

SEND Information Report 2018-19

	How Maiden Erlegh Chiltern Edge School Tackles this Area:
What types of SEND pupils do we provide for?	<p>Although the needs of students often cross more than one 'area of need', we use the SEND Code of Practice four main categories of need:</p> <ul style="list-style-type: none"> – Communication and Interaction – Cognition and learning – Social, emotional and mental health difficulties – Sensory and/or physical needs <p>These needs are categorised at 3 levels – Educational, Health Care Plan (or Statement) being the highest level and school support and school alert being internal levels, highlighting need to staff.</p>
How do we identify and assess pupils with SEND?	<p>Identification of students who may need special educational provision is based on a range of information and a professional dialogue between teachers and SEND staff in school. Examples of sources of information and strategies used to help identify need include:</p> <ul style="list-style-type: none"> – On-going teacher observations, assessments, experience – Regular progress tracking – Information from parents/carers – Experiences shared from previous schools and settings – Outside agency reports – Liaise with parents/carers and use their knowledge – Experiences shared from previous schools and settings – All staff encouraged to highlight areas of concern <p>For students with higher levels of need, we would take into consideration information in reports from appropriate outside agencies.</p> <p>Entering a student's needs on their records</p> <p>In line with the Code of Practice, students whose needs are being met through effective personalised teaching and interventions/adjustments and quality pastoral support will be making</p>

	<p>adequate progress. They will have their needs identified on our management information system so that their teachers and pastoral staff are aware of their needs but will not be recorded as SEND. Their teachers and tutor will monitor progress and refer to the Assistant Headteacher if they have concerns about progress and/or well-being.</p> <p>Where students who have or may have SEND are not making adequate progress over time, despite the above being in place, then there would be a review the impact of what has already been put in place alongside any information provided by outside agencies and parents. Strategy information would be put in place in collaboration with staff, parents/cares, outside agencies (where applicable) and the student. This will record the agreed school and/or outside agency provisions, actions on the part of parents and students, lead staff and key review dates. This would result in the student being registered as SEND on SIMS.</p>
<p>Who is our special needs coordinator (SENCO) and how can they be contacted?</p>	<p>M. Tustian is our Assistant Headteacher for Inclusion and school SENCO – you can contact her via the school reception or office email and we endeavour to ensure you receive a reply by someone at the school within 48hrs.</p> <p>Reception: 0118 972 1500 Email: office@maidenerleghchilternedge.oxon.sch.uk</p> <p>E. Allen is our SEND Administration Coordinator and alongside her important Teaching Assistant role coordinates the administration of the ECHP and Annual Reviews</p>
<p>What is our approach to teaching pupils with SEND?</p>	<p>We expect teaching across the school to be of the highest quality and our overriding principle is that high quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.</p> <p>Our inclusive teaching is based on the following strategies:</p> <ul style="list-style-type: none"> – Deployment of expert and dedicated teachers and Teaching Assistants – Understanding of the needs and aspirations of each student – Varied activities and resources – Strategic use of seating plans and groupings – High quality, differentiated questioning – A safe and orderly learning environment – Clear, aspirational Benchmarks and Student Targets

	<ul style="list-style-type: none"> - Targeted interventions and support if necessary - Having high expectations of all students <p>Where appropriate we also employ the following strategies:</p> <ul style="list-style-type: none"> - Differentiated activities. - Visual support including pictures, writing frames or word banks. - User friendly timetables. - Personalised reward systems. - ICT support. - Small steps with specific achievable objectives. - Multi-sensory approach to activities. - Advice from outside agencies. - It is underpinned by: <ul style="list-style-type: none"> - Regular monitoring - On-going professional development and information for staff - Liaison with parents - Appropriately challenging and supportive curriculum pathways <p>The quality of teaching is monitored in a variety of ways: observing lessons, looking at students' work, auditing student views and looking at rates of attainment and progress.</p>
<p>How do we adapt the curriculum and learning environments?</p>	<p>The curriculum has different pathways in KS3 and KS4. Each SEND student is supported in the Curriculum Pathway that school thinks is most suitable for them as an individual.</p> <p>The delivering of the curriculum is differentiated by the subject teacher within the classroom based on each individual student's need, taking in to account teacher assessment and advice from outside agencies. Short term, small group, 1:1 or specific interventions may be employed, when deemed necessary by the school.</p> <p>The school aims to provide resources as reasonable to support SEND students. Any resources and equipment that a student needs will be considered based on recommendations made by specialist services. Currently we have the following resources and equipment in school:</p>

