

MAIDEN ERLEGH SCHOOL IN READING
SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)
STATUTORY
INFORMATION REPORT & POLICY
2020/21

INITIAL APPROVAL	September 2016
REVIEW FREQUENCY	Annually
REVIEW DATE	May 2017, May 2018, November 2018, April 2019, May 2020

Contents

Section	Page
Maiden Erlegh School in Reading: Key People and Context	
Compliance	3
Aims	4
What needs are met at Maiden Erlegh School in Reading	4
Inclusive teaching	7
Identifying students who have difficulties with learning and/or special educational needs	7
Entering a student's needs on their records	8
Planning for provision: a graduated response	8
Assessing and reviewing progress	9
Involving parents/carers and students in their child's education	9
Working with other professionals and practitioners	11
Preparing for transition	11
Adapting the curriculum and learning environment for SEND	12
Possible Intervention Programmes for SEND students	13
Arrangements for SEND students taking assessment and examinations	13
Accessibility of school facilities	13
Professional Development of Maiden Erlegh School in Reading staff	14
Evaluating the effectiveness of our provision	14
Students' social and emotional development	14
Arrangements for handling complaints about SEND provision	15

Appendix A: Reading Borough Council Special Educational Needs & Disability (SEND) Statement of the special education provision expected to be ordinarily available in Reading settings, schools and colleges for children with special educational needs and/or disability aged 0 to 25	17
Appendix B: Classroom Support Plan pro forma - blank	24
Appendix C : Terms and Acronyms	25

Maiden Erlegh School in Reading: Key People and Context

Mr A Johnson	Head teacher	Mr J Fritz	Lead Teacher for LAC
Ms C Burns	Senior Assistant Head teacher (Safeguarding and Inclusion)		
Mrs R Clarke	SENDCO (Special Educational Needs and Disabilities Co-ordinator) & Inclusion Manager	Mrs A Awuku	SEND Governor (Maiden Erlegh School in Reading Local Advisory Body)

School Contact details : 01189668065

Email: MERoffice@maidenerleghtrust.org

Maiden Erlegh School in Reading is a comprehensive school with academy status providing a high quality education for 900 students.

The school is housed in a single building and situated on a very compact site in relation to the number of students on roll and, as such, we have limited outdoor space. We manage this by having a relatively short school day. 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, condensed day.

Our motto is “a school of opportunity, diversity and success for all” and this permeates everything all our staff do. The trust, of which the school is a part, has a 50 year tradition of academic excellence and expect the very highest standards from all our students, including those with a Special Educational Needs, for which we offer a stimulating, caring and supportive environment.

Maiden Erlegh School in Reading 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 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.

We currently have 14 students with a Statement of Educational Needs or EHCPs on roll. The numbers of students who receive extra support vary from year group to year group but typically 13% of our student population has SEND (EHCP/K) with a further 5% of students who receive additional support over an extended period of time.

SEND Budget

The Notional SEN budget for 2019/20 was £666,599.56 (including top up/high needs funding).

The Notional SEN budget for 2020/21 is £ 833,500.09 (including 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, and administrative support for the Inclusion Team) and staff training for teachers and support staff to ensure this happens. In addition, the school funds SENCO costs and provides additional resources as appropriate (eg: specialist IT and software, enlarged resources for visually impaired students etc).

Compliance

This policy has been drawn up by Head Teacher and 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 2014

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Reading Borough Council "Local Offer"

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

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

Statutory Documents

Special Educational Needs (Information) Regulations (2014)
Supporting students at school with medical conditions April (2014)
Keeping Children Safe in Education (2014, updated 2018)
Teacher Standards (2011, updated 2013)
Equality Act (2010) and the Advice for schools (2013)

Maiden Erlegh School in Reading Documents

(all available on the school website)

Admissions Policy
Behaviour Policy
Curriculum Plan
Equality Policy and Accessibility Plan
Funding Agreement
Learning & Teaching Framework
Physical Intervention Policy
Safeguarding Policy

We aim to follow the guidance and meet expectations of the Local Authority's expectations in relation to provision for children with special educational needs and/or disability (appendix A).

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, as appropriate).

Our approach to SEND provision is focused on aspirational outcomes appropriate to each individual student and in line with the SEND 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 in Reading

The Code of Practice (2014) 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 in Reading, 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 and wellbeing and academic progress whilst in school. If with the 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, however.

