

**MAIDEN ERLEGH CHILTERN EDGE**  
**SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)**  
**STATUTORY**  
**INFORMATION REPORT & POLICY**  
(LINKED TO OXFORDSHIRE COUNTY COUNCIL LOCAL OFFER)  
  
**2019/20**

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**Terms/acronyms**

ADHD	Attention Deficit Disorder
AHT	Assistant Headteacher
ASD	Autistic Spectrum Disorder
ASC	Autistic Spectrum Condition
CAMHS	Children and Adolescent Mental Health
CSP	Classroom Support Plan
EAL	English as an Additional Language
EHCP	Education Healthcare Plan (will replace statements over next 2 years)
EWO	Education Welfare Officer
HLTA	Higher Level Teaching Assistant
HOY	Head of Year
K	SEND Support (will replace School Action & School Action Plus)
LAC	Looked After Children
MLD	Moderate Learning Difficulty (eg: dyslexia)
NSA	No Specific Assessment (e.g. student who we support but who does not have a diagnosis)
OH	Occupational Health
Pupil Premium Grant (PPG)	Additional funding for schools to raise the attainment of disadvantaged students & close the gap between them and their peers.
SENCO	Special Educational Needs Co-ordinator
SMEH	Social, Mental and Emotional Health
SENDIASS	The Special Educational Needs and Disability Information Advice and Support Service
SpL	Speech and Language
TA	Teaching Assistant

## Maiden Erlegh Chiltern Edge: Key People and Context

Name	Role
	SENCo (Special Educational Needs Coordinator)
Miss S Grindey	Inclusion Lead and Pupil Premium / Looked After Children Lead
Ms L Bowden	SEND Trustee
Contact: 0118 972 1500	Email: <a href="mailto:office@maidenerleghchilternedge.co.uk">office@maidenerleghchilternedge.co.uk</a>

Maiden Erlegh Chiltern Edge is a smaller than average comprehensive school with academy status providing for around 400 students between the ages of 11 and 16. Located in Oxfordshire, the school takes students from Oxfordshire County Council and Reading Borough Council catchments.

The school day starts at 8.45 and finishes at 15.10. During the day there is a 20 minute morning break and a 40 minute lunch break spent.

Our motto is “a school of opportunity, diversity and success for all” and this permeates everything all our staff do. We have a tradition of striving for academic excellence and expect the very highest standards from all our students (academically and behaviourally) including those with a special educational need or disability, for which we offer a stimulating, caring and supportive environment.

The school is part of Maiden Erlegh Trust, which is very successful because it is ambitious for all its students. Staff are highly qualified and committed people who promote achievement for all in a context of support, care and challenge. At Maiden Erlegh Chiltern Edge every teacher is responsible for the well-being and progress of all the students in their care, including those with SEND and the disadvantaged. Our aim is that students are taught alongside their peers and that they develop independence and self-management skills so they are ready for each next phase of their education, training or employment.

We currently have 4 students with an Educational, Health and Care Plan and 44 students who receive additional SEND support, over and above what is provided within the classroom from differentiation by teachers. All of these students have a Classroom Support Plan in place.

### SEND Budget

2019/20: £212,943.65 Notional SEN Budget plus estimated £43k top up. Total £256,644\*  
2018/19: £254,795.24 Notional SEN budget plus estimated: £34k top up. Total £288,795  
*\*made up of the Notional SEN Budget and an estimated amount of Top Up/High Needs funding.*

Our priority is providing high quality teaching and pastoral care and effective interventions to secure the best outcomes for SEND students. The overwhelming majority of the money funds curriculum provision and staff (Teaching Assistants, HLTAs, Specialist Teaching Assistants and specialist administrative support) and staff training for teachers and support staff to ensure this happens. In addition, the school funds SENCo and Inclusion costs and provides additional resources as appropriate (e.g.: specialist IT and software, enlarged resources for visually impaired students, etc.).

### Compliance

This document has been drawn up by the Headteacher, the SENCo in collaboration with other key staff/governors stated above. It complies with the statutory requirement laid out in [The Children and Families Act \(2014\)](#) and the associated guidance.