	<ul style="list-style-type: none"> ○ Hub and Hive classrooms ○ Exercise books for visually impaired students ○ Thinking Reading programme ○ Coloured overlays ○ Social skills materials ○ Library of SEND support materials ○ Board Games <p>Where necessary and reasonable we make physical adaptations to the learning environment to support students with physical needs (see Equality Policy and Accessibility Plan).</p> <p>Possible intervention Programmes for SEND students Where appropriate and necessary, we provide a range of interventions for disadvantaged and SEND students.</p>
<p>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</p>	<p>A variety of clubs and activities are on offer throughout the school – a club list is published regularly to pupils.</p> <p>Pupils are supported during Free Association time with a range of pupils utilising the same spaces. Pupils are groups for lessons in both ability groups and mixed ability groups. Tutor groups are diverse and mixed – this allows them to develop friendships across the spectrum of the school.</p>
<p>How do we consult with pupils and parents of pupils with SEND and involve them in their child’s education?</p>	<p>Parents/carers are key partners in their children’s education. Evidence shows that children make most progress when their key adults work together.</p> <p>At Maiden Erlegh Chiltern Edge School we provide progress information to all parents through regular reports and annual progress meetings. All parents:</p> <ul style="list-style-type: none"> – are encouraged to discuss benchmarks and students’ targets with their child – are encouraged to submit feedback on reports – can make an appointment to meet with a subject teacher, SENCo, DOL, Tutor or Mentor if necessary. – all stakeholders are regularly surveyed on different aspects of the school provision <p>In addition:</p>

	<ul style="list-style-type: none"> – The school runs annual information evenings to offer guidance with supporting students in school. – We organise our Annual Careers Fair. – We run Information evenings for students and parents/carers at transition points. <p>We work with parents of SEND students in particular by:</p> <ul style="list-style-type: none"> – naming a main contact – communicating any concerns with parents/carers proactively (eg: through formal or informal meetings, by email, telephone or home-school books) – identifying any benchmarks/target outcomes with parents/carers (eg: in a Classroom Support Plan) – involving parents/carers in planning adjustments, interventions and support – reviewing progress against benchmarks and outcomes with parents/carers eg through Annual Review meetings for students with EHCPs / Statements of Educational Need – being open and transparent about what we can deliver.
<p>How do we assess and review pupil's progress towards their outcomes?</p>	<p>Assessing needs and reviewing progress</p> <p>Our 'graduated response' ensures that there is a detailed analysis of the student's needs using a range of data from the following:</p> <ul style="list-style-type: none"> – data on progress and attainment (eg: through regular data tracking available to students, parents/carers online and/or review of results of examinations and controlled assessments) – On-going formative assessments shared with students through marking and feedback. – data from any additional testing – a review of approaches to learning – a review of attendance/punctuality patterns – a review of behaviour patterns – the views of the student and their parent/carers – advice from any other support staff – a summary of previous interventions – a review of responses to prior interventions – a review of information from feeder schools – information from Annual Reviews from students with EHCPs

