

SEN Information Report to Governors (Academic Year 2015-2016)

Introduction

Following recent changes to the SEN Framework, School Action (SA) and School Action Plus (SA+) no longer exists. Statements of Educational Needs (SEN) will continue until conversion to Education Health Care Plans (EHCP). The Government has set a three year plan for conversion prioritising Years 9, 11 and 13. Meopham School adheres to the statutory DFE guidance for organisations which work and support children and young people who have special educational needs or disabilities **(Special educational needs and disability code of practice: 0-25 years amended January 2015)**. The school's SEN policy can be found on the school website.

At Meopham School, there exists two lists that records students with SEN: the SEN register and the Monitored Groups lists. Meopham School are committed to narrowing the gap for vulnerable and disadvantaged students by providing Quality First teaching and a high quality, effective and efficient support mechanism.

Learning Support Department

Meopham School has a Learning Support Department which supports students in the school with a range and diversity of needs. It delivers support via one-to-one, small group and in-class strategies. It also caters for students who are placed on reduced curriculum and for those reintegrating into mainstream/lessons for a variety of reasons (long-term/short-term). Also available is a break and lunch club catering for the vulnerable students and those with social interaction difficulties with a view to developing coping strategies to enable them to be fully included within the school community. A breakfast club is also available with students being able to participate in the Lexia reading and spelling intervention which is accessed online. It is coordinated by a HLTA and is funded by Pupil Premium.

Students are recorded under the following compulsory categories:

- Autistic Spectrum Disorder (ASD)
- Social Emotional Mental Health (SEMH replaces Behavioural Emotional Social Disorder)
- Hearing Impaired (HI)
- Visually Impaired (VI)
- Cognition and Learning (CL)
- Cognition and Interaction (CI)
- Speech, Language and Communication Needs (SLCN)
- Physically Disabled (PD)

Students with Education Health Care Plan (E) – this is the new code for those pupils identified with a 'Statement':

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
3	2	3	4	5	1	1

Total including the NHC students: 19 = 3.7% of the school population

Students placed at (K) - these are pupils who previously had Statements but who do not fulfil the criteria under the new EHC:

Total number of students: 6 = 1.2% of the school population

Students on the monitored register: 70 = 13.6% of the school population.

Children in Care (CIC) do not necessarily come under the SEN umbrella unless they have Special Educational Needs. The CIC coordinator attends reviews and meetings where appropriate as stated in the most recent DFE regulations for Supporting Children in Care July 2014.

Children with English as an Additional Language (EAL) do not necessarily come under the SEN umbrella unless they are found to have learning difficulties in their own language. It may be necessary for the students to have additional English/Literacy lessons delivered by the EAL Coordinator. In such cases, the student is not required to study a Modern Foreign Language.

There are also pupils who are monitored under a separate list.

Nick Hornby Centre

The Nick Hornby Centre is a County Provision. All students are placed after consultation by County Panel. All students are on roll at Meopham School. All students have a primary diagnosis of ASD. Most have additional needs, for example ADHD, Dyspraxia and so on.

The new EHC plans for NHC students no longer have specific hours of support identified for each student. The NHC is a Specialist Resource Provision which is expected to meet their needs as specified in their EHCP/SSEN. This normally equates to, 'in excess of 25 hours support' each week. This level of support therefore attracts the high needs funding for each student. The NHC is a 16 student provision and there are 16 students on roll from year 7 to Year 13.

The NHC offers informal support to other identified students in Meopham School.

Students with Statements in the Nick Hornby Centre (E):

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
2	2	3	3	5	0	1

Year 11 results 2014-2015

A total of 116 pupils were entered for GCSE examinations in Summer 2015. Of those entered, 3 pupils had EHC Plans of which 2 pupils were linked to the Nick Hornby Provision. The accumulated grades of those pupils with EHC Plans is shown below.

A*	A	B	C	D	E	F	G	U
0	0	7	11	7	1	0	1	1

Interventions

Intervention	Details
Safeguarding and Welfare Team	Regular meeting of key staff chaired by Designated Child Protection Officer and SENCO. Aim: Plan appropriate intervention for identified students and joint use of facilities and/or resources, outside agencies depending on need.
Alternative Curriculum Provision	Students identified, raised and discussed at SWT. Accessed via the Early Help & Preventative Services (Kent Family Support Framework) Aim: To provide students with the appropriate support and intervention in order to break down the barriers to learning and prevent young people becoming NEETs
Early Help and Prevention (Kent Family Support Framework)	Students identified, discussed with Lead CAF Co-Ordinator and paperwork completed. Aim: To consolidate support and intervention from outside agencies and professionals in order to clarify need and signpost the way forward.
Educational Welfare Officer (EWO)	Liaise with Attendance Officer Aim: To improve attendance of identified students.
School Nurse	Referrals through SWT/Office Manager Aim: To liaise with parents & outside professionals. To assist with referrals to professionals outside of the school environment.
Medical Care Plan	Written by Senior First Aid Officer and School Nurse. Aim: To formalise and document individual's needs and treatment