"Conditions" 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 do so through departmental interventions and/or our Inclusion Structure. 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 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 Teacher 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 School Head Teacher)
- normalise life experience wherever possible
- ensure our LAC, especially those with SEND, are fully included in the activities available

Students with medical needs

A First Aider is always on site.

The school contacts parents/carers for full details of medical conditions and then prepares a Care Plan based on information supplied. Parents/carers receive a copy of this to agree to and sign and have the opportunity to make amendments to this should they wish to.

A signed copy of this plan is kept in the office 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 Care Plan is highlighted on the school's MIS.

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 the school is permitted to administer or store any medication.

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

- An accessible toilet.
- A quiet area during snack break available, if required

INCLUSION AND SEN AT MAIDEN ERLEGH SCHOOL IN READING

Ms C Burns Senior Assistant Head teacher (Safeguarding and Inclusion)
Mrs Abby Asghar Attendance and Punctuality Officer

Mrs Becky Clarke SENCo & Inclusion Manager
Mrs Jane Batts Senior Student Support Officer
Mrs Dawn Wills Behaviour Mentor
Mrs Jenni Teale Access & Achievement Mentor
Mrs Jess Read Access & Achievement Mentor
Ms Claire Perry Ready-to-Learn Mentor
Ms Josephine Murudzwa Safeguarding & Outreach Worker
Mrs Sejal Hameed Senior TA
Mrs Pratichi Desai TA
Ms Alison Kent LAC TA
Mrs Chandra Nair TA
Mrs Asha Rajput TA
Mr Max Rayner TA

Inclusive 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:

- Understanding of the needs and aspirations of each student
- Deployment of expert and dedicated teachers and Teaching Assistants
- Targeted interventions and support if necessary
- Varied activities and resources
- High quality, differentiated questioning
- A safe and orderly learning environment
- Clear, aspirational Benchmarks and Student Targets

Where appropriate we also employ the following strategies:

- Differentiated activities.
- 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
- 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, auditing student views and looking at rates of attainment and progress.

Extra-curricular learning

Education does not only happen during lessons and during the school day. Our teaching staff strive to provide a range of extra-curricular activities which are open to all students.

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:

- Key Stage 2 scores
- Information from parents/carers
- Information from primary teachers/SENCO
- New Group Reading Test (NGRT)
- Vernon Spelling Test

- Lucid LASS 11-15 Literacy Screening tests

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:

- Experiences shared from previous schools and settings
- On-going teacher observations, assessments, experience
- Termly progress tracking
- Information from parents/carers
- Outside agency reports
- Liaise with parents/carers and use their knowledge
- Staff highlighting areas of concern
- Internal assessments, where appropriate

For students with higher levels of need, we would take into consideration information in reports from appropriate outside agencies.

Entering a student's needs on their records

In line with the Code of Practice, students whose needs are being met through effective personalised teaching and interventions/adjustments and quality pastoral support will be making adequate progress. 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. Their teachers and tutor will monitor progress and refer to the SENCO/Head of Inclusion if they have concerns about progress and/or well-being.

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 of 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/cares, outside agencies (where applicable) and the student. This will record the agreed school and/or outside agency provisions, actions on the part of parents and students, lead staff and key review dates. This would result in the student being registered as SEND on our management information system.

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. Maiden Erlegh School in Reading contributes to the Local Offer in Reading Borough.

At Maiden Erlegh School in Reading we have an integrated Inclusion-Pastoral strategy 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 half termly 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 a Classroom Support Plan, Individual Behaviour Plan, Personal Education Plan, Pastoral Support Plan, SENCO Support Plan etc. This process is overseen by an identified member of staff depending on the level and type of needs e.g.:

- the SENCO
- the Tutor
- the pastoral leader/Head of Year
- the Assistant Headteacher
- a personal Mentor
- a member of the Inclusion Team

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

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 termly 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:

- Termly data tracking available to parents/carers online.
- On-going teacher assessment.
- Academic assessments.
- Progress Meetings
- Annual Review meetings for students with a Statement/EHCP – parents/carers are 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 Erleigh School in Reading we provide progress information to all parents through the termly reports and annual progress meetings. All parents:

- are encouraged to discuss benchmarks and students' targets with their child
- are encouraged to submit feedback on reports
- can make an appointment to meet with a subject teacher, SENCO, HOY, Tutor or Mentor if necessary.

In addition:

- The school runs annual Information Evenings to offer guidance with supporting students in school.
- We organise our Annual Careers Fair.
- We run Information evenings for students and parents/carers at transition points.

