

# Meadow High School



## SEN Policy and Information Report

**Policy:** Statutory

**Approved by:** [Name]

**Date:** [Date]

**Last reviewed on:** June 17 2019

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Meadow High School we believe that each pupil has individual and unique needs. However, some pupils require more support than others. If the pupils are to achieve their full potential, we must recognise this and plan accordingly. Meadow High School aims to provide all pupils with a range of strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum,

In particular, we aim to:

## Vision

We will provide a safe, challenging and stimulating environment for pupils in our school. We will help those pupils become confident young adults, maximising their abilities and developing their skills to allow them to be happy and contribute to society in their 'Life Beyond Meadow'.

### Aims

- Our pupils and staff will love coming to school and will be respectful to all members of the community
- Meadow will be a safe, welcoming environment which celebrates diversity
- Everyone in our school will work together to learn and grow
- We will teach relevant subjects and provide extra-curricular activities in an inspiring way to educate our pupils with skills relevant to their Life after Meadow
- What we teach will be driven by our pupils EHCPs and will develop their academic, social, emotional and communication skills
- We will achieve excellence in our provision of therapeutic services, including physiotherapy, occupational therapy and speech and language therapy
- We will always look to improve, adopting best practice, listening to our pupils, families and staff as we strive for the best for our pupils

### We promise to:

- have high aspirations and expectations for all our pupils
- work tirelessly to ensure that individuals achieve their personal best
- encourage independence, life skills, self-confidence and positive self esteem
- help our pupils to become confident individuals living fulfilling lives in the community
- support our pupils to make a successful transition into adulthood and prepare them for their adult life
- have an inclusive community, which values truth, diversity and mutual respect
- have effective communication with all parents/carers and other partners

- recognise and celebrate the achievements of all
- support pupils to develop self-regulation and resilience
- ensure that pupils have a 'voice' within their learning and the school community
- support pupils to develop transferable skills so they can recognise tasks they can do independently and seek support for those they need help with
- work towards every child and young person in our school, whatever their circumstance or ability having a sense of belonging, feeling respected and being valued for who they are

## 2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and Responsibilities

Please note:

We do not have a SENCO (special needs coordinator) in Meadow High School as this function is led by the Headteacher and the Senior Leadership Team (SLT) and every form tutor and teacher undertakes the responsibilities of the post.

### 4.1 The headteacher

The headteacher has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs
- Keeping the governing body about SEND issues
- He/She has overall responsibility for monitoring and reporting to the governors about the implementation of this policy and the effects of inclusion policies on the school as a whole.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### 4.2 Class teachers

It is every teacher's responsibility to provide for the pupils in his/her class and to be aware that needs may vary in different learning situations. All staff are responsible for:

- Overseeing the day to day operation of this policy
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising staff of any related matter which supports pupils access to learning
- Carrying out detailed assessments and observations of pupils with specific learning problems

- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents at MHS, so that they are aware of the strategies that are being used and are involved as partners to the process
- Liaising with outside agencies, arranging meetings and providing a link between those agencies and the parents
- Maintaining the school's SEND register and records
- Assisting in the monitoring and evaluation of pupils with SEND through use of existing school assessment information
- Attending in service training of staff
- Contributing to the in service training of staff
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Managing learning support staff
- Assistant head teachers are appointed to oversee these matters and have overall responsibility for the students of their particular years and /or designation of pupils

### **4.3 Team Leaders**

At Meadow High School, we have 4 Team Leaders (Thematic, Year 7/8, years 9/11 and Years 12/14.) Each Team leader reports to the relevant Assistant Headteacher and are responsible for an allocated team of Teaching Assistants. Team leaders are also responsible for:

- Liaising with teaching and non-teaching staff, statutory and voluntary organisations, therapies, pupils, families/carers
- Maintaining standards, induction, supervision and the performance development of allocated team of Teaching Assistants within the relevant team.
- Working with the relevant Assistant Head to support the specific requirements of the team.
- Complementing the work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision/cover.
- Managing, support and develop a team of teaching assistants (apprentice level through to and including level 3).
- Delivering training where appropriate to teaching assistants.
- Using detailed knowledge and specialist skills to support pupils learning
- Routinely and accurately understand and perform roles in the support, and evaluation of learning activities
- Organising the learning environment to suit the needs of pupils using appropriate resources
- Providing direction, information and support to other teaching assistant staff regarding implementation of pupil management plans as appropriate, e.g. PHP, PLIMs etc.
- Using behaviour management strategies in line with the schools policies and procedure, which contribute to a purposeful school environment
- Supporting pupils constantly whilst recognising and responding to individual needs
- Promoting independence and employ strategies that reward self-reliance.
- Supporting pupils' during crisis periods, following PHP's and agreed protocols
- Supporting and implementing care plans for students

