



SEND Policy and Information Report

SEND Policy and Information Report

This policy was updated in November 2024

The policy must be reviewed and updated at least every 12 months

The purpose of this policy is to guide all staff in best practice to ensure that every child with special educational needs and disabilities in Meadowbrook College can achieve their individual potential with confidence and independence.

Definition of Special Educational Needs or Disabilities (SEND)

We aim to provide high quality teaching that is adapted and differentiated to meet the individual needs of our students. Many of our students need educational provision that is additional and different to this universal provision. This is Special Educational Provision under Section 21 of the Children and Families Act 2014. A child or young person has a special educational need if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A difficulty or disability may be identified if a child of compulsory school age:

- a. has a significantly greater difficulty in learning than the majority of others the same age; or
- b. has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

The Governors and staff of Meadowbrook College recognise that all students have a right to a learn and have their individual needs met and that Meadowbrook College aims to use a flexible approach to support all of our children's learning. We aim to create a happy, safe and positive environment in which all students can develop to their full potential. Our core purpose is to achieve the best outcomes for all of the students accessing the Radcliffe Academy Trust and their families.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2014) and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE (2013) <http://www.legislation.gov.uk/ukpga/2010/15/contents>
- SEND Code of Practice 0-25 years (2014) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Schools SEN Information Report Regulations (2014) www.sendgateway.org.uk
- Statutory Guidance on Supporting students at school with medical conditions (2014) <https://www.gov.uk/government/publications/supporting-students-at-school-with-medical-conditions--3>
- Safeguarding Policy
- Children and Families Act 2013
- Teachers Standards 2012 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf

Trustees, Advisory Boards, SENDCo and the **Head Teacher** are responsible for ensuring that Radcliffe Academy Trust SEND policy and practice is underpinned by relevant legislation and determining the policy and provision for students with SEND.

Contextual Information

Meadowbrook College is an Alternative Provision Academy meeting the needs of young people in Oxfordshire aged between 5 and 16 years. Our statutory requirement is to work with students who are unable to benefit from, or access mainstream school due to: social, emotional and behavioural difficulties, being at risk of

permanent exclusion or having been permanently excluded. We also provide alternative vocational provision for students in year 9, 10 and 11 for other mainstream or specialist schools. Over 80% of students who attend Meadowbrook College have a recognised SEND Need.

Objectives

At Meadowbrook College we have high expectations of all our students, including those with special educational needs and disabilities (SEND). We encourage all of our students, including those with SEND to become independent, so that they are well prepared for their futures and have increased opportunities in their lives, including future education and employment. We recognise that to achieve these high expectations, inclusive and high quality teaching and learning is essential for all students, including those with a special need or disability.

Keeping parents fully informed and involved in their children's education is an integral part of ensuring a students' success and in ensuring a shared understanding of desired outcomes. We also aim to involve young people in their own educational decision making. This is achieved through regular communication of progress and attainment through tutorials and mentoring, communication with parents and termly progress reports.

Meadowbrook College Aims to:

- Ensure all students receive appropriate educational provision through a broad, balanced, relevant curriculum that is suitably adapted to meet individual educational needs and demonstrates coherence and progression in learning;
- Identify, assess, record, plan, deliver, evaluate and review students needs and progress so that they can benefit from education, and to involve young people in this process;
- Operate an inclusive approach to the management and provision of support for special educational needs in line with the belief that by educating young people together and modelling inclusive attitudes we can create an environment where young people accept and include one another;
- Ensure that every child with SEND gets the support that they need to progress in all aspects of their learning and development and to work collaboratively with external professionals who can offer additional expertise where necessary;
- Provide a Special Educational Needs and Disabilities Coordinator (SENDCo) Kathryn Vicky Hodgins;
- Provide consistent and frequent support and advice for all staff around special educational needs students and ensure that staff have the support and training needed to teach children with SEND in line with their responsibilities under the Children and Families Act 2014;
- Provide support and advice to parents, carers and students and actively develop and maintain partnership and high levels of engagement with parents;
- Provide strategies for students with SEND to manage their learning difficulties and disabilities so that they are able to learn independently and make progress;
- Ensure access to the curriculum and activities for all students and ensure that all students are able to benefit from the provision offered and are not discriminated in any way;
- Prevent, and where necessary challenge discrimination and bullying of children with SEND in our schools;
- Promote individual confidence and develop positive, independent learning behaviours;
- Provide a safe environment to accommodate all the above aims.

Identifying Special Educational Needs

Meadowbrook College acknowledges the importance of early identification of students who may have special educational needs in order to ensure early intervention. Assessment is regarded as a continuing process. The purpose of identification is to work out what action the school needs to take, not to fit a student into a

category. We aim to identify the needs of each student by considering the needs of the whole child, not just their special educational needs.

There are four broad categories of need as described in the SEND Code of Practice:

Communication and Interaction - Including students with speech, language and communication needs (SLCN) and students with ASD, including Asperger's Syndrome and Autism.