We work with parents of SEND students in particular by:

- naming a main contact
- 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 Statements of Educational Need / EHCPs
- being open and transparent about what we can deliver

If a parent/carer 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 or Head of Year
- If it is an attendance issue – contact our Attendance Officer
- If the query is related to SEND - contact the SENCO

Contact should be made via the school reception (0118 9668065) or the school email address: MERoffice@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).

In school we have a highly-qualified Safeguarding & Outreach Worker. In addition, parents/carers are able to contact <https://www.readingiass.org/> for advice and guidance. Maiden Erlegh School in Reading tries to keep up to date contacts for agencies and staff are always happy to help parents/carers find support groups as needed.

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. Where a parent thinks their SEN child will be eligible for, and benefit from, an Education Health & Care Plan, we will support the parent, in the first instance, to write to their Local Authority, in application.

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 in Reading we consult all students through:

- the Student Council
- the Year Group council
- the annual Student Survey

In addition, we often gather the views of different groups of students, or use focus groups to sample student opinion.

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 in Reading 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:

- Maiden Erlegh School (Earley) Inclusion Team
- CAMHS
- Reading Borough Local Authority, Brighter Futures for Children
- Occupational Therapists
- Education Welfare Officer
- Physiotherapists
- Speech and Language Therapists
- Educational Psychologists
- Adviza (Connexions) advisors
- JAC (Just Around the Corner)
- ARC Counsellors
- Sensory Consortium
- Behaviour Support worker
- Children's Social Care Services

Speech & 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)
- After school, small group, support sessions

If a parent thinks that their child needs to be seen by a speech & language therapist, occupational therapist or physiotherapist, they should get a GP referral.

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 based on performance in school. Parents are also able to make their own referrals directly.

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 School in Reading from primary school

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

- A member staff/SENCO will visit Statemented/ EHCP students in their primary setting.
- Planned transition may include additional visits into our school for the student.
- 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 / Inclusion Team 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.
- Analysis of attainment data is used to inform as to the most suitable curriculum pathway for a student.
- For KS4 an Adviza representative is involved in the transition planning.

Preparing students to move on to a new school setting

Maiden Erleigh School in Reading will take guidance from parents/carers and new setting in this respect and support as appropriate. The relevant 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 Programme
- Work experience
- College visits.
- School works with Adviza to support students at key transition periods, specifically Post 16 college placements
- 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 organization skills e.g.: guidance on how to use planners.
- Small group input or support, as deemed necessary and at the discretion of the school.
- PSHE 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 Erleigh School in Reading, but is an essential part of our review process from the Year 8 option process onwards.

Adapting the curriculum and learning environment for SEND

At Maiden Erleigh School in Reading we adapt the curriculum and learning environment where necessary.

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.

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 Team classrooms

- Exercise books for visually impaired students
- Rapid Reading Plus programme
- Social skills materials
- Screening materials
- 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.

Purple Pathway

Students with a SEND entering Maiden Erlegh School in Reading in Year 7 with Key Stage 2 SATs scores significantly below 100 in English and Mathematics are supported within our ‘Purple Pathway’ curriculum. The school will determine whether a student should be placed on this curriculum based mainly on their KS2 results and recommendations from Primary Schools.

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 benefit from this opportunity, the students on this pathway do not study French or Spanish, Geography, History or Religious Studies explicitly, though elements of Humanities education are delivered as project based work. For the remaining subjects (Music, Drama, ICT, Technology, Science and Physical Education), students are taught within larger teaching groups.

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

The school also provides a range of additional groups and clubs which SEND students can access, depending on their individual need. These include:

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Homework club		✓
Confidence and Communication club		✓
Speech and Language (SALT)		✓
Handwriting Intervention	✓	✓
Help with numeracy	✓*	✓
Help with literacy	✓*	✓

**Due to the development of our Purple Pathway curriculum one to one intervention with numeracy and literacy is not often required and is only done following liaison with staff and where the school thinks that it will be purposeful and effective.*

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 in Reading 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; Scribe; Reader; Laptop; Prompter; Practical Assistance; Supervised Rest Breaks.

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 building has a spacious lift, ramped access to all areas, automatic entrance doors and other adaptations. The major function areas, such as dining hall, main halls, Sports Hall etc. are all on the ground floor.

Professional Development of Maiden Erlegh School in Reading staff

Across the Maiden Erlegh Trust, 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 Assistant Head Teacher for Inclusion / SENCO / Specialist TAs attend training and share this expertise with staff.