	<p>This analysis is completed by SENCo/Inclusion Lead in collaboration with teachers and support staff who work regularly with the student.</p> <p>Progress is reviewed using:</p> <ul style="list-style-type: none"> – Regular data tracking available to parents/carers online. – On-going teacher assessment. – Academic assessments. – Progress Meetings – Annual Review meetings for students with an EHCP/Statement – parents/carers invited to attend and supply a report <p>The class teacher retains the responsibility for the learning of the student even if the student is receiving support away from the rest of the class, for example, in a small group.</p>
<p>How do we support pupils with SEND coming up from Primary School?</p>	<p>For Primary transfer there is extensive liaison with their current school or setting.</p> <ul style="list-style-type: none"> – A member of staff will visit a statemented/EHCP students in their primary setting. – Planned transition includes visits into our school for the student. – Photos of key areas and key staff can be made available. – Booklets with school information can be provided. – Meeting held with the family and specialist services involved with them, as necessary. – Staff can attend TAFs, Annual Reviews etc, as appropriate. – Preparing students to move on to the next stage within school – Strategy information is given to all new teaching staff outlining student’s needs and suggested strategies to support them. These are then reviewed with teachers so that students have an input into strategies that best help them. – Analysis of attainment data is used to inform as to the most suitable curriculum pathway for a student.
<p>How do we support pupils preparing for adulthood?</p>	<p>A key aim of our transition processes is to:</p> <p>(a) ensure that students develop the skills they will need for the next part of their education</p> <p>(b) prepare them for adulthood</p> <p>Maiden Erlegh Chiltern Edge will take guidance from parents/carers and new setting in this respect and support as appropriate. The relevant Maiden Erlegh Chiltern Edge staff will liaise with the key</p>

	<p>staff at the new school / college to supply them with all the relevant information needed to support with the student's smooth transition to their new setting. In discussion with parents/carers, school will share records of interventions, reports, assessments carried out.</p> <p>Preparing students for the transition to further education or employment</p> <ul style="list-style-type: none"> – Pastoral Programme – Work experience – College visits. – School works with Adviza to provide additional information for colleges. – Students have access to an online careers portal – Student have a careers interview in Year 11 – Guidance can be given from an independent advisor at key transition times, when necessary. – Support with applications and visits to college. – Preparing students for adulthood – Preparing students for adulthood involves working towards outcomes which will support independence and choice making. Some of the ways we do this are: <ul style="list-style-type: none"> – User friendly timetables, suitable for secondary school. – Work on organisation skills eg: guidance on how to use planners. – Small group input or support, as deemed necessary and at the discretion of the school. – PSHE programme covering eg: managing money, relationships, keeping you safe.
<p>How do we support pupils with SEND to improve their emotional and social development?</p>	<p>All students at Maiden Erlegh Chiltern Edge School have a form tutor who, where possible, stays with them from Year 7 to Year 11. Tutor groups have circa 30 students and they meet every day.</p> <p>Pastoral work is overseen by a Director of Learning and the work of the Director of Learning is overseen by an Assistant Headteacher.</p> <p>The main aims of pastoral work are to:</p> <ul style="list-style-type: none"> – care for the well-being of all students – promote all aspects of a student's development – monitor personal development, behaviour, academic progress and attendance – help with personal and learning problems when the need arises – provide guidance in making choices, e.g. for GCSE options, careers etc.

	<ul style="list-style-type: none"> – support the delivery of Personal, Social and Health Education and Careers Education Programmes – celebrate student achievement and success both in and out of school
How do we tackling bullying?	<p>An additional aim of our pastoral work with SEND students is that they should be and feel included in the life of Maiden Erlegh Chiltern Edge School and should not experience discrimination or bullying. Our ethos of inclusion underpins our Anti-Bullying Policy can be found on the website.</p> <p>To help SEND students learn to make and maintain positive relationships with others we offer a supervised quiet space during free association time.</p>
What training do staff receive to support pupils with SEND?	<p>SEND professional development is provided for teachers through regular staff meetings, shared information, external speakers and professional discussion, dependent on current needs on roll. Some teachers have taken/are taking SEND-related qualifications eg: phonics training, SEND modules as part of MA courses, National SENCo Award.</p> <p>SEND training is provided for TAs and other staff as follows:</p> <ul style="list-style-type: none"> – All TAs are included in whole school training day programmes, both as recipients and leaders of sessions. – TAs who specialise in aspects of SEND attend external courses and then cascade their training throughout the SEND team and during whole school training days. – Teaching Assistants are given opportunities to attend courses and training to develop their knowledge and understanding of areas of SEND.
How do we secure specialist expertise and other organisations to support children with SEND?	<p>At Maiden Erlegh Chiltern Edge School we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for students, families and practitioners. In order to do this we:</p> <ul style="list-style-type: none"> – listen to parents and students about services they use and are valued by them – invite representatives of agencies working with students to relevant meetings and reviews – value the contributions from all parties <p>The school has access to the following support services:</p> <ul style="list-style-type: none"> – CAMHS – Oxfordshire Local Authority – Occupational Therapists

