



Mayesbrook Park School

Alternative Provision for young people in Barking and Dagenham

SEND INFORMATION REPORT

2016 - 2017

Mayesbrook Park School (MPS)

SEND Information Report 2016 – 2017

This report should be read in conjunction with the MPS SEND Policy

<http://MPS.org.uk/wpcontent/uploads/2016/03/SEND-POLICY.pdf> and the Local Offer
<https://www.lbbd.gov.uk/localoffer>

An SEND Information Report will be updated annually to reflect changes and plans within Mayesbrook Park School and give an overview of current provision.

What are the kinds of special educational needs for which provision is made at Mayesbrook Park School (MPS)?

Mayesbrook Park School – a secondary Pupil Referral Unit funded for up to 70 students in Key Stages 3 and 4. Mayesbrook Park School also admits students permanently excluded from service and offers a day 6 provision for students on longer fixed term exclusions.

The Seabrook Campus – a KS3 respite centre under the management of Mayesbrook Park School. The Seabrook Campus provides six week respite placements for students in local secondary schools. The centre works with up to 24 students.

The Erkenwald Campus – a specialist attendance unit for students with mental health needs, SENDD, emotional and social difficulties and school phobia. The centre works with up to 30 students. **The Home Tuition Service** – provides 1:1 tuition for a range of students unable, mainly because of illness, to access mainstream schooling.

MPS is also responsible for the quality of the following programmes commissioned by the Local Authority on behalf of services:

- The Compass Programme – 70 full time places on a vocational provision at Barking and Dagenham Further Education College for students in Key Stage 4 who are at risk of exclusion.
- The Lifeline Programme – full-time provision for up to 30 students in Year 11 who are newly arrived to the Borough.
- The New Directions Programme - from September 2014 MPS has introduced a new provision for KS4 students that takes students, with parental agreement, onto the borough's Alternative Provision roll. The New Directions Programme then ensures that each student is enrolled on a full-time vocational programme that will help them to make a positive transition to post-16 education and training.

In MPS the student's identified needs will be complex and significant in the areas of emotional, social and mental health. In addition students may have learning difficulties.

What are the Local Authority's policies for the identification and assessment of students attending MPS?

Please see MPS's assessment policy on MPS's website
<http://MPS.org.uk/wpcontent/uploads/2016/11/Assessment-Policy-final-25-01-2017.pdf>

The policy explains the roles and responsibilities of parents, students, staff and governors. It ensures assessment across MPS is consistently applied on intake, exit and termly for students to show progress and identify those students who require further interventions as part of MPS's provision map.

SEMH is identified and progress monitored using PASS. Individual Education plans and targets are taken from the students PASS results

Referral of a student to Mayesbrook Park School will either come following decision at the Education Placement Panel for LBBB, or in the case of a respite referral to Mayesbrook Park School and The Seabrook Campus, from a request by the student's originating service.

Referral to Erkenwald Campus can only come via the Education Placements Panel. The Home Tuition Service also receives medical referrals from services and hospitals, plus the SEND panel.

Once the students are on roll at a MPS centre, it is the initial responsibility of the subject teachers to identify students' potential needs and they should discuss provision to meet these needs with the SENCo in each centre. There is a referral form for subject teachers to use if they wish to identify students to the SENCo. Issues may also be discussed during staff meetings before the school day and after the school day.

For students that are on respite, it is the responsibility of the mainstream school to follow up concerns that are highlighted during the placement. Referring SENCos should maintain contact with Mayesbrook Park School or Seabrook Campus when their students are being educated at the centres. Centres meet on at least a termly basis and usually more frequently with staff from the referring school, parents/carers and student to review placements.

What are the arrangements for consulting parents/carers of students at MPS and involving them in the education of their child?