It should be read alongside the appropriate local authority’s “local offer”:

[The Oxfordshire County Council Local Offer](#)

[The Reading Borough Council Local Offer](#)

It has also been written with reference to the following documents:

<u>Statutory Documents</u>	<u>Maiden Erlegh Chiltern Edge Documents</u> <i>(all available on the school website)</i>
Special Educational Needs (Information) Regulations (2014) Supporting students at school with medical conditions April (2014) Keeping Children Safe in Education (2018) Teacher Standards (2011, updated 2013) Equality Act (2010): Advice for Schools (2014) and Public Sector Equality Duty	Admissions Arrangements Accessibility Plan Anti-Bullying Policy Behaviour, Attendance and Exclusion Policy Curriculum Statement Equality Policy Funding Agreement Curriculum Booklets – KS3, KS4 Physical Intervention Good Practice Document Supporting Students with Medical Conditions Safeguarding Policy

## **Aims**

We provide every student with access to a broad and balanced curriculum, expert pastoral care, quality first teaching and a range of extra-curricular activities. We plan provision which removes barriers to learning e.g.: appropriate equipment and timely interventions (e.g.: classroom differentiation, additional programmes, small group and/or individual support).

Our approach to SEND provision is focused on aspirational outcomes appropriate to each individual student and in line with the SEN Code of Practice. The outcomes focus on:

- Achievement (attainment and progress)
- Attendance and punctuality (e.g.: attendance in enrichment activities)
- Social skills (e.g.: consideration for others and how to live as independently as possible)
- Social behaviours (e.g.: understanding rights and responsibilities, personal safety, healthy living)
- Learning behaviours (e.g.: listening, collaborative and independent learning skills and resilience)
- Preparation for the next phase of education
- Preparation for adult life

## **What needs are met at Maiden Erlegh Chiltern Edge**

The Code of Practice (2015) states:

*“A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.”*

At Maiden Erlegh Chiltern Edge, our vision is to meet the needs of all our students through the provision we have available. Where that is not reasonably possible, we will seek the advice and support of other specialist professionals and practitioners.

## Special Educational Needs

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Although the needs of students often cross more than one ‘area of need’, the SEND Code of Practice uses four main categories of need:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These needs are categorised at 3 levels – Educational, Health Care Plan being the highest level and school support and school alert being internal levels, highlighting need to staff.

We recognise that students with SEND do not form a fixed group and that the needs of individual students may vary over time. We currently have students with needs in each of the above categories in school.

#### The link between special educational needs and disability

Many students who have special educational needs may also have a disability. The Equality Act 2010 defines disability as:

*"...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".*

In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many students who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education.

Some of these students with long term health conditions should have an EHCP to address their safety, health, wellbeing and academic progress whilst in school. If with appropriate non-discriminatory practices and reasonable adjustments and by accessing the resources 'normally available' to their educational setting, they can access education and make progress commensurate with their peers, they will not need an EHCP.

#### Conditions which are not special educational needs

Certain other 'conditions' are not special educational needs but may impact on progress and attainment. If assessment shows that these students require additional support, they will access this initially through Quality First Teaching then through departmental interventions and/or inclusion interventions. Such conditions are:

- Disability (the "reasonable adjustment" duty under Equality legislation means that this alone does not constitute special educational need)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a Young Carer
- Being a child of serviceman/woman
- Poor behaviour (unless there is an underlying need which is impacting negatively on their behaviour)

#### Looked After Children

Where students are 'looked after' by the local authority we have an additional role as we are all corporate parents. It is important not to make assumptions based on a student's care status and in order to ensure that we are responding appropriately we:

- Have a LAC Keyworker who champions them in school and provides a point of contact to the students, carers and specialist agencies
- Monitor the progress of all our looked after children at least half-termly
- Collaborate on an up to date and easy to read Personal Education Plan with the relevant Local Authority
- Ensure close working with the specialist services who support LAC (e.g.: Social worker, Virtual Headteacher)
- Normalise life experience wherever possible
- Ensure our LAC, especially those with SEND, are fully included in the activities available

In accordance with recent guidance this role will be developed to include ex-Looked After Children too for the 2019-20 academic year.

