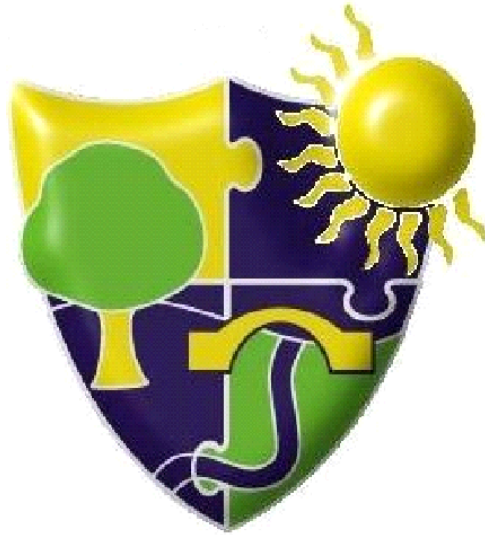


The Meadows School



Special Educational Needs Information Report 2019-2020

Updated: August 2020

Date to be reviewed: August 2021

Ratified by Governors: September 2020

Amendment Register

Amendment Number	Date	Detail	Amended By	Approved By
0	01/02/2019	Initial Issue	SLT	Headteacher
3	20/08/2020	Reviewed	S Forbes	Headteacher
4	Sept 2020	Ratified by Governors	FGB	FGB

Table of Contents

Serial	Description	Page No.
1	Rationale	3
2	Introduction	3
3	Objectives	4
4	Integration and Access	4
5	Implementation and Monitoring	5
6	Supporting Students at School with Medical Conditions	7
7	Activities outside the school classroom	8
8	Specialist Services accessed by the school	8
9	Training and continual professional development	8
10	Complaints procedure	8
11	Useful links	9

1. Rationale

This policy has been adopted and written in relation to The Special Educational Needs Information Report at the Meadows School and should be read in conjunction with the LA's policies and procedures and any DFE Policy, statements and guidelines.

2. Introduction

The Meadows School educates students with complex, profound and multiple learning difficulties, associated communication and language difficulties and challenging behaviours, between the ages of 9-19.

We offer our students a broad and balanced curriculum, whilst aiming to meet their individual special educational needs. The school is committed to equal opportunities and all students are, expected to leave school with accredited qualifications. Preparation for life, takes on a prominent role as student's progress through school and consideration for others.

The Meadows School aims to provide all of its students with high quality learning and teaching and effective tutoring. All of our students have additional needs that may fall into one or more of five main categories.

- Cognition and learning
- Speech, language and communication
- Social, emotional and wellbeing
- Self-care and independence skills
- Physical development and sensory needs

This information report sets out the support we give these students in order to enable them to experience the greatest possible level of success.

3. Objectives

- 3.1 To enable all students, whatever their additional needs, to be as fully Integrated as possible into the life of this school, including students who are looked after by the local authority.
- 3.2 To provide a range of programmes and pathways to support the needs of students.
- 3.3 To monitor the progress of students against clear targets for improvement in order to ensure that these targets are achieved.
- 3.4 To ensure that the arrangements for assessment, recording and review

of students with additional needs are fully compliant with statutory requirements.

- 3.5 To ensure that resources allocated are being used for the benefit of students with additional learning needs and that they are being deployed in an efficient and effective manner.

4. Integration and Access

4.1 All students are, taught in ways which:

- Set suitable learning challenges
- Respond to students' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of students.

4.2 The curriculum will, be differentiated to meet the needs of individual students. Teaching styles and flexible groups will reflect this approach. Careful consideration will be given to the provision provided to students who are looked after by the local authority

4.3 All students are subject to the same whole school approach to behaviour management based on clearly communicated expectations and the application of rewards and sanctions as appropriate. The approach is applied flexibly and sensitively to the individual circumstances of all students. Appropriate measures are put in place throughout the school to reduce the risk of bullying in all forms.

4.4 All students are actively encouraged to take part in the school's programme of extra-curricular activities.

4.5 The school is fully accessible to those with physical disabilities.

5. Implementation and Monitoring

5.1 We work closely with external agencies to provide a holistic approach at The Meadows School.

The safeguarding team are responsible for regular and effective correspondence with relevant parties, including children's services, when a student is looked after by the local authority. The designated Teacher will communicate key information during PEP/review meetings throughout the year.

- 5.2 The SLT are responsible for maintaining effective links with specialist providers such as Inclusion Support. Such providers are an important source of advice in working with students and students may be referred to them for more specialist support.
- 5.3 We want all parents and carers to be active partners in their children's education. We have a dedicated Pastoral team who work closely with our families, alongside teachers and Learning Support staff. It is essential that parents and carers of students are fully informed of all issues relating to provision and the progress students make as a result. In particular;
- Parents and carers are aware of the expected outcomes for their child based on the contents of their Education, Health and Care Plan (EHCP) and offered the opportunity to discuss the provision made with the class teacher and/or key stage leader.
 - Where appropriate, students are encouraged to review their own progress alongside their teachers and parents/carers. Where appropriate, they will be invited to attend part of their annual review meeting to assess and review their own progress and achievements.
 - Class teachers will also send a copy of the students Individualised Personalised Plan (IPP) home at the start of every year.
 - Parents and carers are actively encouraged to attend parents' evenings to monitor their children's progress and review the EHCP outcomes as appropriate.
 - Parents and carers of students with EHCP's are always invited to take part in the annual review of the plan through invitations to the support and outcome planning meeting.
 - Parents and carers are given information about the support which is available from the SENDIASS service.
 - Parents and carers are invited to raise any concerns they have over any aspect of SEN provision with the SLT or if these informal discussions do not resolve the issue to make a formal complaint using the school complaints protocols.
 - Parents and carers are included in supporting their child when transferring between phases of education, preparing for adulthood and independent living. This process will be overseen by teachers, key stage leader and the SLT. As young people prepare for adulthood outcomes will reflect their ambitions, which could include higher education, employment, independent living and participation in society.
 - Students will be provided with support for improving emotional and social development where appropriate. This include extra pastoral