Parents are fully included in the process of working with their children. This may include:

- Initial visits to service
- Introductory meetings
- Daily home/service book for information exchanges and key messages where appropriate
- Exhibitions of work
- Good news phone calls and postcards
- Termly parent/teacher meetings including update from professionals
- Involvement in planning for transition where placement is temporary
- Up to three service reports a year – this may include one linked to annual review of statement/EHC Plan including a review of Individual Health Care Plans as appropriate
- Annual Review meeting and report
- Parental representation on the Management Committee.

What are the arrangements for consulting students at MPS about, and involving them in, their education?

All students are treated with dignity and respect. There is full personalisation for the curriculum for each student in order that they can access and experience success throughout their time with us. The assessment and annual review process for statements of SEND and EHC Plans includes the choices and views of students

Termly review meetings, attendance meetings and FTAF/TAF meetings all have opportunities for students to share their views.

Students in Years 9, 10 & 11, who do not hold EHC Plans, can have a Transition review often in conjunction with their partner services. During this review or termly reviews parental/carer and student views are obtained on appropriate vocational courses available through flexi-learning in addition to the curriculum offer at MPS centre they attend.

Students contribute to the target-setting process and are involved in monitoring their progress through discussion with mentors/ class teachers.

Student voice opportunities are available in each centre.

Students in year 9 and above have an annual opportunity to access careers advice.

What is the provision for students at MPS and how is it evaluated?

All students attending MPS will either have a Statement of SEND/ EHC Plan or be at the SEND stage where they have an Student Profile. The Student Profile should detail targets for both academic and personal development, and will outline the support provided to support the student. There may be agreement with the LA that a student is placed pending the outcome of an assessment for an EHC Plan or through the Local Authority's Hard to Place agreement.

Our centres are educational settings where every student is treated with dignity, with respect and is of equal worth.

Our vision is to develop a highly effective learning community.

Our key purpose is the construction, delivery and constant improvement of quality learning experiences appropriate to the needs of all our students.

We aim to:

- Create a happy and secure learning environment where all students' needs are met and where achievements and success are recognised and praised.
- Ensure that the curriculum is adapted to meet the needs of individual students and overcome barriers to learning on an academic and social, emotional level.
- Provide all staff with training and development opportunities to enable effective practice.
- Promote the students spiritual, physical and emotional well-being so that they are secure, confident and well-motivated.
- Help students acquire the knowledge, skills and confidence which enable them to lead as full, interesting and independent lives as possible.
- Develop in student's personal responsibility and encourage decision making and choice, communicating through whatever means appropriate.
- Provide a wide range of age-appropriate learning experiences, which are both exciting and challenging.
- Provide opportunities for appropriate post-16 progression.
- Offer opportunities of working co-operatively alongside others, developing friendships and respect for others.
- Provide students with experiences of their own and other religious and cultural backgrounds and values.
- Foster relationships with parents/carers and other professionals.
- Students across the Erkenwald Campus and Mayesbrook Park School are able to take GCSEs in a range of subjects that include English, Maths, Science, IT, Art and Sociology.
- For those unable to access GCSEs, students are prepared for Entry level qualifications or Functional Skills qualifications.

- KS3 students in MPS have access to Art and Design, & Technology and cooking lessons either in their own centre, or within another part of MPS.
- Our student's progress and outcomes are evaluated and monitored by the Head of Centre and Management Committee.

Further details of all areas of our curriculum and assessment processes can be seen in our teaching and learning policy. <http://MPS.org.uk/wp-content/uploads/2016/12/MPS-Teaching-and-LearningPolicy-4-12-16-3.pdf> As MPS offer develops there will be more information available on work within our centres.

Progress is assessed through baselines on entry to the service using Alfie Cloud for English, Maths, Science and ICT and further assessment weeks in each term. Students' progress in each subject is tracked throughout the year on the progress tracker. Students are also asked to complete a reading age assessment, spelling age assessment and PASS questionnaire to track their SEMH needs on entry and at regular data drops. Please see link to the assessment policy above.

All staff have a responsibility to meet the needs of all the students at MPS.