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.
- TAs are included in Reading Borough "Link Project" training sessions

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/end of short course
Lesson observations	on-going
Parent Surveys	annual (Spring term)
Progress data	termly
Recommendations from outside agencies	variable
Student Surveys	annual (Spring term)
Targeted questionnaires	variable
Work scrutinies	on-going

The Inclusion Team also has a Department Development Plan which is linked to the School Improvement Plan and reviewed annually.

Students' social and emotional development

Pastoral care

All students at Maiden Erlegh School in Reading have a form tutor who, where possible, stays with them from Year 7 to Year 11. Tutor groups have about 30 students and 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 Assistant Head teacher (Pastoral and Inclusion).

The main aims of pastoral work are:

- 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 and Health Education and Careers Education Programmes

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

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
- Senior Student Support Officer

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 and make reasonable adjustment students who find meeting our expectations challenging, and to endeavour to prevent exclusions we offer:

- Reactive Plans
- Proactive Plans
- Risk Assessments
- Behaviour Support Plans
- Quiet areas can be set up
- Safe room
- Clear guidelines of choice
- External support where appropriate
- Learning Mentor
- Staff trained in de-escalation and physical handling (through Team Teach)
- Senior Specialist Behaviour Teaching Assistant
- 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 (EHC) 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.



Reading Borough Council

Statement of the special education provision expected to be ordinarily available in Reading settings, schools and colleges for children with special educational needs and/or disability aged 0 to 25

Taken from the special educational needs code of practice 0-25 years- statutory guidance (2015) Section 1.24 p25

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Settings, schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

This statement is underpinned by the principles outlined in **Section 19 of the Children and Families Act 2014** that makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

1.2 These principles are designed to support:

- the participation of children, their parents and young people in decision making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN

- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

Local authority responsibilities:

- Ensure sufficiency of provision for pupils with SEND and keep under constant review.
- Co-produce provision and policy with families of children with SEND and with children and young people with SEND.
- Make arrangements for the statutory assessment of pupils and maintain and review statements of SEND and Education, Health and Care (EHC) plans.
- Publish information on SEND funding and provision.
- Monitor the progress of children and young people with SEND and work with schools to resolve issues regarding the progress of Reading children and young people with SEND wherever they are educated.
- Provide information, advice and support to parents of children and young people with SEND and young people themselves, including the provision of a statutory information, advice and support service (Reading IASS for SEND) along with mediation and resolution services, and the Local Offer.
- Maintain an overview of how far education settings are accessible for pupils with SEND.
- Prepare and maintain an accessibility strategy in order to;
 - increase the extent to which disabled pupils can participate in the settings, schools or colleges' curriculums;
 - improve the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;
 - improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The responsibilities of governors, early years providers, schools and colleges

- Identify pupils with SEND and ensure provision is made in line with the SEND Code of Practice 2015 and complying with the Children and Families Act 2014
- Aim to meet the range of children and young people's needs in their locality as far as is appropriate
- Work with families of children and young people with SEND and children and young people themselves to shape provision and policy
- Publish an SEN Information Report, an SEND policy and an accessibility plan on the school website
- Publish information on SEND funding and provision and monitor expenditure
- Appoint a SEND governor and SEN Co-ordinator (*see SEN regs 2014*)
- Maintain a record of pupils with identified SEND
- Ensure SEND provision is integrated into the organisational improvement or development plan

- Ensure that staff have the requisite skills, training and understanding to meet the needs of children and young people with SEND
- Monitor the progress of children and young people with SEND to ensure the provision specified in EHC plans or statements of SEN is in place and the child or young person is making progress
- Keep arrangements for prospective and current pupils with a disability under constant review

Policy and Provision: Core standards for all pupils in our settings, schools and colleges

The quality of teaching is fundamentally important to the achievement and life chances of every child. It is the responsibility of the setting, school or college to provide good teaching for all pupils. It is particularly important that pupils who have the most difficulty with their learning have access to the highest quality teaching.

