Disabilities (SEND).

Meden is fully committed to the inclusion of SEND students and fully endorses the SEND Code of Practice (2014). Through the school's SEND policy, we actively seek to identify and remove barriers to learning and achieve inclusion within the school community.

### **Mission statement**

At Meden we believe that every individual is unique and it is important to develop every talent and ability. All students are entitled to a broad and balanced education appropriate to their needs to enable them to reach their full potential. We are committed to providing an appropriate and inclusive education. All students should be valued, given a sense of worth and helped to develop confidence in their abilities and strengths throughout the full range of their school experience. Our aim is to actively seek to remove the barriers to learning and participation that can hinder or exclude individual students and to give all SEND students a high quality education with appropriate support and interventions to enable them to experience and enjoy a positive education.

*'The whole point of schools is that children come first and everything we do must reflect this single goal.'*

Our vision is to endeavour to make SEND provision outstanding in all areas by 2020.

### **Central principles**

- All children can learn and make progress.
- All teachers are teachers of SEND.
- Differentiated materials should be available.
- Provision for SEND should match students' needs.
- There should be regular recording of interventions and their outcomes.

The child and family are at the heart of SEND support. All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Our SEND provision is led by Ruth Coleman (SENCO) and Maxine Hague (Inclusion Manager) who can be contacted on 01623843517. We have a team of experienced support staff who provide individual and small group support.

## **Definition of SEND**

A child or young person is identified as SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (SEND Code of Practice 2014).

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘a physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments and long-term conditions such as asthma, diabetes and epilepsy. Children and young people with such conditions do not necessarily have SEN but there is significant overlap between disabled children and those with SEN.

## **What types of Special Education Needs does the school cater for?**

The school uses the definitions of SEND as outlined in the Code of Practice 2014 which are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health difficulties
4. Sensory and physical needs.

At Meden we work to support students whose special educational needs fall into any of these categories. We have specialist teachers, CLAs and equipment to support with these needs.

## **What is the school’s policy for identification and assessment of students with special educational needs?**

To identify and assess the needs of students with SEND the school uses the following information.

- Transfer of information from primary schools
- Key Stage 2 results
- Formal testing in school
- Whole school tracking, progress data and assessment
- Literacy testing for all upon transition to Year 7 and for Year 10 students.
- Use of CAT data
- Assessment during interventions

Referrals can be made from teaching staff and concerns may be expressed following observations and learning walks. The school responds to all requests from teachers, parents, and students to assess the needs of a child. Diagnostic testing is carried out and decisions are then made about the type and amount of support a student receives.

The following testing is available to identify special needs:

- Active Reading Test (ART)
- Diagnostic Spelling Test (DST)
- Diagnostic Assessment of Speed of Handwriting (DASH)
- LASS screening

- Dyscalculia Screening

Further diagnostic tests are used in Years 9-13 to determine if a student requires exam access arrangements.

### **What provision is there for students with SEND?**

- Quality-first teaching with appropriate, targeted differentiation in place according to pupil need
  - Additional support in the classroom where appropriate to complement the work of the teacher
  - Reduced class sizes and the use of small group work
  - Personalised provision where appropriate through targeted, time-limited programmes
  - Personalised provision through adapted resources and interventions
  - Alternative provision outside school
  - Social and emotional support sessions in the Impact Centre
  - Support through a keyworker
  - The Impact Centre to support vulnerable students
  - The Progress Centre to support students with challenging behaviour
  - Flexible curriculum
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- Extended support before/after school. There are lunch time clubs for vulnerable students in the Impact and Progress Centres.

### **How has the school adapted the curriculum and learning environment to support students with SEND?**

All students have access to a broad and balanced curriculum. Students with SEND are included in lessons in so far as it is practical and compatible with receiving special educational provision. The best way to ensure progress for all children including those with special needs is through quality first teaching. Quality teaching is based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explains new vocabulary; uses lively, interactive teaching styles and makes maximum use of visual and kinaesthetic as well as auditory/verbal learning. Teaching staff practise high quality teaching and differentiation as a first response to ensure all individual students' needs are met.

Students with significant literacy difficulties receive additional literacy lessons as an alternative to MFL. Other students are highlighted for interventions which are focused on specific skills.

The chart on the next page shows different strategies used in school to support students with SEND.

