

MAIDEN ERLEGH SCHOOL
SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)
STATUTORY
INFORMATION REPORT & POLICY
(LINKED TO WOKINGHAM BOROUGH COUNCIL LOCAL OFFER)

2019/20

INITIAL APPROVAL	September 2016
REVIEW FREQUENCY	Annually
REVIEW DATE	May 2017, May 2018, May 2019

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Terms/acronyms

ADHD	Attention Deficit Disorder
AHT	Assistant Headteacher
ASD	Autistic Spectrum Disorder
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	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 School: Key People and Context

Name	Role
Mrs S Bendall	SENCo (Special Educational Needs Coordinator) Maiden Erlegh School <i>Post Graduate SENCo Award in training 2018-2020</i>
Mrs S Davis	SEND Manager
Mrs S King	Inclusion Manager
Mrs L Garner	Looked After Children Keyworker (currently on maternity leave, Miss Imogen Bourne is covering)
Miss C Nimmo	Young Carer Keyworker (for Year 2018/19 and new person to be recruited for 2019/20)
Miss J Horsburgh	SEND Governor
Contact: 01189262467	Email: office@maidenerleghschool.co.uk

Maiden Erlegh School is a larger than average comprehensive school with academy status providing a high quality education for 1823 students, about 440 of whom are in our thriving Sixth Form.

The school is located on an open site, meaning that there is public access throughout the school day. It means that the school is likely not to be suitable for students with “flight” issues. It is also a very compact site in relation to the number of students on roll and as such we have limited outdoor space and no outdoor play.

The school day starts at 8.40am and finishes at 2.55pm Monday to Thursday and at 2.20pm on a Friday. During the day there is a 15 minute morning break, during which students spend their time in their next lessons area, and a 30 minute snack break spent in the canteen. This results in a fast paced day.

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 academic excellence and expect the very highest standards from all our students, including those with a special educational need, for which we offer a stimulating, caring and supportive environment.

Maiden Erlegh is very successful because it is ambitious and has a team of highly qualified and committed people who promote achievement for all. At Maiden Erlegh School every teacher is responsible for the well-being and progress of all the students in their care, including those with SEND and the disadvantaged.

We currently have 45 students with an Educational, Health and Care Plan and 37 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: £310,699 Notional SEN Budget plus estimated £211k top up. Total £521,699

2018/19: £307,464 Notional SEN budget plus estimated: £140k top up. Total £447,464

2017/18: £320,003.56 Notional SEN budget plus estimated £160k top up. Total £480,003.56.

2016/17: Total £448,687*

2015/16: Total £483,106.48*

**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 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

SEND Manager 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:

[SEND Code of Practice 2015](#)
[Wokingham Borough Council “Local Offer”](#)

(The equivalent Local Offer for Reading Borough Council can be found here:
<http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3>)

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

<u>Statutory Documents</u>	<u>Maiden Erlegh School 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	Maiden Erlegh Admissions Arrangements Accessibility Plan Anti-Bullying Policy Behaviour, Attendance and Exclusion Policy Curriculum Statement Equality Policy Funding Agreement Curriculum Booklets – KS3, KS4 and KS5 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 School

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 School, 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

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.

