



# **Meadowhead School Academy Trust**

## **Special Educational Needs Information Report**

**Meadowhead School is a Foundation School and  
a member of the  
Meadowhead Community Learning Trust**

**Staff Responsible:** Kate Miller

**Revised:** November 2021

**Approved:** 22<sup>nd</sup> November 2021

# Special Educational Needs & Disability Policy

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Meadowhead School is a larger than average mainstream secondary school. It meets the needs of a range of learners with different needs including: communication and interaction; cognition and learning; social, emotional and mental health; sensory and physical needs.

The school's Special Educational Needs Coordinator is **Kate Miller**

## 1. Arrangements for consulting children/young people with SEND and their parents and involving them in their education

This is achieved through:

- Involving students in writing their Personal Profile
- Involving parents and their children in decisions about the provision and intended outcomes including any possible changes;
- Providing three SEN reviews a year;
- Using questionnaires to provide students and parents with the opportunity to express their views about school;
- Consulting students and parents as part of Annual Reviews where the student has an Education and Health Care Plan (EHCP);
- Operating an open-door policy;
- Inviting students and their parents to attend meetings whenever appropriate, where their provision is to be discussed

## 2. Arrangements for the Identification and Review of Student Needs

Early identification of students with special needs is critical to their success (SEND Code of Practice). When students start at Meadowhead School, we are already aware of the special educational needs and disabilities of all students who have an Education, Health and Care Plan and those identified as requiring additional support. We are informed by the primary schools and a range of agencies and professionals about the needs of students. This may be done by telephone, meeting, and letter or SEN files. The SENCO endeavours to attend all Y6 SEN reviews in the summer term when invited by the primary school.

When at school, students may be identified through:

- KS2 SATs results and Y6 teacher assessments;
- Diagnostic testing;
- Referral by the child;
- Referral by parents / carers;
- Referral by teacher/curriculum area following school procedures;

- Referral by Outside agencies;
- Failure to make the expected progress despite Quality First Teaching

Review of student needs is carried out in the following ways:

- Assessment
- Gathering views of stakeholders including children/young people and their parents
- Tracking of progress
- Internal review and referral meetings.
- SEN reviews including parents and the student

In order to ascertain a student's level of need and provision, all students are mapped against the [Sheffield Support Grid](#). The Sheffield Support Grid levels students on needs on provision on a scale of 1-5. Students who are identified as being on Level 1 on the SSG may have an identified need but as their needs can be met through Quality First Teaching in the classroom, they will not be included on the SEN register. Students mapped on the SEND register as a Level 2 or above will be on the SEN register as a K as the provision they require is beyond what the classroom teacher can provide. At a level 4 parents may be asked to support the school complete a MyPlan to allow us to monitor provision and need more closely.

### **3. Arrangements for Meeting the Needs of Students with SEND**

At Meadowhead School, every effort is made to achieve maximum integration of pupils with SEND with their peers, while meeting students' individual needs. The SEND faculty is based on the Bridge. In Year 7 students are in mixed ability groups but there is also some setting. As they progress through the school, they may be placed in sets according to their ability in a specific subject area. In certain subjects they will continue to be taught in mixed ability groups.

The special needs and disabilities of most students will be addressed through scaffolding and personalisation. Teachers differentiate through teaching styles and reasonable adjustment of policy, procedure and learning environment-including where necessary, specialist equipment, computer software and applications so that all students make progress. Personalisation is achieved through adapting the curriculum so that all students can achieve. However, the SEND Department also delivers a range of interventions as identified through student need. This includes:

- 1:1/small group intervention in literacy/numeracy/social skills;
- Classroom support to increase curriculum access, student achievement and develop independence;
- Specific group interventions which take during tutor time and when necessary, during other lessons;
- After school clubs;
- Sessions delivered by outside agencies;
- Reading partners;
- Visual timetables;

Students may also have access to a range of resources, including:

- Books, materials and learning activities to suit pupils of differing abilities;
- Information technology facilities including a laptop; ;
- Auxiliary aids and modified equipment are also made available as necessary and in line with the 2010 Equality Act.

The School encourages any pupils who have some sensory impairment, communication problem or physical impairment, to use their normal aids to speaking, listening, reading or writing. To better meet individual needs reasonable adaptations are made to work spaces, equipment, instruments or furniture within curriculum areas under the guidance of the SENCo.

Students and their parents will be consulted by letter, email or in person, regarding any extra support. Taking students out of lessons may be necessary at times to enable the delivery of specific intervention. When this is the case, staff will be involved and sessions will be arranged so that individual subjects are missed on rotation or for a limited period of time. Resources are deployed according to student need.

To improve access in line with legislation, the following modifications have been made to the school building:

- Disabled access doors;
- External Ramps as alternatives to steps or stairs;
- Reception Desk design for disabled students/visitors in wheelchairs;
- Lifts to all floors;
- Designated toilets with disabled provision.

### **Exam Access Arrangements**

Students requiring additional support are assessed to demonstrate whether they require special arrangements to be made for them during internal and external exams and assessments, so that they are not unfairly disadvantaged. These arrangements may include:

- Extra time;
- Access to a scribe;
- Access to a reader;
- Access to a laptop;
- Access to a prompt.

These assessments are conducted to identify the support a student requires using formal assessments and information regarding a student's "normal way of working." The school ensures that these arrangements happen in all formal exams. Where this is not possible in internal tests, teachers will take this into account when awarding grades.

