



SEN Information Report / Local Offer Submission 2018/2019 (all schools)

Please submit your responses to Disc@reading.gov.uk

This form has been designed to bring together the local authority's requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: Maiden Erlegh School in Reading

Address: 81 Crescent Road, Reading, RG1 5SL

Telephone: 0118 9668065

Email: meroffice@maidenerleghschool.co.uk

Website: www.maidenerleghreading.co.uk

Ofsted link: N/A

Head teacher: Mr Andy Johnson

School Logo (*optional*)



SENCo:

Name: Mrs Becky Clarke

Contact: ca@maidenerleghschool.co.uk

Date of latest Accessibility Plan: June 2018

Date completed: May 2018

By whom:

Name: Mr Andy Johnson
Role: Head Teacher

Mrs Becky Clarke
SENCO

Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children’s Act). This report is co-produced by the Headteacher, Governor’s and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.

***School to provide a general statement about what the school provides in box below**

General Statement -

Maiden Erlegh School in Reading is a 11-16 co-educational comprehensive school with Academy status, providing a high quality education for 720 students, rising to 900 students by 2019. At Maiden Erlegh School in Reading, every teacher is responsible for the well-being and progress of all the students in their care, including those with SEND and the disadvantaged. The SENCo and support team provide additional interventions and resources where appropriate, to help SEND pupils progress and thrive.

Regulations		School Response	
1	The kinds of special educational needs for which provision is made at the school	<p>Do you have children with SEND in your school?</p> <p>What kinds of SEND do those children have?</p>	<p>Maiden Erlegh School in Reading has a number of children with Special Educational Needs. The four broad ‘areas of need’ are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and 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.</p>
2	Information related to mainstream schools about the school’s policies for the identification and assessment of pupils with SEND	<p>How do you know if a pupil has SEN?</p> <p>How will I know if my child is receiving SEN support?</p>	<p>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. We liaise with parents and keep them informed of interventions and support in place for their child.</p>

3.	Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans	Where can I find information about the school SEN Policy?	The school's SEND and Inclusion policy can be found on the school's website. http://maidenerleghschoolreading.co.uk
3a.	How the school evaluates the effectiveness of its provision for such schools	How do you make sure that the SEN provision is helping pupils make better progress? How do you check other outcomes for children with SEND, such as independence and well-being?	Provision and policies are monitored and evaluated by the SENCO, the Pastoral Assistant Head Teacher, the Inclusion Governor and the Head teacher. The SENCO reports to the Governing Body annually about the needs of the pupils in the school, the effectiveness of the provision in place and the progress and attainment of the SEND group in each cohort. The SENCO and Achievement Centre team, and Inclusion Mentors work alongside the pastoral team to support SEND pupils with emotional well-being, resilience and independence.
3b.	The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	How do you check and review the progress made by pupils with SEN? How will I find out about the progress my child is making? How will I be involved in those reviews? Who else will be there?	The school evaluates the overall effectiveness of its Inclusion/SEND provision by regularly analysing a range of data each term. Parents are kept informed and involved regarding interventions in place to support their child's progress. Half-termly data tracking is available to parents and carers online. We involve parents and carers in the Annual Review meetings of pupils with a Statement or EHCP, and include other professionals, or their reports, as appropriate.
3c	The school's approach to teaching pupils with SEND	How do your teachers help pupils with learning	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

		<p>difficulties or disabilities to learn?</p> <p>How can I find out more about what my child is learning at the moment?</p>	<p>first step in responding to students who have or may have SEND. Our inclusive teaching is based on a range of strategies. The quality of teaching is monitored in a variety of ways: observing lessons, looking at students' work, auditing student views and looking at rates of pupil attainment and progress. Information about lesson content can be found on the Curriculum area of the school website.</p>
3d	How the school adapts the curriculum and learning environment for pupils with SEND	<p>How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</p> <p>How will the curriculum be matched to my child's needs?</p>	<p>Maiden Erlegh School in Reading is housed in a brand new 3 storey building, with lift and disabled toilets accessible. Careful consideration has been given to the accessibility of the buildings. The minibuses, for external extra-curricular activities, has wheelchair access. The staff of Maiden Erlegh Trust speak over 40 different languages and are therefore able to translate if and when appropriate, to ensure information is equally accessible for all families. The curriculum has different pathways in KS3 and KS4. Each SEND student is supported in the Curriculum Pathway that the school thinks is most suitable for them as an individual.</p>
3e	Additional support for learning that is available to pupils with SEND	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How will I know if my child is getting extra support?</p> <p>How is the</p>	<p>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. A range of interventions is used to support SEN pupils. The SENCO liaises with parents regarding the type and frequency of support in place for their child.</p>