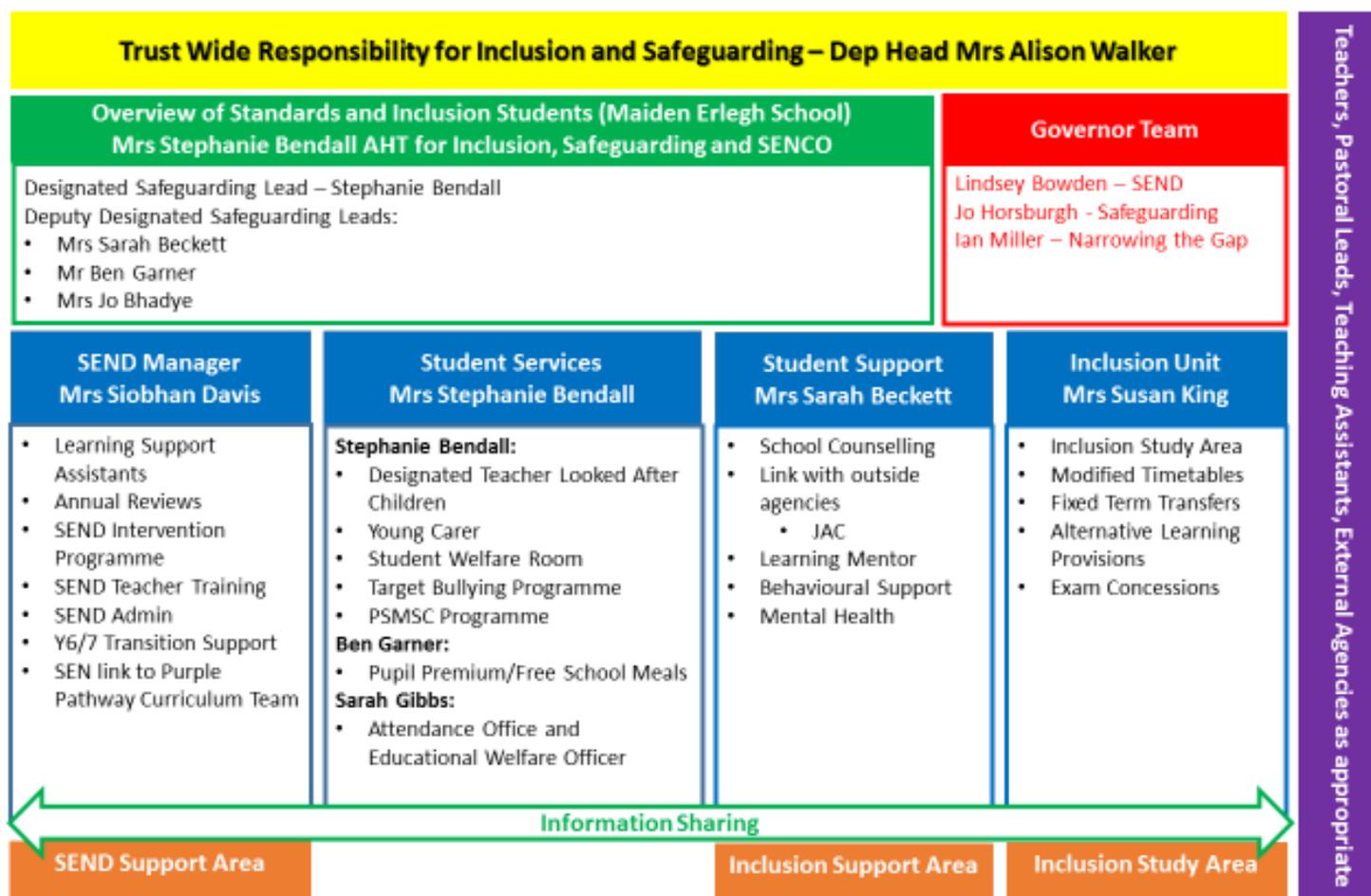
To support students who need help with personal care (e.g.: help with toileting, eating, etc.) we have:

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

Inclusion at Maiden Erlegh School

To cater for these students, as well as other disadvantaged students, we have established a structure to ensure consistent support for these students across the school. It also clarifies lines of leadership and monitoring responsibilities for each individual student.

Inclusion at Maiden Erlegh School Structure Chart



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.

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

For all students, we use some or all of the following information and strategies to assess ability and potential need on entry:

- Academic attainment at Key Stage 2 (from SATs results)

- Information from parents/carers
- Information from primary teachers/SENCo
- New Group Reading Test (NGRT)
- Vernon Spelling Test

If further assessment is required, we use the LUCID LASS 11-15 suite of 8 adaptive assessments.

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:

- On-going teacher observations, assessments, experience
- Regular progress tracking from the Data Collection Point Reports
- Information from parents/carers
- Experiences shared from previous schools and settings
- Outside agency reports

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

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 but will not be recorded as SEND on that system, they will be allocated to the N code for No Special Educational Need. Their teachers and tutor will monitor progress and refer to the SENCo and/or Assistant Headteacher 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.

Wokingham Local Authority (and Reading Borough Council as appropriate) has set out what it expects should be available in all mainstream settings to meet the needs of students without recourse to a statutory EHCP needs assessment. This document, 'SEN Support: what Wokingham expects can be reasonably provided by education settings from the funding available to them' can be found on the Local Offer [page](#).