Cognition and Learning - Including moderate learning difficulties (MLD; characterised by students learning at a slower pace than their peers), severe learning difficulties (SLD; characterised by profound and multiple learning difficulties (PMLD)), and specific learning difficulties (SpLD; which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia).

Social Emotional and Mental Health - These difficulties could manifest themselves in many ways including; becoming withdrawn, displaying challenging, disruptive or disturbing behaviour, underlying mental health issues and disorders such as ADD, ADHD, Conduct Disorder and attachment disorder.

Sensory and/or Physical needs - Including students with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and a physical disability (PD).

We are aware that that a number of factors may impact on the progress and attainment of students, including: issues with attendance and punctuality, health and welfare, having EAL (English as an Additional Language), being in receipt of student Premium and being a LAC (Looked After Child), however these students may not necessarily have special educational needs.

Although **student assessments** are dynamic and continuous, initial testing of all students is undertaken within the first few weeks to gain baseline data. This includes an EXACT Profile, which is a series of attainment tests, which show where a student's literacy attainments are compared with the general population of students of the same age. Exact is a helpful tool to identify learning needs, but do not identify the underlying nature or causes of these needs.

When used across the whole-school the Exact Assessments enables us to create personalised and achievable targets, which are reviewed and re-assessed each term. Other assessments include baseline maths and English assessments.

We are working towards becoming a Thrive school; a trauma-informed school using an approach that will help us to better support the mental health and well being of all of our students. By using Thrive Assessments, we will be better able to identify and support the SEMH needs of all of our students using individual personalised targets as well as a group targeted approach.

All of our Assessments are ongoing and dependent on what programme the student is on, the length of time they are with us and the appropriateness of this for each individual young person.

Additional testing is also undertaken following concerns raised by parents/carers and staff. Observations and assessments carried out by staff will be used as part of the identification and assessment procedure. The views, concerns and observations of parents/carers are important and we endeavour to be responsive to and account for any expressions of concerns raised. We also prioritise the importance of students' views in informing the identification of their particular needs.

We have access to the Educational Psychologist service who support further assessments and exam concessions. We are supported by the Specialist CAMHS service with our more complex students and those

that have been referred to the service. We also have an Art Therapist and Thrive Practitioners as well as a trained Animal Assisted Therapist, who work across the Bases to support students where a need is identified.

A Graduated Approach to SEND Support

Meadowbrook College regularly reviews the quality of teaching for all students and aims to improve the teachers' understanding of the strategies to identify and support vulnerable learners.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access additional support from a learning mentor or other specialist staff. High quality inclusive teaching is the first step in responding to students who have or may have SEND.

Class sizes are usually six students with one adult. Classes can be adapted so that those that require additional support can be taught together. Student Profiles are in place for all students providing assessment information, where present, as well as support strategies and student voice.

The Four Part Cycle

Assess: the assessments undertaken initially will be recorded, along with any initial observations made (including observations by parents/carers and the student)

Plan: the targets and objectives will be identified and agreed with the student. Additional provision will be planned using the assessment information in order to plan an individualised programme for the student. Teachers will outline the activities to be taken and the personnel who will be responsible for the activity. Clear criteria will be written in order to assess the impact of the interventions. Parents/carers will be made aware of the plan.

Do: the interventions will be undertaken by the relevant staff.

Review: the success of the intervention will be considered with regard to the criteria in order to assess the impact. As a result of the review, the plan will be adjusted or amended accordingly. If it is felt that further advice is required at this stage, advice from specialist teachers, health professionals and/or the Educational Psychologist will be sought following consultation with parents/carers.

EHCP (Education and Health Care Plan) Assessment

In line with local authority procedures, evidence could be collated to apply for an EHCP particularly in view of the support required to ensure a successful transition to their next school, college or place of training.

Where students are on Single Role, regular reviews will be held for students with an EHC Plan considering all aspects of student progress and liaising with involved agencies. For our dual-role students, we will work with Home Schools to support the completion of EHCPs where students transition to us whilst an EHCP is in progress and will support the completion of EHCPs as requested by ourselves or Home School.

Roles & Responsibilities

The Headteacher is responsible for the overall management and support for Children with Special Educational Needs and for keeping Meadowbrook College Trustees informed about provision. The Headteacher will work closely with the SENDCo to ensure effective day to day provision.

All staff are included in recording and reviewing student progress through our reporting cycle carried out termly. All staff are responsible for working to enable young people to be independent in their learning as

outlined in their EHCP. In reviewing our curriculum we will continue to monitor and evaluate the effectiveness of the curriculum offered to students with SEND.

Parents/carers are kept informed by Tutors and Base Staff. Parents are encouraged to be involved in the support of their child whenever possible. The SENCOs also liaise with parents and students with an Education, Health and Care Plan and for Single Role Students hold the Annual Review with parent/carers and any relevant professionals/outside agencies. Where there is a concern that parents need extra support, we would refer them to the Special Educational Needs and Disabilities Information Support Service (SENDIASS). If the situation becomes more concerning, the 'Early Help'/'Team Around the Child'/'Team Around the Family' process would be used to identify areas for change and engage support from other professionals. Please refer to the Child Protection Policy for further information.