<b>Grade of Provision →</b>  <b>Broad area of need</b>  ↓	For all students – <b>universal</b> provision	For some students – <b>targeted</b> provision	For a few – <b>specialist</b> provision
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Structured school day and class routines</li> <li>• Drop-in/ nurture lunch club</li> <li>• Allow time to answer questions</li> <li>• Address student by name</li> <li>• Check understanding</li> <li>• Encourage student to maintain eye contact</li> <li>• Consistency</li> <li>• Surround the student with good role models</li> </ul>	<ul style="list-style-type: none"> <li>• Life-skills programme</li> <li>• Visual timetables</li> <li>• Differentiated curriculum</li> <li>• Prompting/ assistance with communication</li> <li>• Increased visual aids/modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Support plans</li> <li>• Weekly/ daily check-ins</li> <li>• Alternative ways of communication</li> <li>• Advice from the autism team</li> </ul>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>• Peer mentoring</li> <li>• Laptop access</li> <li>• Study support</li> <li>• Break curriculum down into small steps</li> <li>• Clear, concise instructions</li> <li>• Allow more time to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>• In-class CLA support</li> <li>• Accelerated Reader</li> <li>• Extra literacy and numeracy intervention</li> <li>• Practical activities to develop abstract ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Support plans</li> <li>• Coloured overlays</li> <li>• Exam access arrangements</li> <li>• Signposting to alternative providers</li> <li>• Reduced timetables</li> </ul>

<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• School nurse/ health service</li> <li>• Signposting to outside agencies.</li> <li>• Whole school behaviour policy</li> <li>• Whole school consequence system</li> <li>• Welfare manager</li> <li>• Guided parent meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative justice meetings</li> <li>• Weekly/ daily check-ins</li> <li>• Time-out cards</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling</li> <li>• Support plans</li> <li>• Advice from educational psychologist</li> <li>• Home – school record</li> <li>• Parent meetings</li> <li>• Alternative provision</li> </ul>
<b>Sensory and Physical</b>	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Pencil grips</li> <li>• School nurse/ health service</li> <li>• Laptop use</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing boards</li> <li>• Writing slopes</li> <li>• Production aids</li> <li>• Larger-font resources</li> <li>• Staff aware of implications of physical impairment</li> </ul>	<ul style="list-style-type: none"> <li>• Support plans</li> <li>• Advice from sensory and physical team</li> <li>• Exam access arrangements</li> <li>• Test paper modification</li> </ul>

### **What are the school's arrangements for evaluating the success of its provision?**

At Meden we regularly monitor the effectiveness of the provision through provision mapping, tracking progress and pupil progress meetings. The student's performance during interventions is monitored and evaluated regularly. Class teachers and the SEND department make on-going assessments. We also meet regularly with parents/carers and children. Students with SEND discuss their progress regularly with their key worker during review meetings. The school regularly assesses, plans, implements and reviews all SEND provision.

The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.



At Meden student progress across the school is tracked on a scale from 0 – 90. Those working below point 10 require a more sensitive scale in order to demonstrate progress. These students are assessed using the former National Curriculum levels which have been transposed to give a numerical score which fits in with the numerical scores on the Meden assessment scale (0-10). Decisions around levels are supported with reference to PIVATs.

### **How are students with SEND included in activities outside of the classroom and on trips?**

The school is committed to inclusion for all students and this extends to curriculum trips, extra-curricular activities and residential experiences. Students with SEND are encouraged to attend after –school activities. If the barrier to participation is transport, specialist transport is arranged to ensure attendance on visits. A risk assessment is carried out for all off-site activities and the additional needs of students with SEND are considered at this point. CLAs will accompany students if necessary.

### **How does the school support a child's overall well-being?**

Meden has a family centred approach in line with the new Code of Practice with the child and family at the heart of SEND support and practice. The school ensures pupil and parent voice is

heard to deliver a co-ordinated plan for the young person. Promoting independence is a significant focus. Students are encouraged and supported in becoming independent; not only in their learning, but as a skill for life. A can-do environment is created through growth mindset to build self-esteem and confidence and students are encouraged to think positively about learning, try new strategies and seek input and advice from others.

*'If you believe you can achieve.'*

We operate a system of key workers, where staff work with a small group of students for whom they are the main SEND point of contact so that they can get to know the whole student and establish a good, productive working relationship. A keyworker is an identified member of staff who has special responsibility for a particular child building up over time a relationship with the child and their family. Students with SEND are assigned a key worker who meets with them regularly to ensure academic progress but also to consider emotional well-being. The keyworker works with the child and parents/carers to ensure the child's educational needs are met and the child is happy and making progress. Liaison with the family is of paramount importance so the role of the keyworker is to listen to and support parents/carers and act as an advocate if necessary.

The school's Impact also provide support for students with SEND before school and during break and lunch times.

Student opinion is very important and is heard through the Student Council and individual questionnaires.

### **What specialist services and expertise does the school access?**

Meden school believes in joint planning and commissioning of services to ensure close co-operation between education, health services and social care. This collaborative working ensures that we continues to build strong working relationships with external support services to fully support our SEND pupils, aid school inclusion and provide support for parents. The school works closely with professionals and encourages them to attend student reviews.