Whole setting/school/college response to SEND

<p>The setting, school or college identifies any special educational needs as early as possible and puts in place relevant provision to meet those needs</p> <ul style="list-style-type: none"> • A range of appropriate assessment tools are available, either in-house or through an external agency, accurately to identify pupils' precise barriers to learning and achievement.
<p>The setting, school or college aims to meet the needs of all pupils in their community</p> <ul style="list-style-type: none"> • The setting, school or college has an Equality Scheme and Accessibility plan that ensures that current and prospective pupils with SEND and their families have as full an access to the life of the setting, school or college as possible to enable good progress in learning and well-being. Access includes access to the curriculum and access to information in addition to physical access.
<p>Assessment information and pupil data is used to make sure all pupils make good progress</p> <ul style="list-style-type: none"> • Thorough analysis of pupils' assessment data is used to inform teaching and SEN provision to ensure progress of all children and young people with SEND, including academic progress, emotional and social aspects of development, and their well-being.
<p>The setting, school or college ensures smooth transitions within the setting, school or college and when children and young people move on</p> <ul style="list-style-type: none"> • The setting, school or college ensures that pupils with SEND and their families are well prepared and supported throughout all transitions. • The setting, school or college ensures that staff are well trained and the learning environment is supportive to all learners, offering a curriculum and accreditation pathways that meet the full diversity of learning needs and prepares them effectively for adulthood.
<p>Teachers make their teaching accessible and appropriate for all pupils in their classes</p> <ul style="list-style-type: none"> • All teachers have an understanding and a level of skill that ensures they understand how to make teaching accessible for learners with high incidence SEND and a willingness and



<p>expectation to undertake training in teaching children with low-incidence SEND should the need arise.</p> <ul style="list-style-type: none"> • All teachers use the graduated approach (an Assess, Plan, Do review cycle) for pupils who have been identified with a special educational need. • Teachers have the confidence and capability to take account of individual children's learning needs and to adjust their teaching accordingly. • Teachers can demonstrate high quality teaching (i.e. where the large majority of pupils make good progress as evidenced in the setting, school or college's regular scrutiny of the quality of teaching and learning).
<p>The Equality Act 2010 is embedded in all policies and practice in the setting, school or college</p> <ul style="list-style-type: none"> • All staff understand the overarching teaching and learning policy which reflects Equalities legislation and accessibility requirements. • Policy and practice in the setting, school or college actively promote overcoming barriers to learning for all children and young people, taking into account individual differences (SEND or otherwise) and promoting understanding, tolerance and acceptance in the peer group.
<p>The setting, school or college works in partnership with parents/carers of children and young people with SEND</p> <ul style="list-style-type: none"> • Parents / Carers of children with SEND are involved in the development and review of whole-setting/school/college SEND policies and practices • Parents / Carers are viewed as full partners in their children's education • Teachers and parents together plan and agree the SEN provision to be put in place for the child or young person • Parents / Carers have clear pathways for information, advice and support in the setting, school or college • Teachers should meet with parents / carers of children with SEND at least three times each year. • Families have an identified person to go to if they have concerns about their child. • Parents have access to support and resources from the setting, school or college so that they can help their child's learning at home.
<p>Interventions and other SEN provision are matched to the child or young person's needs and are focused on helping the child or young person to achieve his or her outcomes</p> <ul style="list-style-type: none"> • All pupils are assessed regularly throughout the year and their progress monitored. Where insufficient progress is identified, the quality of teaching is reviewed and, where this is found to be of a high quality, additional interventions are put in place. • All additional interventions are evidence-based and chosen to match the precise learning needs of the individual pupil. • Where support from an additional adult is implemented as part of a child's SEN provision, that support is closely monitored for the impact on progress and well-being. All individual support from an additional adult is time-limited and reviewed at least annually.
<p>Care plans can be implemented</p> <ul style="list-style-type: none"> • Staff implement and maintain a care plan for pupils who require one to maintain their health.
<p>The environment in the setting, school or college is positive, with staff able to respond flexibly to meet unexpected needs</p> <ul style="list-style-type: none"> • The setting, school or college provides a warm, safe and empathetic ethos where children and young people can have confidence to share their concerns and know that they will be

<p>respected and addressed.</p> <ul style="list-style-type: none"> • All staff are committed to supporting children’s emotional and social development and well-being. • Teachers are able to respond to unpredicted need by flexible use of the environment both inside and outside the classroom, e.g. space for ‘time out’.
<p>Monitoring and action plans put into place</p> <ul style="list-style-type: none"> • The setting, school or college policies take into account the learning and behavioural needs of all children and young people. • Exclusions for children and young people with SEND are used as a last resort and are carefully monitored. • Where exclusion is being considered, it is always preceded by a robust plan to assess and respond to the needs of the child, which is likely to include the involvement of behaviour support services and, in the case of a child with an EHCP or a statement, an early annual review. • Where exclusions for pupils with SEND exceed those for other pupils, a clear action plan is put in place to improve staff understanding and to support pupils and their families.