Professional Meetings take place for all students before they start their placement and throughout their placement with us. This can be a minimum of halfway through the placement and before transitioning, however, where students need a greater level of support, Professional Meetings will take place more regularly.

Admissions

All students will have an induction meeting before beginning their education with Meadowbrook College to ensure a supportive transition. The SENDCO will attend and support with inductions where there are complex SEND needs. Parents will be included in the planning for their child. Staff and students will review student Profiles on a termly basis under the direction of the Base and Team Leads.

Transition back to school

When students transition back to their Home School, or are part of a managed move, we will work collaboratively with schools to ensure a supportive transition takes place appropriate to individual student's needs. Dates for home-school visits and transition meetings will be determined in the planning process and dates shared with all relevant stakeholders.

Curriculum

All students at Meadowbrook College in KS4 will follow the core subjects of Maths, English, Personal and Social Development and Employability as a minimum expectation. Staff will take account of Special Educational Needs and this will be reflected in their planning which will also highlight adaptive learning tasks. Where appropriate, students will have access to educational visits, sports and leisure activities to supplement the curriculum. All students have an individualised timetable which focuses on the core subjects but also their chosen options and chosen technical learning course.

Criteria for Evaluating Success of SEN Policy

- Regular and appropriate assessment
- External examination results – BTECS, GCSEs etc
- Good attendance record
- Parental satisfaction
- Student satisfaction

Parents

Parents will be kept informed of their child's progress by:

- Immediate feedback by key workers/tutors of achievement or difficulties.
- Termly reports
- Annual Reviews

Agencies

Meadowbrook College works closely with other professionals to ensure they are working in the best interests of each young person, including:

- Health – school nurse available for health checks, immunisation, input to Curriculum
- Adviza Careers Support
- Educational Psychologist
- Social Services
- Youth Offending Team
- Special Educational Needs Service / SEN Officers
- Social Inclusion Officers
- CAMHS
- Art Therapist
- The Virtual School
- REOC

Training

The Headteacher and SENDCo will keep up to date with Statutory Requirements. Staff will be kept informed both formally and informally.

CPD will be regularly delivered to ensure staff are providing a high quality inclusive curriculum which takes into consideration the needs of all learners. Training is delivered by Meadowbrook College SENDCO and our allocated Educational Psychologists as well as other Professionals who are able to support specific CPD needs.

Use of Data and Record Keeping

An appropriate record keeping system for children on the SEND register is in place to suit the individual needs of the programmes offered by Meadowbrook College. This is updated at least weekly and is a live document available to staff to support their teaching and pastoral duties.

Complaints

All parents and carers have regular opportunities to speak to key workers. Should they have specific concerns they should in the first instance speak to their child's key worker/tutor but if not satisfied seek an appointment to see the Team Leader, SENDCo or Headteacher. All concerns will be dealt with sensitively and with the child's needs given due consideration.

Additional Information

Meadowbrook College SEN Information Report

TRUSTEE APPROVAL AND REVIEW DATES

This policy was updated in November 2024.

Approved by the Education Committee

This policy is due to be reviewed in November 2025.

Date	Author	Change	Reviewed by Trustees
07.11.18	JRo	Reviewed no changes made	
16.12.20	RL	PASS has been taken out and BOXALL has been added. student profiles changed to 'Student profiles.' Information on EP service and CAMHS was also added.	21.5.21
03.12.21	KCo	Updated training to include CPD on High quality inclusive teaching and learning being delivered throughout 2021/22. Updated SENCo to SENDCo and name. Amended from Executive Head Teacher to just Head Teacher	17.06.22
28.12.22	KCo	Replaced the term 'differentiated' with adapted/adaptive learning in line with new policy documents.	03.03.23
28.11.23	VH	Information added regarding the support from our Art Therapist.	10.05.24
28.11.23	VH	Information added regarding how MBC will support EHCPS.	10.05.24
28.11.23	VH	Added the following to roles and responsibilities - All staff are included in recording and reviewing student progress through our reporting cycle carried out termly.	10.05.24
28.11.23	VH	Added how the SENDCO will support with admissions.	10.05.24
28.11.23	VH	Added information about transitions back to school.	10.05.24
5.11.24	VH	Changed the name of the policy from SEN and Inclusion Policy to show that the Information Report is included.	
5.11.24	VH	Added information to Definition of Special Educational	

		Needs and also the Governors and Staffs acknowledgement of their role.	
5.11.24	VH	More contextual information added.	
5.11.24	VH	Under Identifying Special Educational Needs, information has been added about Exact Assessments and Thrive and how these Assessments are used to support our students.	
5.11.24	VH	Under Roles and Responsibilities, clarification has been added about the role of parents and external professionals.	