Learning Support Department

Intervention	Details
1:1 Tutoring	Identified LAC students. Aim: To provide structured, targeted intervention where student is underachieving.
Access Arrangements	Learning Support Manager identifies students. Aim: To ensure that students are not disadvantaged by their difficulties.
Break/ Lunch Club	Identified vulnerable students who find social times difficult. Aim: To provide a safe, supportive environment, improve social interaction with peers.
Casual Admissions	Students who are placed on roll during the academic year. Aim: To aid smooth transition for students and support for families.
Changing for PE	Identified students (ASD/vulnerable) who are unable to cope with the changing room environment. Aim: To allow them to look forward to and enjoy PE without anxiety.
Educational Psychologist 'Buy in' service or accessed via statutory work (LA directed)	Raised at SWT meeting and/or referral through LIFT Aim: To share good practice, develop strategies to enable students to progress academically, socially and emotionally. To carry out

	assessments as directed.
Exit Card	<p>Issued to some students with identified medical needs. Issued to some students with identified emotional/behavioural needs in agreement with key worker. Aim: To allow students access to appropriate medical assistance/provision. Offers students 'time out' as agreed with Key Worker.</p>
In Class Support	<p>Differentiation which takes into account learning styles and nature of difficulties. Aim: To reduce barriers to learning, ensuring student is able to access the curriculum and engage in independent learning.</p>
Inter-Agency Collaboration	<p>Strategic SENCO and Operational SENCO liaise with external agencies. Aim: To co-ordinate targeted support</p>
Children in Care CXK Advisor	<p>Operational SENCO liaises with appropriate LA. Learning Support Manager identifies need and ensures attendance at appropriate meetings. Aim: To support looked after child emotionally, thus avoiding disaffection with school.</p>
Children in Care Intervention	<p>Operational SENCO to liaise with carers/social services/professionals. Aim: To provide appropriate intervention. At all times confidential discussion and monitoring with Assistant Headteacher (DCPC).</p>
Life Skills	<p>Small number of students identified by key members of staff/parental meetings. Aim: Independence, confidence and self-esteem.</p>
Lego Therapy	<p>Small (max 4 students) group work delivered by suitably qualified TA. Aim: To develop positive social interaction and collaboration</p>
Reading Intervention Programme	<p>Identified at primary/secondary transfer/casual admissions/ Managed Moves etc. using standardised assessments. Aim: To improve literacy skills thus removing the barriers to Independent learning</p>
Reduced Timetable	<p>Agreed via SLT. Normally identified KS4 students. Aim: Addresses individual issues.</p>
Respite	<p>Agreed by progress faculty/SLT Aim: Short-term to provide a safe, supportive environment, to remove barriers to learning.</p>
Small Group Work	<p>Differentiated tasks, taking into account learning styles. Aim: Independent learning, raising self-esteem, feeling of achievement and to develop strategies to overcome barriers to learning.</p>
Social Skills Sessions	<p>Students identified by staff. Aim: To enhance interpersonal skills and interaction with peers/adults. Social Use of Language Programme (SULP)</p>
Specialist Teaching Services	<p>Specialised interventions for identified students. Accessed via LIFT Aim: Assessments to identify/clarify areas of weakness & strength.</p>
Supporting Managed Moves where applicable	<p>Supporting Leadership Team. Aim: To facilitate smooth and successful transition, promote partnership between schools.</p>

Isolation Room: Behaviour Support

Intervention	Details
Anger Management	Delivered in house 1:1/small group. Aim: To reduce physical/verbal aggression and confrontational behaviour.
Break/Lunch Access	Students identified by Learning Leaders/Leadership Team/House Leaders Aim: Time to talk, respite, diffuse potential incidents/situations and act as sanctuary.
Emotional Literacy	1:1/small group. Aim: To recognise and be aware of their various moods and feelings. SEAL
Isolation following serious incidents	Aim: To keep student(s) safe from further altercations. To prevent student(s) communicating whilst investigations underway.
Managed Moves/Monitored Transfers/re-admissions from respite provisions	Supporting students in their transition to new school and/or from respite provision. Aim: To facilitate a smooth transition from one educational provision to another
Sanction 3 Days for 9 x C3s Extended to max 5 days when appropriate 5 days as alternative to fixed-term exclusions	Programme in place to encourage students to take ownership for their behaviour. Aim: To reduce barriers to learning, improve behaviour Aim: to reduce the number of fixed-term exclusions
6 th Day Provision	For students who have been placed on a fixed-term exclusion for longer than 5 days. Aim: To ensure that students continue to receive education whilst on fixed-term exclusion. Provide support for other schools in the cluster
Reflective Intervention	Delivered within the Isolation Room or Study Support. 1:1 or small group Aim: To offer the student(s) the opportunity to reflect on the incident(s) and/or reason(s) that led to the sanction
Respite	Referral by SLT, Learning Leader, House Leader Aim: Short term intervention to allow specific and targeted discussions with student to take place
Restorative Justice	Programme of intervention directed at behavioural management. Also delivered by Pastoral Support staff. Aim: To encourage students to self-regulate their own behaviour and reduce further incidents by taking responsibility for their actions.
Uniform Non-Compliance	Pit stop provision Aim: To resolve issues surrounding uniform issues with student/parent/carer