At Maiden Erlegh School we have an integrated Inclusion-Pastoral strategy (see graphic on page 7) which ensures a "whole school, whole student" approach.

For all students, we use a cycle of "assess, plan, do, review" which is typically overseen by tutors reviewing the regular data and through our Active Feedback approach in lessons.

For students with additional needs, more formal structures are used to manage the above cycle 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
- The Head of Year
- The Assistant Headteacher in charge of the Key Stage
- The SENCo
- A member of the Inclusion Team

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

For more detail of the strategies we use to provide for SEND students see our 'Local Offer', which can be found here:

<https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=oLsH6yzvcsY&familychannel=311>

Since we are a Wokingham School, we aren't listed on the Reading Borough Council Local Offer, however for your information please find their equivalent local offer page here:

<http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3>

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 School we provide progress information to all parents through regular reports and annual progress meetings. All parents:

- Are encouraged to discuss benchmarks and possible targets with their child to help the student set aspiring and realistic targets.
- Are encouraged to download the SIMS parent app so they are able to access the information on their child's progress from the Data Collection Point process easily
- Can make an appointment to meet with the SENCo, SEND Manager, HOY or Tutor if necessary
- Are encouraged to attend parents evening where they can make appointments online with individual subject teachers

In addition:

- The school runs annual information evenings to offer guidance with supporting students in school
- We organise our Annual Careers Fair and a range of other work related learning activities
- We organise Options evening to parents and students be informed about the GCSE options choices they have and provides an opportunity to speak to subject teachers in these option areas
- We run information evenings for students and parents/carers at transition points and provide guidance on a range of pathways Post 16 and Post 18

We work with parents of SEND students in particular by:

- Naming a main contact in the Inclusion Unit, normally one of the two supervisors who are always available to students
- Communicating any concerns with parents/carers proactively (e.g.: through formal or informal meetings, by email, telephone or home-school books)
- Identifying any benchmarks/target outcomes with parents/carers (e.g.: in a Classroom Support Plan)
- Involving parents/carers in planning adjustments, interventions and support
- Reviewing progress against benchmarks and outcomes with parents/carers e.g. 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 (Mrs Bendall) or SEND Manager (Mrs Davies)
- If the query is related to another inclusion matter – contact the Inclusion Lead (Mrs Bendall)

Contact should be made via the school reception (01189262467) or the school email address: office@maidenerleghschool.co.uk 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 School tries to keep up to date contacts for agencies and staff are always happy to help parents/carers find support groups as needed.

[ASSIST](#) support children and young people with autism, people who live with them, and people who work with them from diagnosis up to their 18th birthday, and who live in the Wokingham Borough. 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 Erlegh School we consult all students through:

- The Student Council
- The annual Student Survey
- Student Ambassadors

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 Progress 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 Erlegh 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

The school has access to the following support services:

- CAMHS
- Wokingham Local Authority
- Reading Borough Council
- Occupational Therapists
- Education Welfare Officer
- Speech and Language Therapists
- Educational Psychologists
- Adviza (Connexions) advisors
- JAC (Just Around the Corner)
- School Counsellor (2 days a week)
- Sensory Consortium
- Behaviour Support worker
- Children's Social Care Services

Speech and Language therapy, occupational therapy and physiotherapy is provided in the following ways:

- In-school programmes provided by our staff on the advice of these services
- Programmes provided by specialists in school (occasional and depending on each student's needs)

If a parent thinks that their child needs to be seen by a Speech and Language therapist, Occupational Therapist or Physiotherapist, they should get a GP referral. In some cases, referrals can be made via our SENCo.

If a parent thinks their child needs support from one of the other services, they should write to our SENCo who will assess and make a referral as necessary.

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

Preparing students for joining Maiden Erlegh from Primary school

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

- A member of Inclusion will visit EHCP students in their primary setting
- The Inclusion Team offer additional 'vulnerable student' visits to the primary schools prior to the main Year 6 transition day. Students lacking in confidence and may be more anxious can

attend in smaller groups and become more familiar with the school, prior to visiting with the whole of the new year group

- Whole year group transition day.
- 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
- SENCo / SEND Manager attend TAFs, Annual Reviews, etc. as appropriate

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
- For KS4 or KS5, an Adviza representative is involved in the transition planning

Preparing students to move on to a new school setting

Maiden Erlegh will take guidance from parents/carers and new setting in this respect and support as appropriate. The relevant Maiden Erlegh 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 Foundation, KS4 and KS5 (see curriculum pages on website which outline our different curriculum pathways designed to meet our students' different needs and help them realise their potential). Each SEND student is supported in the Curriculum Pathway that school thinks is most suitable for them as an individual.