### Students with medical needs

A First Aider will always be available on site within normal school hours.

When the school is made aware of a student with a medical condition, the Inclusion Team will send a Medical Healthcare Plan document to the parents to complete. This allows the parents to specify how they wish their child to be looked after, in terms of their medical needs in school and on school trips.

A copy of this plan is kept in the medical room and an electronic version is made available for all staff to access; these details and any other relevant information are circulated via email to the relevant staff; and the existence of the Medical Healthcare Plan is highlighted to teachers on the school's database (SIMS).

Specifically trained adults are allocated according to individual needs of students and staff will take on training as needed to support the medical needs of any students.

All medication is stored safely and securely in the school's medical room but is available quickly if needed by the student. Written consent must be provided by parents/carers before any medication can be stored or administered.

To support students who need help with personal care (e.g.: help with toileting, eating, etc.) we have:

- A disabled toilet.
- A quiet area during snack break available in the Inclusion Department, if required

### **Inclusive Quality First Teaching**

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.

Our inclusive teaching is based on the following strategies:

- Deployment of expert and dedicated teachers
- Targeted use of well-trained Teaching Assistants
- Understanding the starting points and the needs and aspirations of each student
- Varied activities and resources
- Strategic use of seating plans and groupings
- High quality, differentiated questioning
- Differentiated activities and problems/challenges
- A safe and orderly learning environment
- Clear, aspirational Benchmarks and Student Targets
- Targeted interventions and support if necessary
- Having high expectations of all students
- Classroom Support Plans for all students with an E or K code on SIMS

Where appropriate we also employ the following strategies:

- 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:

- Regular monitoring
- Regular feedback and personalised improvement advice (DIRT)

- On-going professional development and information for staff
- Liaison with parents
- Appropriately challenging and supportive curriculum pathways

The quality of teaching is monitored in a variety of ways: observing lessons, looking at students' work, student voice and looking at rates of attainment and progress via the Data Collection Point reports.

### **Enrichment**

Education does not only happen during lessons and during the school day. We strive to provide a range of extra-curricular activities which are open to all students. We also work with students so they can monitor own groups if possible.

A variety of clubs and activities are on offer throughout the school to all students – a club list is published regularly to students.

Students are supported during Free Association time with a range of students utilising the same spaces. Students 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.

Subject to risk assessment, we ensure that all our students but particularly those with SEND are included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities. For example, sometimes one-to-one support on trips may be provided, depending on the level of need.

Where specific access arrangements need to be made, we involve parents/carers by:

- Discussing support and risk control measures with parents/carers
- Taking advice from the place to be visited in terms of their facilities and accessibility

### **Identifying students who have difficulties with learning and/or special educational needs**

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:

- Academic attainment at Key Stage 2 (from SATs results)
- On-going teacher observations, assessments, experience
- Regular progress tracking
- Information from parents/carers
- Information from primary teachers/SENCo
- Experiences shared from previous schools and settings
- Outside agency reports
- All staff encouraged to highlight areas of concern

For students with higher levels of need, we would take into consideration information in reports from appropriate outside agencies.

When a teacher is concerned that a student may have an undiagnosed need, they make a referral to the SENCo. The SENCo will liaise with SEN staff to organise testing to ascertain the level of need (if any). In the event of a severe and significant need an application for an Education Health and Care Plan assessment may be submitted.

Education, Health and Care plans are required by those students/students:

- Where the resources required to meet their special educational needs, cannot reasonably be provided from the resources normally available to mainstream providers and
- Who have a significantly greater difficulty in learning than the majority of others of the same age

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.

*NB: low attainment does not automatically indicate a need for an EHCP needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.*

## **Entering a student's needs on their records**

### SEN Register:

In line with the Code of Practice, students whose SEND needs are being met through effective personalised teaching; interventions/adjustments; quality pastoral support and are making adequate progress will be included on our SEN Register. They will have their needs identified on our management information system so that their teachers and pastoral staff are aware of their needs and they will monitor progress and refer to the SENCo if they have concerns about progress and/or well-being.