The service contact details are also on the school website www.MPS.org.uk and the LBBB website. <https://www.lbbd.gov.uk/residents/services-and-learning/specialist-alternative-provisionservices/overview/>

Staffing levels are enhanced so that students are usually grouped in classes of up to 10 with a teacher and an appropriate number of additional Learning Support Professionals to meet the needs of the class group.

The service receives advice from a range of health professionals in order to meet the needs of the students as assessed by the appropriate professionals.

What training do staff have in relation to the needs of students at MPS?

- All staff have clear job descriptions which detail the required qualifications for each post in service. All staff have a core training programme related to their role to support team work - details of this are in our SEND Policy.
- Staff at the individual centres also participate in an ongoing INSET training programme on a variety of SEND that is specifically linked to the needs of students attending that centre. This usually occurs during Staff meetings and on training days. Some training occurs as a whole MPS service.
- Staff across MPS are trained in the Team Teach approach and have regular training opportunities to keep skills up to date.

How will equipment and facilities be provided to support students at MPS?

MPS is located across a number of sites with all buildings being accessible for wheelchair users. Our SEND policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs.

All parents/carers and families are welcome to visit the appropriate centre prior to their child or young person attending the MPS.

Referring Services will on occasion provide short term teaching assistant support and any specialist equipment as appropriate.

Staff from the centres can also support students in their partner service as part of ongoing transition or shared provision – for example, a student may continue to access MFL teaching within their partner service with behaviour management support provided by a member of the MPS staff.

What are the arrangements made by the Governing Body or dealing with complaints from parents/carers of students in relation to the provision made at MPS? The process for all complaints follows LBBB policy.

See link for details of the policy for complaints in schools.

<https://www.lbbd.gov.uk/council/complaints-and-feedback/complaints-about-schools/makingcomplaint/>

How does the Governing Body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of students at MPS and in supporting their families?

We have a wide range of staff working together within the service to support the students and their families. Some are employed directly by the Service, others have different lines of management as can be seen below.

Classroom staff are employed directly by the service. This includes teachers and learning support professionals. Admin staff are also service employees.

Other professionals work for a range of agencies – some are based within the service, others have office bases elsewhere and work in service on particular days or as necessary.

Service Nurses, Speech and Language Therapists, Occupational Therapists, CAMHS LD team and Physiotherapists are employed by North East London NHS Foundation Trust. All these professionals work within service training staff, advising staff, working with children and students.

Transport to the service is organised by the Local Authority, not the centre, where a student meets set criteria of eligibility.

There are social workers for students with disabilities who are Local Authority Employees and are based within the LBBB Children's Services.

All contact numbers for support services, described above, are available on the appropriate website. If you have a query relating to these areas it is best to contact the professionals directly. This will ensure that your message/queries/concerns are dealt with in the most efficient way.

What are the Centres' arrangements for supporting students in transferring between phases of education or in preparing for adulthood?

All transitions are carefully planned as students move from class to class and phase to phase. Parents/carers can have the opportunity to meet the new teacher and class staff according to the setting. Where a student is placed within MPS for a temporary period, a planned exit date will be agreed on entry to MPS and progress towards this transition will be monitored, with discussion in review meetings, to consider if the date should be amended or extended.

Students are increasingly supported in planning for their transition from the service to adult life. Staff from the Careers Service will meet with students in the centres to get to know them and to advise students and parents/carers on what is available after leaving MPS.

Where is the information on the Barking and Dagenham local offer published?

There is further detail on the LBBB website on the local offer for SEND and the role of the MPS in supporting learners - www.lbbd.gov.uk

Who is the Special Educational Needs Co-ordinator in each setting?

Mayesbrook Park School – Kelly Bullock (tel: 020 8270 6000)

Seabrook Campus – Kelly Bullock (tel: 020 8724 8343)

Erkenwald Campus and Home Tuition Service – Jill Kitchener (tel: 020 87241140)

Governor for SEND – Gurjit Kaur