The Meadows School

SEN Report

2017

Reviewed on	Sept 2017
Next Review	Aug 2018

The Meadows

General Information

The Department for Education (DfE) published a new Special Educational Needs and Disability (SEND) Code of Practice in July 2014. It came into force in September 2014, replacing the previous 2001 code, and was updated in January 2015.

The new code reflects the changes introduced by the Children and Families Act 2014.

There is greater focus on support that enables those with SEN or disabilities to succeed in their education and make a successful transition to adulthood.

There are now four broad areas of SEND, these are:

- **Communication and Interaction**
  This area of need includes pupils with Autism Spectrum Condition and those with Speech, Language and Communication Needs

- **Cognition and Learning**
  This includes pupils with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties

- **Social, Emotional and Mental Health Difficulties**
  This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn

- **Sensory and/or Physical Difficulties**
  This area includes pupils with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

What is the Local Authority Local Offer?

From September 2014 Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is called the **'Local Offer'.**

The intention of the Local Offer is to improve choice for families and carers and will also be an important resource for parents in understanding the range of services and provision in the local area.

The LA Local Offer website can be found at www.countydurhamfamilies.info/localoffer.

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Context

We are a special school for pupils who have the protection of a statement of Special Educational Need or Educational Health Care Plan where the focus of need is connected to social, emotional or mental health.

At The Meadows we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

Our Head Teacher, Sarah Took, who is registered with the Health Professions Council as Practioner Psychologist (Educational Psychologist takes on the role of the Designated Teacher for Looked After Children and the Special Educational Needs Co-ordinator (SENCo). Angela Lamb is our designated SEN Governor.

We recognise the need for a holistic, understanding of and co-ordinated approach to meeting pupil needs.

Staff training is on-going and involves circles of adults exploring individual pupil needs, direct input from internal and external professionals and the development of research through learning teams.

At The Meadows we ensure that all pupils, regardless of their specific needs make the best possible progress.

School Admissions

Admissions to The Meadows School are controlled by the Local Authority. The school can admit pupils who are referred to it through Durham Local Authority Education department.

Equality and Inclusion

At The Meadows School every pupil has a voice. Equality and inclusion lie at the heart of our practice. We work hard to ensure that our pupils' disabilities do not limit their lives and we strive to ensure they reach their academic and personal potential. We aim to:

- Provide a secure and accessible environment in which all our pupils can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families and carers to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.

We work with each pupil and their family / carers on a bespoke basis. We recognise individuals have specific and invariably complex needs. The organisation of our curriculum is designed to equally promote positive mental health, emotional and social well-being as to promote learning experiences and outcomes. Our

curriculum and support for pupils is designed to remove barriers and ensure needs of individuals are met.

Consultation with Pupils

Staff will work with pupils to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The pupils take an active role with setting their targets, discussing them with staff.

The pupils have regular conversations with staff to discuss their progress and support.

Consultation with Parents and Carers

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Open house events
- Ongoing discussions with staff;
- Through a review of a pupil's SEN Support Plan or the Annual Review of their Statement of SEN or EHC Plan.

Parents and Carers are asked for their views through review meetings, completion of OFSTED questionnaire and appreciative enquiry.

Finance

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. All pupils have identified special needs it follows that the budget is spent on meeting these needs.

Teaching, Learning and the Curriculum

At The Meadow School we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our pupils. Our curriculum also includes the social aspects that are essential for life-long learning.

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External Agencies and Partnerships

The school enjoys good working relationships with a wide range of external agencies who support pupils and their parents and carers in a variety of ways.

The school has regular contact with professionals from CAMHS, Social Care, YOS, School Nursing, Educational Psychology and Educational Welfare Service.

Compliments and Complaints

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher.

We hope that complaints about our SEND provision will be rare. If there should be a concern the school Complaints Policy should be followed and support from Durham SEND Information, Advice and Support Service is suggested.

Transition

The school believes that in order for pupils to feel safe and gain a sense connectedness, they and their parents and carers must be treated with appropriateness and sensitivity throughout all transitions between schools and settings.

Year 6 pupils in the summer term are offered a range of visits and experiences designed to support them to feel safe and secure on transition in the autumn to Year 7.

In year transition is supported through a two-week programme of a planned induction into the school is arranged. This involves individual mentoring, targeted support, limited classroom experience and integration into the school day.

Year 10 and 11 pupils are offered work experience and supported college placements tailored to their skills and stage of development.

Vertical Tutor Groups offer an opportunity to sustain connections with pupils who have left the school. On a termly basis leavers from the previous academic year are contacted with a view to updating and if necessary supporting individuals post 16.

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