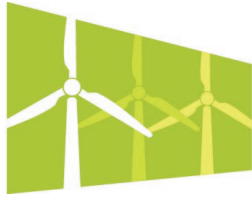


Mayesbrook Park School

SEND INFORMATION REPORT



Mayesbrook Park School

Alternative Provision for young people in Barking and Dagenham

SEND INFORMATION REPORT

2018 - 2019

SEND INFORMATION REPORT

<p>What types of Special Educational Needs and Disability (SEND) are provided for?</p>	<p>Communication and interaction Speech & Language and Communication Needs (SLCN), Speech & Language Impairment (SLI), Autism Spectrum Disorder (ASD) including Asperger's Syndrome.</p> <p>Cognition and learning Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Dyslexia, Dyscalculia, Dyspraxia.</p> <p>Social, Emotional and Mental Health Difficulties Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD)</p> <p>Sensory and/or physical needs Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)</p>
<p>How do we identify children and young people with SEND and assess their needs?</p>	<p>Identification of students with SEND results from:</p> <ul style="list-style-type: none"> • Information from either the primary or previous school which is passed to the SEND team • The school's own baseline assessments • KS2 SATs scores • Progress based on data collections • Teacher referrals • Parent referrals • Student self-referrals • Referral from an outside agency
<p>What is the local offer?</p>	<p>The local offer for the LBBd can be found on the following link. https://ww2.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/</p>
<p>What is the name and contact details of our SENDCO</p>	<p>The SENDCO for Mayesbrook Park Campus and Seabrook Campus is Lisa Wellington, based at Mayesbrook Park Campus. lwellington@mayesbrookparkschool.org.uk Tel: 0208 270 6000 Add contact details The SENDCO at the Erkenwald is Jill Kitchener with support from Julia Goodwin jkitchener@mayesbrookparkschool.org.uk 020 8724 1140 julia.goodwin@lbbd.gov.uk</p>
<p>How do we consult with parents of children with SEND and involve them in their child's education?</p> <p>How do we consult young people with SEND and involve them in their education</p>	<p>We believe that regular and effective engagement with parents by schools often leads to improved student outcomes, attendance and behaviour. Where a student is receiving support, we talk to parents regularly to set clear outcomes and review progress towards them; discuss the activities and support that will help achieve them; and identify the responsibilities of the parent, the student and the school. In addition to parents' evenings we meet parents of students with an EHC plan at least three times each year. These are to review the</p>

SEND INFORMATION REPORT

	<p>progress students are making in relation to the targets in the student's passport and for their annual review.</p> <p>Many students in our school have termly meetings, often with the referring school Team Around the Family (TAF) meetings, Child In Need, (CIN) /Child Protection (CP) meetings, Individual Learning Plans, (ILPs)/Individual Education Plans (IEPs) reviews where the parent and students view is sought</p>
<p>How do we assess and review children and young people's progress towards outcomes? What opportunities are there to work with parents and young people as part of any assessments and reviews?</p>	<p>Progress is continually monitored by teachers, tutors and SENDCOs</p> <ul style="list-style-type: none"> • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENDCO will review the progress of students on the SEND register after the relevant data drops • Progress of students in Y11 with an EHCP or who are identified as SEND support is reviewed after each predicted grade is entered into SIMS by the DHT i.c. assessment and reporting • The student and parent voice are captured ahead of and during Annual Reviews to review outcomes and set new goals. • Students views are considered when creating their "student passport"
<p>We help prepare SEND students for transfer to post - 16 education:</p> <p>How do we support children and young people in moving between phases of education and in preparing for adulthood?</p>	<p>To ensure a successful transition to MPS for students with SEND:</p> <ul style="list-style-type: none"> • On entry to the school, all students KS2 scores are reviewed. This helps pick up potential difficulties at the earliest stage. • We ensure that teachers are highly alert so that such areas of need are spotted early and referred to the SENDCO so that supported can be coordinated promptly. • students have at least one yearly meeting with a member of staff from the Careers service. During this meeting students will have the chance to talk about different Post 16 options. • students as appropriate complete a work experience placement. This helps to give students a taste of the workplace and develop confidence. • Where students are returning to mainstream provision, we ensure transition is carefully planned, supported and reviewed.

SEND INFORMATION REPORT

What is our approach to teaching children and young people with SEND?

Our SEND provision will depend on the student's needs.

If a child has difficulties with literacy and learning, Students can access:

- Quality First teaching with appropriate differentiation (including best SEND practice).
- Visual aids to support key vocabulary, concepts and themes.
- Access to homework support clubs
- Accelerated Reader Programme
- Access to assessment for identification of significant needs.
- Dedicated and caring staff who value all students regardless of ability.

Targeted interventions which are reviewed regularly
Individualised learning programmes as appropriate

Support for targeted groups of students may include

- Blocks of 1:1 small group lessons that focus on a range of needs such as literacy, comprehension and spelling in the Learning Centre
- Nurture group provision
- Where needed, help from an external agency (e.g. Educational Psychologist).
- Learning Support Professionals support in some lessons
- Targeted lunch time clubs for vulnerable students.

Targeted individual support may include

- On-going tailor made 1:1 tuition, led by a specialist teacher or Learning Support Professional.
- Where needed, help from an external agency (e.g. Educational Psychologist).
- Half-termly testing for students with literacy difficulties to review and plan.
- Subject-specialist LSPs in key subjects to provide on-going support
- External agency advice where needed.
- Exam Access Arrangements.
- Post 16 Transition support.