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.

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:

- Inclusion classrooms
- Exercise books for visually impaired students including access to the RNIB Bookshare Scheme
- Rapid Plus and Reading Plus Reading programme
- Coloured overlays
- Posture packs
- Support Chairs
- Social skills materials
- Screening materials e.g. Lucid LASS (11-15), New Group Reading and Vernon Spelling Tests
- Library of SEND support materials
- Board Games

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

Possible Intervention Programmes for SEND students

Where appropriate and necessary, we provide a range of interventions for disadvantaged and SEND students.

Foundation Purple Pathway

Students with a SEND entering Maiden Erlegh in Year 7 with a Key Stage 2 levels in both English and Mathematics that are significantly below national expectation, are supported within our 'Purple Pathway' curriculum.

This is a two year programme that provides the student with firm foundations from which to select Key Stage 4 Options, which commence at the beginning of Year 9. This curriculum pathway is taught within a smaller teaching group and is designed to provide the student with more personalised and specialist support with numeracy and literacy.

In order to fully avail of this opportunity, the students on this pathway do not study French, Geography, History or Religious Studies explicitly, though elements of Geography and History are delivered as project based work. For the remaining subjects (Music, Drama, ICT, Technology, Science and Physical Education), students are taught within larger mixed ability teaching groups.

Key Stage 4 Purple Pathway

Key Stage 4 Purple Pathway or alternative curriculum may be deemed suitable for a very small number of our students at Key Stage 4 for whom a profile of 8 successful GCSE is not realistic and whose medium term educational goal is successful access to Level 2 courses at college or basic work/apprenticeship placement. The programme is in place of two GCSE option blocks. Students will be prepared for GCSE English Language and GCSE Maths alongside entry level programmes.

SEND students outside of this group are taught within the mainstream curriculum.

Subject to staffing, the school also provides a range of additional groups and clubs which SEND students can access, depending on their individual need.

There is a whole school Homework Club after school, which all students are invited to attend, supported by a member of staff and sixth form students.

Key Stage 4 Violet Pathway

There are a few Key Stage 4 students who are unable to access the Purple Pathway at this stage. For these students we have created a bespoke Violet Pathway. This pathway is delivered from Year 9 by a specialist SEN Teacher. This pathway is due to start in the 2019/20 academic year and is subject to funding from either Wokingham Local Authority or Reading Borough Council SEN Teams (depending on where the student lives) and the funding is applied for on an individual needs basis. This is an ideal opportunity for students who benefit from staying within a mainstream setting, but are unable to access the GCSE or Entry Level Certificate exams. The aim of the pathway is to provide students with appropriate level certificates in the core subjects, combined with practical vocational skills and life skills.

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 School/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:

<http://www.maidenerleghschool.co.uk/page/?title=Examinations+Access+Arrangements&pid=67>

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).

The majority of the school is fully accessible to students with restricted mobility, as the new buildings have spacious lifts, ramped access to all areas, automatic entrance doors and other adaptations. The major function areas, such as dining hall and main halls, etc. are all on the ground floor. Although there are a few areas that are only directly accessed via stairwells, the conjunction of the old and new buildings often means that one is able to enter and reach the upper floors by lift and then walk through to the older areas. We also have disabled toilets.

To improve the auditory and visual environment we have replaced open classrooms with closed ones and classrooms have been carpeted. There are adaptable tables and cooking facilities in the Food Technology Rooms.

Professional Development of Maiden Erlegh School Staff

As 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. Our SENCo / SEND Manager and Specialist TAs attend training and share this expertise with staff.

Some teachers have taken/are taking SEND-related qualifications including the National SENCo Award.