EAL: Support for students with English as an Additional Language

Intervention	Details
Curriculum	<ul style="list-style-type: none"> • 1:1 Tutoring – basic English skills • Reduced timetable • Small group work – English skills • Access Arrangements for exams • Provision of bi-lingual dictionaries • Provision of electronic translators • Assessment pack – base line data • Access to language tools for translation via Internet • iPod – Translator App
Other	<ul style="list-style-type: none"> • High level of contact between school, home & outside agencies • EWO • Break/Lunch access to Study Support • Casual admissions procedure • Respite • Payment scheme for school uniform if required • Alternative changing arrangements for PE • Access to interpreter for meetings • Letters translated into mother tongue • EAL Starter Packs for each department which contain information, advice & strategies – regularly updated • Fire procedure and map translated into mother tongue.

Nick Hornby Centre

Intervention	Details
Curriculum KS3	<ul style="list-style-type: none"> • Small group/ 1:1 teaching for basic numeracy and literacy skills. • Individualised reading, spelling and grammar programs. • Reading, spelling and number assessment. • Literacy & numeracy o/s trips and cross curricular links. • Participation in small group sporting activities • 'Outdoor Classroom' (allotment)
Curriculum KS4	<ul style="list-style-type: none"> • Additional revision sessions in preparation for examinations – small group/1:1 • Reduced option choice where needs identified
Other	<ul style="list-style-type: none"> • All students access 'formal' social skills groups/teaching – Social Use of Language Programme (SULP) • Individualised timetables to meet needs of students; variable level of inclusion, aim for all students to access m/s 75%+ of weekly timetable.

	<ul style="list-style-type: none">• All students offered before school, break, lunchtime support and after school homework clubs.• Differentiated homework as identified by staff.• Collaborative working to offer support to identified mainstream students.• Target system 'Star Awards' – academic, behavioural, social.• Rewards/ social skills trips.• Personal skills programme• CXK interviews/advice.• Speech & Language therapist where need identified• Liaison with AEN, CAMHS, Social services• Referrals to LIFT as identified for access to STLS & EP• Referral to EH & PS as identified
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Working with Outside Agencies/Organisations/Primary Schools:

In addition to the in-house support and interventions, we currently draw upon the Ifield Smile Centre which is a consultation and training centre for additional educational needs. It is a cooperative of the 40 Gravesham schools together with Gravesham multi-agency partners and KCC services. They offer training for staff, advice and specialist resources. We also work closely with the West Kent Health Needs Education Service (WKHNES).

For a small number of high profile students, support and advice can be accessed through the Gravesham Inclusion Forum Team (GIFT) and the Local Inclusion Forum Team (LIFT). Both forums meet on a regular basis, twice termly and once termly respectively.

We place a high importance on ensuring there is a smooth and positive transition for students joining or leaving Meopham School.

Local Offer

Details of the Local Offer are available on the Meopham School website and are updated regularly.

The Team

- Strategic SENCO – Assistant Headteacher – Acting Head of English (with effect from October 2014)
- Operational SENCO – full-time
- 1 Higher Level Teaching Assistant - Literacy focus and English with an Additional Language (EAL) Coordinator – full time
- 1 Higher Level Teaching Assistant – Learning Vulnerable Groups - part-time (4 days)
- 1 Specialist Teaching Assistant (English) – 2 days allocated SEN – full time
- 1 Teaching Assistant – full-time
- 1 Teaching Assistant – part-time (3 days)

Training

All staff are given the opportunity to attend in-house and relevant external CPD. Courses offered as follows:

- Statutory Child Protection
- PSHE – Vision and update
- Stretch and Challenge for High Attainers
- Unlimiting language
- Time to Change – challenging stigma and discrimination around mental health
- Working with Vulnerable Groups
- Literacy – embedding good practice
- SIMs data

Working with parents

Parents and carers are given the opportunity to discuss and review the child's progress and development. There is a procedure to deal with complaints. Details can be found on the school's website.

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