	<ul style="list-style-type: none"> – Attendance and Engagement Welfare Officer – Speech and Language Therapists – Educational Psychologists – Adviza (Connexions) advisors – Children’s Social Care Services <p>If a parent thinks that their child needs to be seen by a speech & language therapist, occupational therapist or physiotherapist, or require some Mental Health support they should get a GP referrals.</p>
<p>How do we evaluate the effectiveness of our SEND provision?</p>	<p>A similar process of “assess, plan, do, review” takes place at whole school level as part of the school’s Self-Evaluation and this informs the school’s Improvement Plan and SEND strategy and ensures we are able to meet the needs of the students in our care. The school evaluates the overall effectiveness of its Inclusion/SEND provision by analysing a range of data eg:</p> <ul style="list-style-type: none"> – Appraisal review – Attendance data – Behaviour data – Continuing Professional Development Review – Discussions with students/parents/carers – Examination data – Intervention impact data – Lesson observations – Parent Surveys – Progress data – Recommendations from outside agencies – Student Surveys – Targeted questionnaires – Work scrutinies.
<p>How do we handle complaints from parents of children with SEND about provision made at the school?</p>	<p>If you want to complain about the school’s SEN support, you should do it while your child is still registered at the school. This includes complaints that the school has not provided the support required by your child’s SEN statement or education, health and care (EHC) plan.</p>

	<p>In line with the Trust Complaints Policy which can be found on the website, you should follow these steps in order and move on to the next step if your complaint is not resolved.</p> <ol style="list-style-type: none"> 1. Talk to the school's special educational needs co-ordinator (SENCO). 2. Follow the school's complaints procedure. 3. If your complaint is about an SEN statement or an EHC plan you should contact the SEN Service in the issuing Local Authority. Otherwise you should complain to the Education Funding Agency. <p>The school appreciates positive feedback, as it supports us in reviewing and reflecting on our provision. Any compliments received are extended to the relevant members of staff.</p>
Who can parents and pupils contact if they have any concerns?	<p>Parents are encouraged to contact their pupils tutor as the first port of call, if the tutor is unable to support then they will direct the enquiry to the appropriate person.</p> <p>All staff can be contacted via the main switchboard, email or via the pupil planners. Emails to office@maidenerleghchilternedge.oxon.sch.uk can be directed appropriately.</p>
What support services are available to parents?	<p>If parents are concerned they may need further support with their child they should contact the school in the manner outlined above. We run regular information and support evening for a wide range of topics including an Autism Support Evenings throughout the year.</p>
Where can the LA's Local Offer be found?	<p>The Oxfordshire Local Offer can be found: www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer</p> <p>The Reading Local Offer can be found: http://www.reading.gov.uk/localoffer</p> <p>If you live in another county – gogpling the name of the county and 'local offer' will provide further information for your area.</p>
2017-18 Results	<p>In Year 11 in 2017-18 we had 91 pupils in total; 3 of these pupils had low prior attainment and an EHCP and 8 pupils with any identified level of SEND.</p>

	<p>Pupils with an EHCP or identified level of SEND made less progress than pupils without an identified need. SEND pupils have an estimated P8 of -0.73, in comparison with Non-SEND estimated at +0.16.</p> <p>The gender gap was amplified in the SEND cohort – with girls with identified SEND doing better than the boys.</p> <p>Fixed Term Exclusions of pupils with SEND are higher than the National Average</p>
<p>Moving Forward – aim and objectives 2018-19</p>	<ul style="list-style-type: none"> - Developing Quality First Teaching across the school - Identification of keyworkers for SEND pupils – leading the 1to1 review cycles - Regular reviews of SEND register and improved information sharing with staff and parents - Focused targeted Interventions, ensuring impact is monitored and recorded - TA deployment to focus largely on support of pupils on EHCP