### **4.4 Governors**

The governing body will ensure that:

- SEND is an integral core of the school improvement plan/development plan
- The necessary provision is made for any pupils with SEN and any specific need is met
- All staff are aware of the need to identify and provide for pupils with the appropriate environment and teaching
- All pupils join in activities alongside other pupils, as far as it is reasonably practical, compatible with their needs and the efficient education of other pupils.
- They report to parents on the implementation of the school's SEND policy and other relevant documents.

- They have regard to the requirements of the Code of Practice for Special Educational Needs (September 2014)
- They are kept fully informed about SEND issues, so that they can participate fully in the school's self-review

## 5. SEN Information Report

### 5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

### 5.2 Consulting and involving pupils and parents

Young people admitted to Meadow High School have a statement of special educational need or an Education Health Care Plan (EHCP.) However, in exceptional circumstances, a young person could be admitted on an assessment placement without an EHCP. This must be at the Local Authority's request.

The Education Health Care Plan (EHCP) and/or assessment placement findings, together with conversations with the pupil, their parents and other professionals make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Reading previous reports and existing plans used to meet this child/young person's needs.
- Observing them in the feeder setting.
- Arranging additional transition visits to the new setting.

All parents of pupils at Meadow High School are invited to discuss the progress of their children on three occasions a year and receive a written report once a year. In addition, we are happy to arrange meetings outside these times.

If, following our normal provision, there appears to be little to no improvement in progress, we will contact parents to discuss the use of internal or external assessments, which will help us to better address these needs.

In addition to this, parents will be invited to attend and contribute to an annual review, which, wherever possible will also include other agencies involved with the pupil/. Information is made available to parents/carers

### 5.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

The assessment is regularly.

All teachers and support staff who work with the pupil are aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Each review of the EHCP or Statement is informed by the views of the pupil, parents, Form Tutor and the assessment information from teachers and support staff, which will show whether expected progress is made.

The SEND Code of Practice (2014) describes adequate progress thus:

- Is similar to that of children of the same age with the same starting point
- Matches or improves on the pupil's previous rate of progress
- Allows for the attainment gap to close between the pupil and children of the same age

The Annual Review of the provision made for each child will enable an evaluation of the effectiveness of the special provision required.

The success of the school's SEND policy and provision is evaluated through school self-evaluation

## **5.4 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information is shared. (The exception to this being the pupil's safeguarding records).

Times of transition can be exciting and positive but some children and young people may need extra support. Children and young people with SEND and other potentially vulnerable groups may find some transitions more challenging than their peers do. Children, young people and their families may need additional support during transitions.

We all have responsibility to work together with children and young people and their families in order to support and encourage preparing for adulthood ambitions, right from the start. With the right support, the great majority of children and young people with SEND can find work, participate in the local community and supported to live independently. At Meadow High School, we encourage these ambitions right from the start. These ambitions should seek to understand the interests, strengths and motivations of children and young people and use this as a basis for planning support around them. (SEND Code of Practice - Chapter 8). These principles underpin all types of educational transition for children and young people with SEND. They apply at any transition point.

Each pupil at Meadow High School has a PLIMS. This forms part of the EfL (Education for Learning) tool. Each pupil's PLIMS is reviewed on a termly basis. It sets out the small step progress needed to work towards achieving outcomes on their EHCP.

### **When pupils move to new settings/moving on:**

- Address any concerns and build on aspirations and enthusiasm.
- Encourage them to visit the next setting to get to know the physical environment, experience the curriculum and meet staff and peers.
- Support them with appropriate tools, such as a booklet 'My New Setting' and prompt cards -including photographs is especially important if the move is after the long summer holiday.
- Check whether there is any film of the new setting that can be shared

### **Working in Partnership with Parents/Carers**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and at school, so that similar strategies can be used. This can be done in a formal or informal manner.