If a child has Sensory and/or physical needs

Students can access:

- Quality First teaching with appropriate differentiation (including best SEND practice)
- Visual aids to support key vocabulary, concepts and themes.
- Amplification of sound for aid users.
- Access to homework support clubs

SEND INFORMATION REPORT

	<ul style="list-style-type: none"> • Accelerated Reader Programme
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p>	<p>Teachers plan lessons and homework according to the specific needs of all groups of children in their class and will ensure that a child's needs are met.</p> <ul style="list-style-type: none"> • An LSP may work with the teacher to support a student's learning in the classroom. • Specific resources and strategies will be used to support a student individually and in groups as is judged appropriate to meeting a student's needs. • We provide targeted support with homework at lunchtime and after school. • Specific subjects and qualifications are offered in Y10 and Y11 • Catch up literacy lessons are provided for those students that need this support
<p>How do we train staff to ensure that they are fully able to support children and young people with SEND?</p>	<p>We develop our staff's knowledge and practice through the following methods:</p> <ul style="list-style-type: none"> • SENDCO attendance at local and national courses/conferences • Membership of SEND organisations • Whole school INSET that focus on SEND • Training for LSP and non-teaching staff • In school sessions – SENDCO and other Heads of Centres delivering/organising training for teachers and support staff on the different categories of SEND/strategies/use of LSA • Delivering induction programme for newly qualified staff and staff new to the school • SEND staff working closely with teachers and Subject Team Leaders to make sure that the most effective strategies and interventions are used to meet the needs of all SEND students. This takes place on request. • Subject teachers are encouraged to develop their own subject specific expertise by attending relevant courses and/or seeking out information.
<p>How do we evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>We believe that regular and systematic monitoring and evaluation is vital to ensure effective SEND provision. We do this in several ways including:</p> <p>Regular observations and learning walks</p> <ul style="list-style-type: none"> • Analysis of the attainment and achievement of different groups of students with SEND • Success rates in respect of targets • Post 16 destinations of young people with SEND • Scrutiny of teacher's planning and student's work • The views of parents and the students

SEND INFORMATION REPORT

	<ul style="list-style-type: none"> • Regular monitoring by the management committee/SEND governor • Maintenance of assessment records – numeracy, reading and spelling ages etc – that indicate progress over time for students involved in small group / individual intervention • Departmental reviews of the progress of SEND students • Annual reporting on successes and identifying aspects for future improvement • Monitoring the number of students requiring lower levels of support • Monitoring procedures for identification and assessment of and provision for students with SEND • Reviews of the SEND department by professionals outside of the school
<p>How do we ensure that children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND?</p>	<p>We make every effort to include all students in school trips. If an individual risk assessment is required, we will write this to ensure that everyone is fully included. We also help prepare children for any changes in their school day, such as school trips, awards ceremonies and sports day.</p>
<p>What support does the school provide for improving emotional and social development?</p> <p>What arrangements are there for listening to the views of children and young people with SEND</p> <p>What measures are there to prevent bullying?</p>	<p>We support children to develop socially and emotionally in the following ways:</p> <ul style="list-style-type: none"> • PSHE lessons • Tutor periods and Thought for the day activities • Report card monitoring • Assemblies • Learning mentor sessions • Counselling services • Nurture Groups (timetabled sessions) <p>Heads of Campus target groups of students including SEND students</p> <ul style="list-style-type: none"> • Students regularly complete student questionnaires and PASS • Departments collect student views on their work and progress in the classroom. • Students with an EHCP have an opportunity to tell us what they think as part of the review process. • School council and student voice <p>Mayesbrook Park School (MPS) has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:</p>

SEND INFORMATION REPORT

	<ul style="list-style-type: none"> • the consistent promotion of the school’s code of behaviour which requires all students to respect the rights of others • the reinforcement of the clear message that violence has no place at MPS and that restorative practice is a core ethos in restoring broken relationships • consultation with the ‘Student Voice’ on how to prevent bullying • taking part in initiatives such as Anti-Bullying Week • training for all members of staff on anti-bullying policy and strategy • the supervision by school staff of all play areas at lunch times and breaks • providing information to all parents on the symptoms of bullying and the steps to take if the suspect their child is being bullied • mobile phones not being permitted to be used during school hours • the celebration of all student’s backgrounds and cultures through assemblies, tutor periods and lessons • students discuss and explore bullying issues and how to increase the anti- bullying culture of the school during tutor periods and lessons in relevant curriculum areas, e.g. PHSE, Religious Education, Sociology. and English. • raising awareness of cyber bullying and teaching students to safely use technology (including mobile phones, email, internet) • all websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the headteacher/ Deputy Head Teacher Pastoral. If appropriate, action will be taken and recorded • effective recording systems • work with multi-agency teams including police as appropriate • contacting the parents of both the child being bullied and the bully • challenging sexual content within verbal abuse, specifically homophobic and gender abuse/ discrimination.
<p>How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, to support children and young</p>	<p>The school aims to work in partnership with other agencies to provide effective support based on the needs of the student. Such specialist services include:</p> <ul style="list-style-type: none"> • Educational Psychologists • Child and Adolescent Mental Health Services (CAMHS); • Specialist teachers or support services for learning and behaviour

Mayesbrook Park School

SEND INFORMATION REPORT

<p>people with SEND and their families?</p>	<ul style="list-style-type: none">• Therapists (including speech and language therapists, occupational therapists and physiotherapists) <p>We also arrange Multi-agency meetings to secure effective expert support from outside agencies in assessing more complex cases and making provision for the most vulnerable students.</p>
<p>What arrangements are there for handling complaints from parents of children with SEND about the provision made at the school?</p>	<p>We seek to promote an active partnership with parents/guardians and to involve them fully at every stage. Most concerns and complaints can quite properly be resolved on an informal basis. Formal complaints are resolved through our complaints process available on our website.</p> <p>http://www.mayesbrookcampus.org.uk/about-us/policies</p>