		decision made about how much/what support my child will receive?	
3f	Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum	<p>What social and extra-curricular activities are available for students with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	All parents are made aware of the wide range of extra-curricular activities available to all students throughout the year. Where possible we consult parents when planning any activities outside the classroom, particularly when this may affect the participation of their child. All students have equal opportunities to access school trips wherever possible. Parents' permission is sought. Risk assessments are completed for all internal and external trips to ensure the safety and wellbeing of all students.
3g	Support that is available for improving the emotional and social development of pupils with SEND	What support will there be for my child's overall well-being?	All students at Maiden Erlegh School in Reading have a form tutor in a Tutor group of about 30 students; they meet every day. Pastoral work is overseen by a Head of Year and the work of the Heads of Year is overseen by the Pastoral Assistant Head teacher. 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, and help with personal and learning problems when the need arises. The school Pupil Council is democratically elected and regular council meetings are held. Reward routines are in place across the whole school to motivate and encourage students. The school has a designated Child Protection Officer
4.	In relation to mainstream schools, the name and contact details of the SEN Co-ordinator	Who should I contact if I want to find out more about how the school supports students with SEND?	<p>The school's SENCO is Mrs Becky Clarke.</p> <p>Contact details: 01189 668065</p> <p>Email: ca@maidenerleghschool.co.uk</p>

		What should I do if I think my child may have a special educational need or disability?	Parents should contact the SENCO for a meeting to discuss their child's special educational needs.
5.	Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured	What training have the teachers and other staff who support children and young people with SEND had?	Our Special Needs Co-ordinator (SENCo) has completed the mandatory National SENCo Award at the University of Reading, graduating in December 2017, and is a qualified teacher with 20 years of classroom experience at both primary and secondary level. She also qualified in January 2018 to assess pupils for Access Arrangements. She frequently attends external training, liaises with other SEN support staff in the Maiden Erlegh Trust, and meets with other SENCOs in Reading Borough Council. All teaching and support staff are offered regular training opportunities. All support staff have previous experience working with SEND children, and are briefed by the SENCO on the specific needs of all SEND students. The support staff, SENCO and Pastoral Head teacher work together on a daily basis to ensure effective provision is in place at all times.
6.	Information about how equipment and facilities to support children with SEND will be secured	What happens if my child needs specialist equipment or other facilities?	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. We have a range of resources, equipment and interventions used in school to support SEND pupils.
7.	The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	How will I be involved in discussions about and planning for my child's education? How will you help me to support my child's learning?	The school inspires parental confidence by establishing a reciprocal relationship with them as partners in their children's learning and development through good exchange of information, and by using resources flexibly to meet needs. 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 in Reading we provide progress information to all

			<p>parents through the half-termly reports and annual progress meetings. All parents are encouraged to discuss benchmarks and students' targets with their child; to submit feedback on reports; and are able to make an appointment to meet with a subject teacher, SENCO, Head of Year, Tutor or Mentor where necessary. Yearly information evenings are held, with <i>specific</i> advice on how parents can support their child, particularly in English and Maths, at home. The Pastoral Assistant Head can advise parents of external agencies and support networks for families. The SENCO can advise and recommend appropriate courses of action for students with SEND.</p>
8.	<p>The arrangements for consulting young people with SEN about, and involving them in their education</p>	<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<p>In line with the SEND Code of Practice, "The views, wishes and feelings of the child or young person, and the child's parents" are paramount. 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, them as an individual. Learner feedback is part of our established learning culture. This includes informing families of next steps and what they can do to help to support their child's learning.</p>
9.	<p>Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.</p>	<p>Who can I contact for further information?</p> <p>Who can I contact if I am not happy about the SEN provision made for my child?</p>	<p>The school's SENCO is Mrs Becky Clarke.</p> <p>Contact details: 01189 668065 Email: ca@maidenerleghschool.co.uk</p> <p>Complaints regarding SEND provision are handled through the existing school complaints procedure. Details are available on the school website.</p>