### K Code:

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. A Classroom Support Plan would be put in place in collaboration with staff, parents/carers, the student and outside agencies (where applicable). This will record the strengths, difficulties and recommendations for teaching staff for the student. It will also record their exam concession information and provide links to additional information for staff. This would result in the student being registered as SEND on SIMS and they would be allocated a K code

### E Code

Where a student has complex SEND needs and has an Education Health Care Plan they will have an annual review every year with the SENCo or SEND Manager. They will have a Classroom Support Plan in place to advise teachers how to best support the student in the classroom. This will record the strengths, difficulties and recommendations for teaching staff for the student. It will also record their exam concession information and provide links to additional information for staff. They will be allocated an E code on SIMS.

## **Planning for provision: a graduated response**

To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to students who have SEND, and their families, how services can be accessed and any criteria for accessing them.

At Maiden Erlegh Chiltern Edge we have an integrated Inclusion-Quality First Teaching-Pastoral strategy which ensures a "whole school, whole student" approach.

For students with additional needs, there is a formal cycle of assess, plan, do, review e.g.: using the Annual Review, a Classroom Support Plan, Individual Behaviour Plan, Pastoral Support Plan, etc. This process is overseen by an identified member of staff depending on the level and type of needs e.g.:

- The Tutor
- Pastoral Lead
- The Assistant Headteacher in charge of Inclusion and Culture
- The SENCo
- A member of the Inclusion Team

This means that staff have a clear and appropriate understanding of students' SEND and that these students receive the most appropriate interventions and support at any given time.

### **Assessing needs and reviewing progress**

Our 'graduated response' ensures that there is a detailed analysis of the student's needs using a range of data from the following:

- Data on progress and attainment (e.g.: 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

This analysis is completed by SENCo/Inclusion Lead in collaboration with teachers and support staff who work regularly with the student.

Progress is reviewed using:

- Regular data tracking available to parents/carers online.
- On-going teacher assessment
- Academic assessments
- Progress Meetings
- Annual Review meetings for students with an EHCP – parents/carers invited to attend and supply a report

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.

### **Involving parents/carers and students in their child's education**

#### Parents/carers

Parents/carers are key partners in their children's education. Evidence shows that children make most progress when their key adults work together.

At Maiden Erlegh Chiltern Edge School we provide progress information to all parents through regular reports and annual progress meetings. All parents:

- 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 any member of staff
- all stakeholders are regularly surveyed on different aspects of the school provision

In addition:

- 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.

We work with parents of SEND students in particular by:

- 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
- being open and transparent about what we can deliver.

If a parent/carer who has a disability, in addition to the main communication mechanisms, the school will endeavour to accommodate the needs of parents on an individual basis.

Where parents/carers' first language is not English, we will endeavour to support communication e.g.: through an on-line service, using staff or students with a shared common language as appropriate.

Guidelines for parents/carers contacting the school to discuss their child:

- If the concern is subject specific - contact the subject teacher
- If it is a general pastoral issue - contact the tutor
- If it is an attendance issue – contact our Attendance Officer
- If the query is related to SEND - contact the SENCo
- If the query is related to another inclusion matter – contact the Assistant Headteacher (Miss Grindey)

Contact should be made via the school reception or the school email address (see above) stating clearly who the communication is for and giving an indication of the nature of the query/concern. Unless an emergency, staff will respond within 3 working days. If the query is complex, staff will send a holding email within 3 working days confirming when the full response will be available (usually within 10 working days).

At this time we do not have family/parent workers in school, but parents/carers are able to contact [SENDIASS](#) for advice and guidance. Maiden Erlegh Chiltern Edge tries to keep up to date contacts for agencies and staff are always happy to help parents/carers find support groups as needed.

Oxfordshire Autistic Society for Information and Support (OASIS) provides information and support to parents and carers of children with autistic spectrum disorders

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=m8wHIVtJfLo>

Reading Borough Council have an Autism Advisor for families in the Reading area, whose contact details can be found here:

<http://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=VhLnoFA0lcA>

In order to support their child's education, we encourage parents to:

- Inform the school of any changes of circumstances that may impact on their child's day at school.
- Establish regular routines with regard to organisation and the completion of homework.
- Offer praise, rewards and incentives at home for success at school.
- Encourage their child to be as independent as possible.
- Work in partnership with the school.

