

SEN Information Report to Governors (Academic Year 2017-2018)

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 are two lists which records the needs of our students with SEN: the Special Educational Needs register (E) and the Monitored Groups lists (K). 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 Study Support Provision 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. Most of the Teaching Assistants time is spent within the classroom in order for all pupils with SEN needs to gain access to a mainstream education. 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 Teaching Assistant 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):

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
3	5	6	4	1	0	1

Total of pupils with EHCPs including the NHC students: = 20 = 2.9% of the school population

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

Students on the monitored register: 42 = 6.0% 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. However, our number of Children in Care (CiC) has grown significantly this year and we currently have 10 CiC placed within the school.

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/SEN. 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 15 students on roll from years 7 to 11.

The NHC offers informal support to other identified students in Meopham School such as Lego Therapy and Social Skills sessions. Pupils also have access to a Speech and Language Therapist (SALT).

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

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
3	3	6	2	1	0	0

Year 11 results 2016-2017

A total of 82 pupils were entered for GCSE examinations in Summer 2017. Of those entered, 3 pupils had EHC Plans; all were pupils linked to the Nick Hornby Centre. The accumulated grades of those pupils with EHC Plans are shown below.

9	8	7	6	5	4	3	2	1
0	0	1	3	12	4	0	1	0

(These are the new levels awarded for all subjects apart from the ones below which covert from 2019)

	A*	A	B	C	D	E	F	G	U
Statistics	0	0	0	2	1	0	0	0	0
IFS (Finance)	0	1	2	0	0	0	0	0	0
Business Studies	0	0	0	0	1	0	0	0	0
Resistant Materials	0	0	0	0	1	0	0	0	0

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.
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

Study Support Provision

Intervention	Details
1:1 Tutoring	Identified CIC students. Aim: To provide structured, targeted intervention where student is underachieving. This is arranged through PEPs with Virtual School agreement.
Access Arrangements	SENCO identifies students. Aim: To ensure that students are not disadvantaged by their difficulties.
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	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.
In Class Support	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.
Inter-Agency Collaboration	Strategic SENCO and Operational SENCO liaise with external agencies. Aim: To co-ordinate targeted support
Children in Care CXK Advisor	Operational SENCO liaises with appropriate LA. Designated Teacher identifies need and ensures attendance at appropriate meetings. Aim: To support Child in Care emotionally, thus avoiding disaffection within school.
Children in Care Intervention	Strategic SENCO to liaise with carers/social services/professionals. Aim: To provide appropriate intervention. At all times confidential discussion and monitoring with Assistant Headteacher (DCPC).
Life Skills	Small number of students identified by key members of staff/parental meetings. Aim: Independence, confidence and self-esteem.
Lego Therapy	Small (max 4 students) group work delivered by suitably qualified TA. Aim: To develop positive social interaction and collaboration
Reading Intervention Programme	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 – this takes place during English lessons (Private Reading time).
Reduced Timetable	Agreed via SLT. Normally identified KS4 students. Aim: Addresses individual issues.
Respite	Agreed by progress faculty/SLT Aim: Short-term to provide a safe, supportive environment, to remove barriers to learning.
Small Group Work	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.
Social Skills Sessions	Students identified by staff. Aim: To enhance interpersonal skills and interaction with peers/adults. Social Use of Language Programme (SULP)
Specialist Teaching Services	Specialised interventions for identified students. Accessed via LIFT Aim: Assessments to identify/clarify areas of weakness & strength.

Supporting Managed Moves where applicable	Supporting Leadership Team. Aim: To facilitate smooth and successful transition, promote partnership between schools.
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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 • 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. • 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

Working with Outside Agencies/Organisations/Primary Schools:

In addition to the in-house support and interventions, we currently draw upon support from external agencies as identified within the LIFT meetings. 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). Meopham School is part of the Swale Academies Trust, and the Operational SENCO, Mrs Jenny Browne, attends termly SENCO Trust meetings. We also access support from other schools within the Trust.

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 and Director of English (AHT) – Mrs Vicky Wrighton
- Operational SENCO – Mrs Jenny Browne
- Manager of the Nick Hornby Centre – Mrs Linda Hammond (plus a team of Teaching Assistants directly linked to the NHC)

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- 3 Teaching Assistant – full time (1 working directly with Year 7 Hub group)
- 1 Teaching Assistant (EAL) – full-time
- 1 Teaching Assistant – part-time (3 days)
- 1 Teaching Assistant – part-time (4 days)

Training

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

- Statutory Child Protection
- Prevent and Challenge training
- PSHE – Vision and update
- Stretch and Challenge for High Attainers
- Working with Vulnerable Groups
- Literacy – embedding good practice
- SIMs data
- SISRA training
- SEN training during briefing
- Training on Autism, Attachment and Anxiety

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.

V. Wrighton

Meopham School

October 2018