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

- TAs have weekly team meetings during which training can be provided and expertise shared.
- 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. Recent courses attended include: Nurture Assistants, Dyslexia, Speech and Language Support, Occupational Therapy support, Attachment Disorder, EAL, Supporting Mental Health, Bracknell and Wokingham College Teaching Assistant qualification, Level 3 and Higher Level Teaching Assistants (HLTA) courses.

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 e.g.:

Appraisal review	Annually
Attendance data	Half-termly
Behaviour data	Half-termly
Continuing Professional Development Review	Annually
Discussions with students/parents/carers	Variable
Examination data	Annually
Intervention impact data	Half-termly
Lesson observations	On-going
Parent Surveys	Annual (Spring term)
Progress data	Each Data Collection Point
Recommendations from outside agencies	Variable
Student Surveys	Annual (Spring term)
Targeted questionnaires	Variable
Work scrutiny	On-going

Students’ Social and Emotional Development

Pastoral care

All students at Maiden Erlegh School have a form tutor. Tutor groups have circa 30 students and they meet every morning.

Pastoral work is overseen by a Head of Year and the work of the Heads of Year is overseen by an Assistant Headteacher for each Key Stage.

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, Moral, Spiritual and Cultural (PSMSC) Programme
- Celebrate student achievement and success both in and out of school

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 School and should not experience discrimination or bullying. Our ethos of inclusion underpins our Anti-Bullying Policy can be found on the website.

At Maiden Erlegh School 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:

- Specific interventions e.g. Confidence and Communication Club
- Learning Mentor
- Behaviour Mentor

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
- Learning Mentor
- Staff trained in de-escalation and physical handling (through Team Teach)
- Alternative Learning Programmes (on-site and off-site)

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.

Appendix A Sample Classroom Support Plan

CONFIDENTIAL INFORMATION

Student Name and Tutor Group Classroom Support Plan

<p><u>Background Information</u></p> <p>Diagnosis information included here</p>
<p><u>Exam Access Arrangements</u></p>
<p><u>Strengths</u></p> <ul style="list-style-type: none">• Xxx• Xxx• Xxx
<p><u>Difficulties</u></p> <ul style="list-style-type: none">• xxx• xxx• xxx
<p><u>Recommendations for Teachers</u></p> <ul style="list-style-type: none">• xxx• xxx• xxx
<p><u>Link To Supporting Documents</u></p>

Appendix B Tracking Student Progress

Example Data Collection Report included here for Year 7

	Maiden Erleigh School Year 7 Tracking Report for Academic Year 2018-2019	
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Name: XXXXXXXXXX

Preferred Name: XXXXXXXXXX

Tutor Group: XXXXXXXXXX

Subject	Current Attainment					Assessment Results	KS4 Grades		Current Behaviours for Learning		Teacher
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer		student Target	Benchmark	Positive Behaviours	Behaviours which need Improvement	
English <i>Flight path</i>	1M 1H	1M 1H	1H 2L	2L 2L	2M		7M 7L			Ms D. Martin	
Mathematics <i>Flight path</i>	2L 1H	2L 2L	2L 2M	2M 2M	2H		8L 8L	AW WQ		Mr M. Maria	
Science <i>Flight path</i>	1H 1H	1H 1H	2L 2L	2L 2L	2M		7L		RR	Ms C. Hogarth	
Art <i>Flight path</i>	1M 1M	1M 1M	1H 1H	1H 1H	2M		8L 8L	WQ CH	RR		
Computer Science <i>Flight path</i>	1L 2L	1M 2M	2L 2M	2H 2H	3L		7H 7H			Mr B. Hanson	
Drama <i>Flight path</i>	B9 B9	1L B9	1L 1L	1M 1L	1H		7M			Mr J. Whorriskey	
German <i>Flight path</i>	1L 1L	1L 1L	1M 1M	1H 1M	1H		6L 7M	CH FC		Ms U. Tappe-Nakata	
Geography <i>Flight path</i>	1L 1H	1H 1H	2L 2L	2M 2L	2H		7M 7H	SE FC		Miss H. Simpson	
History <i>Flight path</i>	1L 1H	1M 1H	1M 2L	1H 2L	2H		7H 7H	RF	RL	Mr T. Stewart	
Music <i>Flight path</i>	B8 B8	B9 B8	1L B9	1L B9	1M		7M 7H	PA		Mr J. Whorriskey	
Physical Education <i>Flight path</i>	1M 1M	1H 1M	1H 1H	1H 1H	2L		7H	RF PA		Mrs S. Thwaites	

Appendix C Wokingham Borough Council Funding Arrangements

How funding is made available to school to meet the needs of students who have special educational needs at SEND Support stage

Our school receives funding through a formula basis using indicators agreed by the School Forum. This funding, which is known as elements 1 and 2 allows us to meet the needs of a wide range of students who have special educational needs including those who require up to six thousand pounds of individual support. Further information on funding for SEN can be found in the document 'Funding to Support Learners who have Special Educational Needs'.