Where a parent thinks their child has a special educational need and/or disability they should firstly detail the concern in writing to the SENCo, submitting any specialist reports. Following receipt of the above, the SENCo will contact parents/carers.

### Students

All students set their own targets for each subject based on a review of statistical estimates, teacher feedback and their own aspirations. Students review their progress on an on-going basis as part of the formative feedback-student response cycle in lessons. In addition, they can make individual appointments to review their progress towards targets.

At Maiden Erleigh Chiltern Edge we consult all students through:

- The Student Council
- The annual Student Survey

In addition, we often gather the views of different groups of students, or use focus groups to sample student opinion. We also conduct whole school consultations about issues of wider change.

Where students have SEND we ensure that they are encouraged and supported to make their views known (e.g.: as part of their Annual Review or at Parents' Evenings). Strategies we use may include, written comments, talking to a preferred adult, friend or mentor, drawing etc.

Any interventions or support strategies will be explained and discussed with students so they understand their purpose and desired outcomes. Students are encouraged to monitor and judge their own progress towards those outcomes, reflecting what is important to, and for, the student.

### **Working with other Professionals and Practitioners**

At Maiden Erleigh 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:

- 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
- will actively seek advice and support from other organisations

The school has access to the following support services:

- CAMHS
- Oxfordshire/Reading Local Authority
- Occupational Therapists
- Educational Welfare Service
- Speech and Language Therapists
- Educational Psychologists
- Adviza (Connexions) advisors
- Children's Social Care Services

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.

### **Preparing for Transition**

A key aim of our transition processes is to:

- a) ensure that students develop the skills they will need for the next part of their education
- b) prepare them for adulthood

For Primary transfer there is extensive liaison with their current school or setting.

- A member of staff will visit 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.
- Additional visits for identified vulnerable children
- 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.

#### Preparing students to move on to the next stage within school

- Classroom Support Plan given to all new teaching staff outlining student's needs and suggested strategies to support them. These are then reviewed with teachers and/or tutors at the time of Target Setting 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

#### Preparing students to move on to a new school setting

Maiden Erlegh Chiltern Edge will take guidance from parents/carers and new setting in this respect and support as appropriate. The relevant school staff will liaise with the key 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.

#### Preparing students for the transition to further education or employment

- Pastoral PSMSC 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:

- Classroom Support Plans
- User friendly timetables, suitable for secondary school
- Work on organisational skills e.g.: guidance on how to use planners
- Small group input or support, as deemed necessary and at the discretion of the school
- PSMSC programme covering e.g.: managing money, relationships, keeping you safe

We provide opportunities for students to practise developmental and transferable skills which will prepare them for life as members of their community and for success in the world of work. This is done continuously throughout a student's career at Maiden Erlegh, but is an essential part of our review process from the Year 8 option process onwards.

#### **Adapting the curriculum and learning environment for SEND**

The curriculum has different pathways in KS3 and KS4. Each SEND student is supported in the Curriculum Pathway that is most suitable for them as an individual but as aspirational as possible so that they can fulfil their full potential.

The delivery 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.

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:

- Designated SEN spaces

- Thinking Reading programme
- Coloured overlays
- Social skills materials
- ELSA (Emotional Literacy Support) groups
- Homework support club
- Library of SEND support materials
- Stairlift

Where necessary and reasonable we make physical adaptations to the learning environment to support students with physical needs (see Equality Policy and Accessibility Plan).

### **Arrangements for SEND Students taking Assessment and Examinations**

The Joint Council for Qualifications (JCQ) publishes a comprehensive guide with regard to Access Arrangements, which outlines their criteria and threshold for qualifying for concessions. For a concession to be awarded, the student must meet the stringent criteria outlined by the JCQ. Maiden Erlegh Chiltern Edge/Centre employs an assessment process in line with JCQ criteria to assess qualification. The Centre's decision is final and external professional reports can only be used as supporting evidence.