The school works regularly with the following outside agencies:

- Educational Psychologist
- Physically Impaired Service
- Hearing Impaired Service
- Visually Impaired Service
- Speech & Language Therapy
- Occupational Therapy
- Autism Outreach
- CAMHS
- Social Services
- Parent Partnership

### **How accessible is the school for students with disabilities?**

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

Meden is a small school on one site. All subject areas are accessible for all students who use wheelchairs or have physical disabilities. There is a lift on site. Information from the local primary schools is gathered so that the school is prepared for students with disabilities when they arrive in school. If necessary, additional transition visits can be arranged. The school also liaises with parents and professionals to ensure the right care for students' needs is provided. The school receives advice from external agencies on adjustments which would be needed for specific conditions/disabilities.

On a recent survey no issues were raised regarding students with disabilities. All people consulted value the ability of the school to cater for the differing needs of pupils.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

### **How are parents involved in the school?**

Students with SEND have a key worker who makes regular contact with parents/carers regarding their child's life in school. Parents/carers can contact their tutor via email or by phoning or emailing the school office. Parents/carers are kept up to date with their child's progress through parents' evenings and review meetings during which they are asked to contribute to their child's profile. In cases where more frequent regular contact is needed, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents/carers of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. Support plans are reviewed regularly with parents to ensure their involvement in the planning for their child. Additional meetings can be requested by parents. We also ask parents to take part in a parental questionnaire.

Parents are always welcome to visit the school. Monthly drop-in sessions are held in the Impact Centre. These provide an opportunity for parents to have an informal chat with members of the SEND team about their child and to be supported in terms of understanding SEND procedures and practices. There is a meeting area for parents in the Impact Centre which is staffed from 8.00-3.40.



### **How are students with SEND involved in planning for their education?**

*'The whole point of schools is that children come first and everything we do must reflect this single goal.'*

Student voice is valued at Meden. We value and celebrate children being able to express their views on all aspects of school life. Students with SEND are involved in the planning around their education and welfare through review meetings with their key worker. If your child is on SEND support or has an EHC plan their views will form part of the review. Students with SEND are involved in the planning around their education and welfare through review meetings. Their opinions are also considered through their responses to the annual student questionnaire. Child focussed one-page support plans are used to ensure full participation of both child and parents/carers. Students are instrumental in producing their own learning passport to inform staff of their needs.

### **Staffing**

From September 2014 we appointed 3 apprentices who have successfully completed their level 3 Teaching Assistant qualification. The school has then offered 2 of these jobs and appointed 2 new apprentices.

The team now has a SENCO, 7 CLAs, 2 Apprentices, and an Inclusion Manager. One of the CLA's is on a temporary contract to cover a maternity leave.

### **What training is there for staff supporting students with SEND?**

All CLAs attend in-school CPD and individual CPD is encouraged. As a whole staff we have regular training and updates of SEND issues. There are a number of additional resources in school to provide further strategies for teaching children with SEND.

The SENCO attends the Local Authority annual SEND conference where Specialist Schools and Families Services provide training. This usually occurs within the Toot Hill family of schools. The educational psychologist also provides training on issues such as attachment and anxious learners. The SENCO also attends the SENCO network meetings as part of the Nova Gateway Trust.

### **How does the school prepare students for transition to the school and onto further education, training and adult life?**

The school runs an extensive transition programme. All SEND students are involved in a whole school transition programme but some SEND students require extra support which is discussed with primary SENCOs. Additional orientation visits are offered to some students.

The transition after Year 11 is an important one and staff provide opportunities for students to discuss and research their post 16 choices. This includes visits to colleges and training providers.

### **How is funding secured to provide equipment and support for SEND?**

All pupils with SEND have access to Element 1 and 2 of a school's budget which is up to £6,000 per year. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the family of schools which is Meden and its feeder primary schools.

For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the family of schools. A multi-agency panel, which is administered by the Local Authority, determines whether the level and complexity of need meets the threshold for this funding.

The SENCO allocates the funding to support individual children's needs. This may include:

- 1:1 support to ensure access to the curriculum
- specialist equipment
- individual access arrangements for informal and external examinations
- assistive technology
- intervention packages to narrow the gap
- alternative provision

### **Who should parents/carers contact if they are not satisfied with their child's SEND provision?**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child they should contact their child's key worker. An appointment can be made to speak to the SENCO who will try to resolve any difficulties and also be able to advise on formal procedures for complaint. The head teacher and governing body will aim to resolve any complaints as soon as possible. A copy of the school's Complaints Policy is available on the school's website.

### **How are parents informed about the additional support on offer?**

The school will signpost parents to organisations and services that can provide additional support to parents/carers and young people. This may be during review meetings or at monthly drop-in sessions held for parents.

The SEND Local Offer brings together helpful and useful information for children and young people with special educational needs and disabilities from birth to 25 years and their families. The information is contained within a website which enables you to search for services and provision within your own community and Nottinghamshire as a whole.

The Local Offer covers public services that are available within:

- Education
- Health
- Social care

Notts LA publish a Local Offer on their website - [www.nottshelpyourself.org.uk](http://www.nottshelpyourself.org.uk)  
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