Whilst elements 1 and 2 will meet the needs of most students with special educational needs in our school, those with the most exceptional needs may require additional funding. This funding stream is called Element 3 or 'top up' and comes from a funding stream which is part of The High Needs Block held by the local authority on behalf of students and students in Wokingham aged 0-25. This funding, which provides resources to an Education Health and Care plan can also be accessed through the exceptional needs funding mechanism.

Exceptional Needs Funding

Wokingham has developed an Exceptional Needs funding model which can provide the additional resources to meet learning needs in mainstream settings. Maiden Erlegh School is part of a cluster of schools who discuss individual cases where the schools feels that the support needs for that student are exceptional. We also use our cluster and network meetings as a professional support forum to share ideas and expertise about how different approaches, provisions and interventions could be used effectively.

We would apply for this funding stream particularly where the learning needs of the child/young person are exceptional but do not require a special school or significant levels of intervention from health or social care. Further information about exceptional needs funding can be found in the document 'Exceptional needs funding: Procedures and guidance.'

When would school 'refer to the Local Authority'?

'Referring a child to the local authority' means that the person who submits the referral believes that the child's needs are so complex that they cannot be met from the resources which are normally available to a school. The Children and Families Act has replaced Statements of SEND for any new referrals from September 2014 with a new process called Education, Health and Care needs assessments. These needs assessments may result in an Education Health and Care Plan.

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

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.

When they receive a referral all local authorities are expected to consider '*whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.*' Code of Practice (2014) 9.14

In all circumstances the school will ensure that, prior to submitting a referral to the local authority it has:

- Used all the resources available within the last 12 months
- Made any appropriate health referrals
- Classroom Support Plans/provision plans which are relevant to the presenting need.
- Targets are SMART, reviewed and show progression.
- Made provision which is appropriate to the child, young person and specific to them/ their needs
- Made provision which has been evidence based and cost effective
- Undertaken an assessment of unmet needs where appropriate
- Fully and appropriately involved parents
- involved relevant professionals/practitioners have been involved in the last 12 months
- evidenced that their advice/strategies being followed and evaluated

Appendix D: Roles and Responsibilities of Key Staff

See graphic page 7 to see how the strands of Inclusion link together at Maiden Erlegh School.

Along with the Headteacher and governors, our SENCo has responsibility in school for:

- SEND strategic development including advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- The school's SEND Policy and Local Offer.
- Ensuring that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The SENCo has responsibility for:

- Overseeing the day-to-day operation of the school's SEND policy
- Advising on the graduated approach to providing SEND support
- Allocating SEND students to the Inclusion Team as appropriate
- Line management of Inclusion rooms
- Providing guidance to colleagues in terms of provision for SEND students
- Ensuring that the school keeps the records of all students with SEND up to date
- Ensuring there are clear procedures in place for close liaison with staff, parents and other agencies (especially the Child Protection Lead, Designated Teacher for LAC and Head of Year)
- Being a key point of contact with external agencies, the local authority and its support services

The SEND Manager has responsibility for:

- Co-ordinating provision for SEND students allocated to them according to school policies and the Local Offer
- Liaising closely with staff, parents and other agencies
- Liaising with the relevant Designated Teacher where a SEND student is also LAC
- Ensuring there are clear systems in place for liaising with parents of students with SEN on a day to day basis
- Liaising with feeder schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Working with professionals to provide a support role to families to ensure that students with SEN receive appropriate support and high quality teaching
- Liaising with potential next and/or alternative providers of education to ensure a student and their parents are informed about options and a smooth transition is planned

In order to carry out these duties effectively, as a school we ensure that the SENCo has sufficient time and resources to carry out these functions. This includes providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.