The following are some of the concessions available: Extra Time; Scribes; Readers (Including Computer Readers and Reading Pens); Laptop; Prompter; Colour Naming; Practical Assistance; Supervised Rest Breaks; Smaller Venue.

The school's procedures for concessions and access arrangements for examinations are on the website and can be found here:

<https://www.maidenerleghchilternedge.co.uk/page/?title=Examination+Policy+and+Procedures&pid=144>

### **Accessibility of School Facilities**

Every effort is made to ensure all students can access the school's facilities (see our Equality Policy and Accessibility Plan on the website).

### **Professional Development of Maiden Erlegh Chiltern Edge Staff**

As part of a Trust and linked to a Teaching School, we provide a continued programme of professional development to all our staff and have high levels of expertise in the school.

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.

SEND training is provided for TAs and other staff as follows:

- All TAs are included in whole school training day programmes, both as recipients and leaders of sessions.
- Teaching Assistants are given opportunities to attend courses and training to develop their knowledge and understanding of areas of SEND.

### **Evaluating the Effectiveness of our Provision**

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:

- 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.

## **Students' Social and Emotional Development**

### Pastoral care

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.

Pastoral work is overseen by Heads of Year and an Assistant Headteacher.

The main aims of pastoral work are to:

- 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.
- support the delivery of Personal, Social and Health Education and Careers Education Programmes
- celebrate student achievement and success both in and out of school

We have ELSA (Emotional Literacy Support) trained staff who can deliver 1:1 and group work. We will access advice and support from outside agencies in some cases

### Anti-bullying

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 which can be found on the website.

At Maiden Erlegh Chiltern Edge we want to be clear about our expectations of everyone in the school community. This includes parents, students and staff.

- Everyone will be respectful to each other
- Everyone will report abuse or bullying of another person
- The school will be proactive in preventing bullying and students will learn what bullying is and what to do to report it
- The school will run an Anti-Bullying Week every year
- Teachers are trained on the signs of bullying and will listen to any student who feels they are being bullied

To help SEND students learn to make and maintain positive relationships with others we offer a supervised quiet space during free association time.

### Behaviour and Good Conduct

Being able to behave well and follow our Code of Conduct is an expectation of all students, including those with SEND. It is important for the progress and well-being of individual students, but also because poor behaviour impacts on the education and well-being of others. It is also an important life-skill which students need to demonstrate before they go into the world of work.

To support students who find meeting our expectations challenging, and to endeavour to prevent exclusions we offer:

- Reactive Plans
- Proactive Plans
- Student Risk Assessments
- Individual Behaviour Plans
- Pastoral Support Plans
- Safe zones (e.g. in Inclusion)
- Clear guidelines of choice included in Classroom Support Plan
- External support where appropriate and possible
- Staff trained in de-escalation and physical handling (through Team Teach)
- Alternative Learning Programmes (on-site and off-site)

#### Support for Social and Emotional Development

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#### **Arrangements for Handling Complaints about SEND Provision**

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 (EHCP) plan.

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.

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.

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.

## **ANNEX A: 2017-18 OUTCOMES**

In Year 11 in 2017-18 we had 91 students in total; 3 of these students had low prior attainment and an EHCP and 8 students with any identified level of SEND.

Students with an EHCP or identified level of SEND made less progress than students without an identified need. SEND students have an estimated P8 of -0.73, in comparison with Non-SEND estimated at +0.16.

The gender gap was amplified in the SEND cohort – with girls with identified SEND doing better than the boys.

Fixed Term Exclusions of students with SEND are higher than the National Average

## **ANNEX B: PRIORITY AREAS**

- Continue to develop Quality First Teaching across the school
- Further development of the 1:1 review cycle with keyworkers for SEND students
- Reviews of SEND register and allocations of codes
- Focused targeted Interventions, ensuring impact is monitored and recorded
- Effective and efficient deployment of TAs on a needs basis
- Development of wider menu of provisions for all students
- Development of links with other agencies and the wider community