All information from outside professionals will be discussed with you. You may meet with the person directly involved, or where this is not possible, provided with a written report.

- Individual Support Plans will be reviewed with your involvement each term.

- Any home learning will adjusted, as needed, to your child's individual needs. We recognise that some pupils (and parent/carers) will not want home learning.
- The home/school 'Link' book is there to support communication with you.

Teaching staff are also happy to:

- Reduce parent/carer stress by providing clear information about the transition process and suggesting useful strategies, for example countdown calendars and run- up to starting at the new school, practising the journey to school
- Build parent/carer confidence by arranging visits to the next setting show casing their good practice and establishing links with a contact person at the receiving school.
- Supporting parents in devising questions for the receiving setting

### **Working in Partnership with other Agencies that are supporting the Child/Young Person**

- Start planning for transition as early as possible - for example working closely with relevant therapists to ensure specialist equipment will be available in the new setting from day one.
- Establish an up to date holistic profile for each child which includes information such as:
  1. mobility and care needs
  2. communication needs
  3. Curriculum needs (e.g. communication passport).

Through the Assess, Plan, Do, Review cycles, over time ensure an individual's SEN support plan or Educational Health Care plan includes outcomes and related provision which will develop their readiness for transition to the next setting.

### **Share Information with Receiving Settings in Good Time**

- Ensure all individual targets, provision and progress information is shared and transferred to the receiving setting.
- Share good practice

### **Planning the transition into post-16 education and training**

Meadow High School reviews each pupil's EHCP annually, with pupils and parents exploring their aspirations.

At Meadow, we believe that high aspirations are crucial to success. Our focus is on the child or young person's strengths and capabilities and the outcomes they want to achieve. Children and young people's aspirations and needs will not only vary according to individual circumstances, but also will change over time, as they get older and approach adult life.

Considering the right post- 16 option is part of this planning.

High aspirations about employment, independent living and community participation are developed through the curriculum and extra-curricular provision. We seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children and young people understand what is available to them, as they get older, and what it is possible for them to achieve.

From year 9 onwards, Meadow focuses on:

- Making sure that pupils have access to careers advice and information, which provides high expectations and a range of options.
- Ensuring that pupils and their parent/carers know that the type of support available and how this will change over time.
- Ensuring that this support is available at each stage of transition.
- Developing an individual's ability to identify and manage their own SEND and to convey how people can best support them.
- Supporting young people to:
  - Make choices for post 16
  - Identify the skills they will need post 16 and agree ways to develop them e.g. ability to travel independently, increased independent learning skills, ability to navigate a large campus.

## 5.5 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This is differentiated for individual pupils. Class sizes and support as appropriate to level of need and subject to staffing and funding awarded.

We will also provide the following interventions

**(Please note that all additional interventions are subject to staffing/being a named requirement on the pupil's EHCP + the receipt of an appropriately banded level of funding from the Local Authority.)**

- Physiotherapy
- SaLT
- Occupational Therapy (individual and in class)
- Therapeutic Hydrotherapy
- Horse-riding
- SRE (Sex, Relationship Education) Intervention
- Emotional Regulation Group
- Rise and Shine
- Breakfast Club
- Fitness Group
- Reading Intervention
- Therapeutic Zones of Regulation
- Mental health and Wellbeing
- Listening Programme
- Therapeutic Music Listening Programme
- Exploring Oral Sensory and/or Physical Need
- Alert programme
- Social Thinking Group
- Whisper Group
- Seasons for Growth
- Fine Motor Skills Group
- Eating & Drinking Observation Sensory and/or Physical Need
- Scouts

## 5.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## 5.7 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions.



Teaching assistants will support pupils on a 1:1 basis if stated on pupil EHCP and receipt of banded funding facilitates. Please note that where there are several pupils within a tutor group with high level funding, this may mean additional Teaching Assistants within the class group rather than names 1:1s.

Base level funding: 10 pupils per form group + 1 Teacher + 1 teaching Assistant

Teaching assistants will support pupils in small groups when required.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist
- CAHMS LD
- LINK
- Health and Social Care Services
- Local Voluntary Services
- Safer Schools Police Officer

### **5.8 Expertise and training of staff**

All teaching and support staff complete statutory training. Additional non-statutory training is available to staff throughout the school year.

