



## Meadowbrook College SEN Information Report

These pages set out information about our provision for children and young people with special educational needs (SEN). They are updated annually.

### About Our College

Meadowbrook College provides for children and young people with social and emotional needs. In addition, students could have the following needs:

- Communication and interaction needs; this includes children who have speech language and communication difficulties including autistic spectrum conditions
- Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning.

We are an Alternative Provision Academy and support around 100 students with social, behaviour and mental health needs.

Our **Special Educational Needs Co-Ordinator (SENCo)** is: **Caroline Duncan**.  
She can be contacted on: **01865 253198**.

Our **Governor with responsibility for SEN** is: **Gloria Walker**.

Our SEN Policy can be found on our website.

Our Equality Policy and Accessibility Plan can be found on our website.

### How Do We Identify and Give Extra Help to Children and Young People with SEN?

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need
- How we assess children and plan for their special educational needs, and how we adapt our teaching
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.



Click here to read it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

## **How Do We Work with Parents and Children/Young People?**

We will always contact parents if we have a concern that a child or young person may have a special educational need.

We work closely with children and young people with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this through termly reports, regular phone calls, and parent meetings.

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this by young people giving their views in circle times, feedback from parents at review meetings and through a questionnaire.

## **Adapting the Curriculum**

We offer a broad and balanced curriculum for all children and young people including those with SEN. Details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the School Accessibility Plan. You can read it on our website or ask us for a copy.

Our class sizes are 6 students to 1 adult. Students' timetables are personalised as much as possible to meet their needs. Students have access to Vocational Courses and there are opportunities to work one to one with staff to offer additional educational support including SRS (Sound Reading System) which is a reading programme. We have an Art Therapist (3.5 days/week) and a School Nurse (4 days/week).

## **What Expertise Can We Offer?**

Our SENCo is an Educational Psychologist. All staff are experienced in working with children and young people with behavioural and emotional difficulties, and have had training in Team Teach, Restorative Practice and basic awareness level training in Autism and Childhood Trauma. We have staff who have received training in the SRS and Lexonic for literacy support.

We also have access to a range of specialist support services including Educational Psychology, SENSS, who support children with communication and language, sensory needs and physical needs, Child and Adolescent Mental Health Services (CAMHS), Family Solutions and Children's Social Care. Information about these services and what they offer can be found on the Oxfordshire County



Council SEN web pages:

We always discuss the involvement of specialist SEN services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

### **How Do We Know if SEN Provision is Effective?**

The progress of all children/young people is tracked throughout the school through progress monitoring.

In addition for children/young people with SEN we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

When we run special intervention programmes for children we assess how successful they have been and use that information to decide on how best to run them in the future.

### **How are Children and Young People with SEN Helped to Access Activities Outside of the Classroom?**

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

[http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools\\_Accessibility\\_Strategy.pdf](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf)

### **What Do We Do to Support the Wellbeing of Children/Young People with SEN?**

All children have the opportunity to share their views through their circle times and tutorials and questionnaires.

We take bullying very seriously. We help to prevent bullying of children/young people with SEN by awareness and education through PSE and circle times, Anti-bullying Week activities, individual tutorials and restorative meetings.



## **Joining the College and Moving On**

We expect all new students, their parents and mainstream school to visit us before starting. We value parents and carers and previous or home schools, letting us know what needs their child/student has before they start, to help us with planning.

We begin to prepare young people for transition into the next stage of their education or training through advisor services, visits to colleges, visits to careers fairs, tutor support and work experience.

## **Who to Contact?**

If you are concerned about your child please contact your Keyworker, Tutor or Team Leader in the first instance.

If you would like impartial advice from Oxfordshire's SENDIASS contact:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiaass-oxfordshire>

If you would like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>

## **Trustee Approval and Review Dates**



This report was produced in March 2018.

The report is due to be approved by the Radcliffe Academy Trustees at the full Trustee board meeting in March 2019.

It is due for review in March 2019.