



MEADOWBROOK COLLEGE SEN INFORMATION REPORT 2022

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.

Who are the best people to talk to in this school about my child's difficulties with learning?

The person you would need to approach if you have concerns about your child is:

Miss Kathryn Cooper, SENDCO
Telephone: 01865 253198
Email: sendco@meadowbrookcollege.org

Our governor with responsibility for SEN is: Revd Skye Denno

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 additional needs?

Meadowbrook College has a clear approach to identifying and responding to SEND. Our aim is to maintain a structured assessment process on entry to establish a clear profile of our students that ensures early identification and intervention of any SEND that may be impacting on their behaviour or learning. Through our clearly defined assessment programme we are able to identify any additional needs at the earliest possible stage and promptly implement effective provision to improve the long-term outcomes for all our learners. The assessments enable us to build a comprehensive view of our learners covering 3 core elements of them as learners: Attainment, Ability and Attitudes. This provides the tools and insights to enable us to:

- Know every one of our learners well
- Tailor teaching and learning approaches accordingly
- Raise standards and maximise progress
- Help all our learners realise their full potential

SEND is assessed through a range of methods including: Passport information from dual registered referral school including previous assessment data and reports from external professionals; on-entry assessments in English, Maths, Strength & Difficulty Questionnaires (SDQs) and Emotional Literacy assessment through Boxall profiles; academic testing and analysis of academic data and progress to identify learners making less than expected progress given their age and individual circumstances despite; a range of SEND targeted assessments to explore areas including reading accuracy; reading comprehension; reading speed; writing accuracy, legibility and writing speed (wpm); cognitive processing (e.g. phonological, auditory or visual processing, or working memory); and more and diagnostic assessments from outside professionals including the Educational Psychologist, Oxfordshire SEN & Inclusion Team (OXSiT) and the Speech & Language Therapist.

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.

What adaptations are made to the curriculum and learning environment to ensure all pupils can access learning and how will the teaching be adapted for my child with learning needs?

All teaching staff are made aware of the individual needs of pupils, (via the pupil passport), including their individual learning styles. Subject teachers are responsible for the progress of all students.

Subject teachers are responsible for adapting their teaching and the learning environment accordingly. This will be achieved through delivering high-quality inclusive teaching and learning, catch up sessions and booster classes, settings / groups, also access to resources, ancillary aids and technology.

Student progress will be monitored regularly through our data pick ups throughout the year and through subject teacher student progress meetings. After each meeting, if required, intervention plans will be put into place. All interventions are monitored by SLT.

The quality first teaching is monitored through lesson observations, learning walks, book looks, subject focus fortnights and the appraisal process.

How do we support the different areas of SEND?

Meadowbrook College has an integrated offer of Wave 2 & 3 support threaded throughout the centre-wide approach to meeting our students additional needs including a reflective practice embedded into our behaviour policy, the use of restorative practice with learning approaches that

are highly personalised to individual needs. Information and support strategies are available on the SEND Register within individual Learner Profiles for all staff to access and use to inform Wave 1 Inclusive Quality First Teaching. One to one support in and around school is available at all times and to all students where needed. Where needed, referrals to outside professionals for additional support, observation and assessment to inform recommendations for internal strategies or support programmes. This includes Educational Psychologists, Oxfordshire SEN & Inclusion Team (OXSiT) and Speech & Language Therapists.

Social, Emotional & Mental Health (SEMH)

Meadowbrook College offers intensive support for students whose primary need is Social, Emotional and Mental Health (SEMH). As such the most prominent support offer is centred on this areas of need with intensive pastoral support from key workers, teachers and support workers. The support offer is highly personalised for every student.... experienced and qualified staff giving one to one and small group support such as social stories; targeted emotional literacy assessments, intervention programmes; and programmes to help with a range of issues for example self-esteem. Access to a broad range of external support agencies including counselling, CAHMS, Educational psychologist referrals for additional support, observation and assessment are used to inform recommendations for internal strategies.

Cognitive & Learning (C&L)

Support for any students with identified Moderate Learning Difficulties, (MLD), Specific Learning Difficulties (SpLD), quality of teaching and learning is well monitored by highly experienced leaders and the SENCO to ensure that it actively meets individual needs. Access Arrangements and exam support are identified and embedded as their normal way of working at the earliest opportunity for those that qualify. In class support is available from the student support team.

Communication & Interaction

Students take part in regular social interactive group work which develop social skills in areas such as sharing, turn taking, etc. Experienced and trained staff provide one to one and small group support on specialist programmes such as our Bridges programme including understanding spoken language, expressive language, limited verbal reasoning, pragmatics and social skills etc. Further targeted intervention is available through mentoring to support social communication development.

Physical & Sensory

When required accessibility plans and individual risk assessments are produced to outline details of support for this area of need including movement around school and positive handling. If needed input and advice is sought from Physiotherapy and Occupational Health professionals to explore ways that fine and gross motor skills can be developed.

How do we support literacy and numeracy?

As Meadowbrook College is already a Wave 3 inclusive setting, student's poor literacy and numeracy abilities are assessed on-entry. Support for these areas is integrated into the curriculum through discrete teaching strategies and whole centre literacy and numeracy focuses. When needed, bespoke literacy and numeracy support is put in place including the use of Literacy Planet at KS3 and Ninja maths.

How can children access ancillary aids and technology to support their learning?

All teachers and support staff regularly use technology to develop learning. Students have access to:

- Spell checker
- Lap-tops
- I-pads
- Reader pens
- Software programmes

What expertise can we offer?

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 Trauma and Attachment difficulties. We have staff who have received training in higher level awareness of ASD, the SRS model 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 Service 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 support our students' overall well-being?

Meadowbrook College offers a supportive, friendly and welcoming environment where student wellbeing is at the forefront of all aspects of the college. Recognition to ensure basic needs are met is factored into the day with the availability of breakfast to provide a healthy start to the school day. We provide a holistic and nurturing approach within a safe place and with a key focus towards building relationships to ensure open communication between all staff and parents/carers to support well-being both in and outside of the centre. We have a highly skilled Multi-Agency Team that can support early access to external support agencies when needed including an art therapist (3.5 days), School Nurse, CAHMS etc. All staff are safeguarding trained.

How do we support students in activities outside the centre?

We provide a range of off site provision, educational trips and reward activities. For these, extra staff are deployed to meet the requirements of our risk assessments with high adult to student ratio and 1 to 1 support for those that need it. Parents/carers are consulted prior to trips for permission, advice and guidance.

Joining the college and moving on

We encourage all new students 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, key worker support and work experience.

Who to contact

If you are concerned about your child please contact your Key Worker or Team Leader in the first instance.

If you'd like impartial advice from Oxfordshire's SENDIASS Service for supporting parents of SEN children then please contact:

<https://sendiass-oxfordshire.org.uk/about-us/>

If you'd 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:

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page>

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

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>