We have a team of 56 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Each academic year, staff are trained in:

- Initial Working Together to Safeguard Children
- Prevent Awareness
- Signalong
- Basic Fire Safety
- Emergency First Aid
- Team Teach
- Advanced Team Teach (named staff only)
- SCERTS & Enabling Environment
- Autism Training – the SPELL framework

**We use specialist staff for:**

- SaLT
- Physiotherapy
- Occupational Therapy

### **5.9 Securing equipment and facilities**

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase them using the notional SEN funding, or seek it by loan agreement. For highly specialist communication equipment the school will seek the advice of the relevant professional.

### **5.10 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

### **5.11 Enabling pupils with SEN to engage in activities available**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Devon (Calvert trust)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupils are excluded from taking part in these activities because of their SEN or disability.

Pupils needing wheelchairs are able to access the first floor of the Sixth Form block by lift access.

Pupils needing to use wheelchairs are able to access the first floor of the new build block by life access

The school's accessibility plan is on the school website.

### **5.12 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils are encouraged to be part of the school and sports council
- Pupils are also encouraged to be part of the breakfast club to promote teamwork/building friendships etc.
- Pupils are encouraged to join out in-school Scouts Group
- Pupils in Year 11 and Sixth Form are encouraged to take part in the 'Buddy' system, helping younger and/or more vulnerable pupils at break/lunchtime etc.

We have a zero tolerance approach to bullying.

### **5.13 Working with other agencies**

Meadow High School engages with other bodies, including health and social care bodies, Local Authority Support Services and voluntary sector organisations in meeting pupil's SEN and supporting their families.

### **5.14 Complaints about SEN provision**

If you have a concern, you should speak to your child's Form Tutor initially – by phone, informal discussions or at parents' evenings.

If you are still not happy that the concerns have been/or are being managed or resolved, you should speak to the relevant Assistant Head or Headteacher.

If you are still not happy, we will direct you to our Complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.15 Contact details of support services for parents of pupils with SEN**

**SEND Hillingdon:** Telephone: 01895 277088 email: [sendadmin@hillingsdon.gov.uk](mailto:sendadmin@hillingsdon.gov.uk)

**SENDIASS Hillingdon:** email: [sendiass@hillingsdon.gov.uk](mailto:sendiass@hillingsdon.gov.uk) 01895 277001

**HACS (Hillingdon Autistic care and Support)**

**Dudley Place**

**Hayes**

**UB3 1PB 020 8606 6780**

**DASH (Disablement Association of Hillingdon)**

**Wood End Centre**

**Judge Heath Lane**

**Hayes**

**UB3 2PM**

**Telephone: 020 8848 Website:** [www.@dash.org.uk](http://www.@dash.org.uk) **email:** [info@dash.org.uk](mailto:info@dash.org.uk)

IPSEA (Independent Parental Special Education Advice) <http://www.ipsea.org.uk/contact/advice-and-support>

HILLINGDON SENDIASS (Special Educational Needs Disabilities Information Advice & Support Service) <http://www.hillingdonsendiass.co.uk> 01895 277001

HD Carers Support Group 07752 169849 [www.hillingdondads.org.uk](http://www.hillingdondads.org.uk)

### **5.16 Contact details for raising concerns**

Mrs. J Rigby: (Headteacher) 01895 443310  
Ms C. Caddell: (Deputy Head) 01895 443310  
Ms Kathleen Bentley (Attendance Officer) 01895 443310  
Ms Michelle Taylor (Assistant Head/Key Stage 5) 01895 443310  
Ms. J Richards (Assistant Head/Pathway 2/3 Years 9/10/11) 01895 443310  
Mr. M. Rainsbury (Assistant Head Pathway 2/3 Years 7/8) 01895 443310  
Ms A. Willis (Pathway 1 Assistant Head) 01895 443310

### **5.17 The local authority local offer**

Our contribution to the local offer is Community Special School

Our local authority's local offer is published here: <https://children.connecttosupporthillington.org>

## **6. Monitoring arrangements**

SLT and Governors review this policy and information report **every 2 years**. It is updated if any changes to the information are made during the year.

The governing board approves it.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Complaints