Targeted Support for individuals and small groups: Short term interventions

In addition to the whole setting/school/college response to SEND

<p>Small group interventions implemented using information from a whole setting/school/ college perspective</p> <ul style="list-style-type: none"> • Additional assessment/ information is obtained to inform understanding of any lack of progress (based on the graduated approach) and to inform the choice of interventions and composition of groups. • Advice and/or support from outside agencies. • A provision map that includes a range of small group interventions suitable for high incidence needs. • Time-limited, evidence based interventions will include SMART targets so that they can be led by trained staff with minimal adaptation. They may include training the pupil to be competent and independent in the use of curriculum aids, e.g. software, writing frames, etc.. • The location of any additional group tuition is carefully considered to provide optimal conditions for learning. • All learning from additional interventions is consolidated and generalised by the teacher into the classroom context.
<p>Staff have relevant training to support and implement interventions appropriate for the range of SEND in the setting, school or college</p> <ul style="list-style-type: none"> • Some staff have undertaken relevant specialist training in high incidence needs in order to understand the range of assessments available, the most effective strategies to learning and provide individual and group tuition where indicated. • Teachers are trained to identify additional needs early and implement short term interventions to secure improved outcomes for children, enabling them to benefit from whole class teaching, and promote emotional and social development.

All interventions are regularly monitored by the senior leadership team (SLT)

- The effectiveness of interventions is regularly evaluated by the teacher and monitored by the SENCO and SLT to determine impact on pupils' academic and personal development.
- All interventions should result in accelerated progress with a review every short term.
- The SLT applies a greater level of scrutiny of pupil progress throughout additional interventions to ensure that learning is sustained and consolidated back in the classroom.
- The selection of targeted interventions for any individual pupil will be relevant and complementary to the teaching offered at whole class level.
- Teaching assistants and other support staff add value to the work of teachers rather than replace them.

The graduated approach cycle of assess, plan, do and review is recorded in the child's Support Plan, IEP or provision map

- The impact of all SEN provision is captured in an SEN Support Plan, IEP or costed provision map.
- Other than in exceptional circumstances, pupils will have access to at least two cycles of the graduated approach before being referred for top-up funding or statutory assessment. Cycles of the graduated approach will vary in length and, for some children, each cycle may be very short.

Personalised / Individualised learning: Longer term interventions

In addition to the Whole Setting/School/College Response and Targeted Support for individual and small group short-term interventions

- Pupils *may* have an EHC Plan or statement of SEN which describes the provision and strategies required to meet needs, some of which may need to be delivered on an individual basis. This will include detailed planning on the use of individual funding and delegated funding, with an agreed joint action plan. An annual review will be required which tracks progress towards the outcomes in the EHC plan or statement.
- When a pupil is referred to an external support service, evidence will be required of in-house assessments and the impact of actions already taken to meet needs, where appropriate. External support arising from health or physical needs will require recommendation from health colleagues only.
- Plus evidence that any previous external advice given in reports for individual pupils has been implemented effectively by the setting, school or college.
- For pupils with a need which is likely to be long term and low incidence (with no peers requiring the same intervention), the planning for the intervention is personalised and specifically formulated to take account of the unique individual need.
- A Common Assessment Framework (CAF) may have been completed in conjunction with parents / carers for a pupil who has additional needs and requires the support of the team around the child. The lead professional may be a member of the staff.
- Staff are able to create and implement a care plan for pupils who require one to maintain their health, which is then monitored by specialist staff.

Low Incidence Need: SEN that does not occur frequently, e.g. severe learning difficulties such, severe visual/hearing difficulties.

High Incidence Need: Special educational needs that occur more frequently, e.g. specific learning difficulty, communication difficulties, autism spectrum conditions, emotional, social and mental health difficulties, sensory impairment, etc.

Appendix B

CONFIDENTIAL INFORMATION

Name, Classroom Support Plan

MENTOR:

Background Information

_____ 's EHCP outcomes (if relevant)

Test	Date	Results

Access Arrangements:

Name's strengths:

Name's difficulties:

Student Focus

Parent Focus

Recommendations for teachers in their support of Name:

Extra Support in Place

Supporting Documents

Appendix C: Terms/acronyms

ADHD	Attention Deficit Disorder
AHT	Assistant Head teacher
ASD	Autistic Spectrum Disorder
CAMHS	Children and Adolescent Mental Health Service
CSP	Classroom Support Plan
EAL	English as an Additional Language
EHCP	Education Health and Care Plan (will replace Statements over next 4 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
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
SpLD	Specific Learning Difficulties (e.g. dyslexia, dyspraxia)
TA	Teaching Assistant