10.	How the governing body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils	Who else provides services in school for children with SEN or disabilities? How can my family get support from these services?	At Maiden Erlegh School in Reading we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions for our pupils. 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; and value the contributions from all parties. The SENCO liaises with parents regarding interventions from outside agencies and support networks for families. The SENCO can advise and recommend appropriate courses of action for students with SEN.
11.	The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.	Who should I contact to find out about other support for parents and families of children with SEN or disabilities?	For advice and support: Reading Information, Advice & Support Service for SEND (SENDIASS): 01189373421 iass@reading.gov.uk The Children's Action Team: 01189376570
12.	The school's arrangements for supporting pupils with SEND in transferring between phases of education	How will you help my child make a successful move into the next class or secondary school or other move or transition?	We aim to make all our learners and their families feel welcome. We work collaboratively with partner schools sharing information that will help learners move on. All new Year 7 students attend a Primary Transition Day in year 6 to meet staff and understand the school ethos and expectations. SEND students meet the SENCO and their TA mentor in the summer term of Year 6 through a visit to their primary school, and at the Primary Transition Day. SEND pupils have an extra Transition visit during the summer term to allay anxieties about the move to secondary school. All students with a Statement or EHCP meet with the SENCO in the summer term. Parents of SEND pupils are offered a meeting with SENCO in the summer term to discuss their

			concerns about their child's transition. The Head of Year 7, Assistant Head teacher and SENCO work closely with feeder primary schools to ease transition
13.	Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)	Where can I find out about other services that might be available for our family and my child?	The link to the Local Offer www.reading.gov.uk/servicesguide
14.	Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review	What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes? How often will these reviews happen?	We track the progress of all our learners and as professionals we regularly discuss with parents any concerns we have as well as celebrate achievement. We have systems in place to use data to support tracking. Parents are encouraged to speak to the SENCO about any concerns they have. Half-termly data tracking is available to parents/carers online. Parents/carers are invited to attend and supply a report for Annual Review meetings for students with a Statement/EHCP.

15	Who can I contact for further information?	The school's SENCO is Mrs Becky Clarke. Contact details: 01189 668065 Email: ca@maidenerleghschool.co.uk
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What is the complaints procedure?	Details of the school's complaints procedure is available on the school's website.
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Our external partners are
Educational Psychologist
Speech & Language Therapist
Social Care
CAMHS
JAC (Just Around the Corner)
Adviza (Connexions) advisors
EAL specialist HLTA (Maiden Erlegh Trust)
ASD specialist HLTA (Maiden Erlegh Trust)
Behaviour Support worker

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

<p>Is there any additional provision you have developed during the year?</p>	<p>Since our move in autumn 2016 into a brand new building with a range of classrooms and meeting rooms, we have opened our Achievement Centre classroom and SENCO office as a hub to support pupils with SEND. Our Inclusion team has been strengthened with a Behaviour mentor, an Access and Achievement Mentor and an Attendance Officer. The growing team of TAs have also added to the wealth of expertise available and allowed us to develop a fuller range of interventions to support pupils.</p> <p>We have introduced a range of one-to-one pupil support mentoring sessions and small group interventions including Confidence & Communication, reading support, Numeracy intervention, Maths drop-in, Puzzle Club at break-time, and <i>Penpals</i>, a handwriting intervention supported by staff across the curriculum. A homework club is supervised 3-4pm three days a week, with support from TAs and 6th form mentors, for pupils to seek help with their homework.</p> <p>We have introduced a computer-based literacy</p>
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	<p>screening test, to identify pupils struggling with literacy. The SENCO is now qualified to administer a range of psychometric tests to help identify pupils' learning issues, and to test KS4 students for Access Arrangements.</p>
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<p>Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School's own website?</p>	<p>Please add the links:</p> <p>http://www.maidenerleghschoolreading.co.uk/page/?title=SEND&pid=36</p>
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