support arrangements for listening to the views of children and young people.

- 5.4 The SLT are responsible for ensuring that a review of each child's Statement or Education, Health and Care plan takes place on an annual basis and that appropriate agencies are involved in this review.
- 5.5 The SLT are responsible for the line management of all support staff. As part of the regular performance management arrangements for these staff, their training needs will be identified and included in the school CPD programme.
- 5.6 The SLT are responsible for ensuring that there is effective liaison between the learning support team and subject teams. One outcome of this liaison is the identification of any training which subject staff require. This information is passed to the school's Continuous Professional Development co-ordinator in order to enable them to provide effectively differentiated courses to meet the range of student needs.
- 5.7 The SLT are responsible for ensuring that Pastoral staff have details of student's additional needs and of the provision made for them and that they are equipped to play an active role in monitoring the provision made.
- 5.8 The SLT are responsible for the deployment of staffing and other resources in order to meet students' additional needs.
- 5.9 The SLT are responsible for monitoring and responding to the pastoral care of students. They are supported by their class team who monitor the day-to-day wellbeing of students at the school.
- 5.10 The Local Authority is responsible for the regular monitoring of arrangements for those with Education, Health and Care Plans.
- 5.11 The Headteacher is responsible for making annual reports to the Governing Body to enable them to assess the effectiveness of the Report. The information to be included in these reports will be agreed between the Headteacher and the Governing Body.
- 5.12 The Governing Body has a specific role in interpreting and identifying any issues which require further discussion or action. Such discussion will normally take place at the Curriculum and Standards Committee of which the key stakeholders will be present.

- 5.13 The Governing Body is responsible for reporting to parents and carers about the effectiveness of the SEN information report, any changes to the report and the allocation of resources to and among students with SEN.

6. Supporting students at school with medical conditions

- 6.1 The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- 6.2 All students at The Meadows School have an Education, Health and Care Plan which brings together health and social care needs. Each student's EHCP will inform the provision made for health, social and education needs within school.
- 6.3 Staff responsible for administering medication have completed additional training specific to this role and specific to the student.

7. Activities outside the school classroom

- 7.1 Students will have the opportunity to participate in activities outside of the classroom. These activities will vary depending on curriculum programmes and age. Activities could include swimming, forest schools, college placement, drama therapy, D of E, rebound therapy, hydro, community visits, residentials and work experience placement.
- 7.2 Parents and carers will be notified of activities available for their child and will need to give permission for activities outside of the school premises to take place.

8. Specialist services accessed by the school

- 8.1 The school access a range of specialist services to support student's Needs. Such services include, but are not exclusive to;
- Educational Psychologist
 - Speech and Language therapy
 - Occupational therapy
 - Physiotherapy
 - Visual impaired / Hearing impaired teachers

- Connexions
- Therapeutic service (Drama therapy, The Rep)
- Hydrotherapy / Rebound therapy

9. Training and continual professional development

- 9.1 All staff participate in weekly training and development sessions to enable them to support children with special educational needs.
- 9.2 Internal training providers with the support of multi-agency staff are used regularly to train staff in specialist areas such as Autism, Positive Behaviour Support and Communication.

10. Complaints procedure

Sometimes misunderstandings can arise and parents may feel that they wish to register a complaint about the way their child's Special Education needs are being met. The school has a clear complaints procedure which is outlined below;

Step A: The parent / carer asks to meet with the class teacher to discuss their concerns

Step B: If they are still not satisfied with the response they have received, contact should be made with the key stage leader. The key stage leader will either meet with the complaints or arrange a meeting with another member of the Leadership Team.

If there is still dissatisfaction the complaint should then utilise the school's complaints policy at an appropriate level.

11. Useful links

Links within school

- Pastoral support – Pastoral team 0121 569 7080
- EHCP / inclusion support – Graham Spencer
- Designated Safeguarding Lead – Simon Adams
- Behaviour support – Samantha Forbes
- Staff training – Nia Hinton

Advice and guidance from other agencies can be accessed from;

- Sandwell SEND Information, Advice and Support Service (SEND IASS) – 0121 555 1821

- Independent Travel Training – www.sandwell.gov.uk
- Autism West Midlands – www.autismwestmidlands.org.uk
- Changing our lives – www.changingourlives.org
- Sandwell Parents for Disabled Children – www.sp-dc.org

In addition, Sandwell has published their local offer which can be accessed at – www.sandwell.gov.uk/send.

The local offer for The Meadows School can be accessed via our website at – www.themeadowsschool.sandwell.sch.uk