## **4. Partnerships with Outside Agencies**

The department supports a multi-disciplinary approach to maximise the educational provision for SEND pupils. Many agencies and support services are able to help identify, assess and provide support for SEND pupils. Such agencies and support services include a wide variety of specialist teachers and other professionals.

From September 2014, the Local Authority must publish its Local Offer, detailing the range of services that are available to support children with additional needs and their families. It is likely that this will include the following services with which we currently engage.

- a) Educational Psychology Service;
- b) LSCB (Child Protection and Child Guidance Services);
- c) MAST (Multi Agency Support Team) including re-engagement for learning teacher d) Literacy Support Service;
- e) Special Educational Needs Assessment Service;
- f) Learning Support Team;
- g) Speech Therapy;
- h) Physiotherapy;
- i) Occupational therapy;
- j) Special Educational Needs Team, Local Authority;
- k) Special Needs Teaching Team - staff specialising in supporting pupils with:
  - hearing impairment;
  - speech, language and communication difficulties;
  - ADHD;
  - autism;
  - specific learning difficulties;
- l) Police;
- m) Social Services;
- n) School Nurse/Doctor;
- o) Sheffield Futures;
- p) Sheffield SEN and Disability Information Advice and Support (SSENDIAS).

The School may ask for input from specialist services at any time that it is deemed appropriate, e.g. advice on the identification, assessment and effective provision of resources.

Co-operation between the School, the LA, the health services and social services is vital in securing effective assessment, intervention and deployment of resources for pupils with SEN. Indeed, the Children Act 1989 and the Education Act 1993 place statutory duties on these agencies to co-operate with the School/LA's request unless they consider that the request is not reasonable (with respect to available resources) or that the required help is not necessary for the LA to discharge its functions.

## **5. Arrangements for Transition**

### **Year 6-7**

Transition for students with identified SEND is facilitated through:

- An enhanced programme of transition including extra visits to Meadowhead School;
- Summer school;
- Attendance at Annual Review Meetings and SEN reviews where possible;

- Visits to Meadowhead by vulnerable students accompanied by Primary School staff;
- Visits to Primary setting to gather information to enable us to better meet student needs;
- Meeting with parents;
- Personal Profiles;

## **Post 16**

This is a crucial phase in the career of Meadowhead learners and identifying suitable Post-16 options and ensuring that knowledge regarding the needs of students with special needs is key to future success. Students with and Education Health and Care Plan and those identified as needing support with the transition process, may receive this through:

- Careers interviews with a Careers Advisor;
- Transferring information to post 16 providers;
- Support in completing their college application;
- As part of the statutory review process;
- Referral to Sheffield Futures to support students at risk of becoming Not in Education, Employment or Training (NEET).

## **6. Securing expertise among teachers and other adults working in the school to support students with SEND**

This is achieved through:

- Working closely with the SENCo and their team;
- Being able to access information about all students electronically via the school's management information system (SIMS); Class Charts or Parent Portal
- Attending INSET provided by colleagues within the school or outside agencies to keep abreast of best practice.

## **7. Arrangements for providing access to the curriculum**

All students should access a "broad and balanced curriculum," including the National Curriculum unless specified otherwise in an Education and Health Care Plan. In exceptional circumstances (for example on medical grounds) a disapplication for the National Curriculum would be sought.

Students are supported to enable access to the curriculum in a variety of ways:

- Departments endeavour to provide scaffolded work and materials so that students with special educational needs can make progress;
- In-class support may be allocated. Individual students, particularly those with Education Health and Care Plans may receive support within the classroom from a Teaching Assistant working under the guidance of the teacher. Groups of students may be targeted for more general support;
- Individual students or groups of students may be withdrawn from class to work with support staff. Such provision for student needs is negotiated individually, and parents are always involved in such decisions;
- Students receiving support during morning form time;

- Modified equipment and auxiliary aids may be provided to enable students to access the curriculum in line with the 2010 Equality Act;
- Where necessary, “reasonable adjustments” may be made to the school’s policies and procedures or physical environment so that they do not act as barriers to learning or inclusion, in line with the 2010 Equality Act.

## **8. Inclusion of students with special educational needs & disabilities**

Wherever possible, students with special educational needs and disabilities are integrated with their peers in order to achieve the best balance of educational and social progress.

All SEND students are members of a form group for morning reading/study time and are supported by their form tutor, Head of Year, Pastoral Manager and other pastoral staff. Within the curriculum the balance of integration, support and withdrawal is negotiated for each individual in order to meet the requirements of their Education, Health and Care Plan or their SEND support.

Students with SEND are encouraged to participate in off-site and extra-curricular activities, and every reasonable effort is made to facilitate this through meeting any additional requirements relating to transport, and their own or other people’s health and safety, wherever possible.

## **9. Evaluating the effectiveness of provision**

This is achieved through:

- The views of all stakeholders;
- Annual Reviews ;
- Assessments and tests;
- Pre and post assessments for a specific intervention
- Tracking data, including achievement, progress, behaviour and attendance;
- Review of targets ;
- Multi Agency meetings.

## **10. Complaints Procedures**

Good communication is essential if we are to best meet the needs of our students and resolve any issues quickly. If there are any concerns, parents are invited to contact the school as follows:

- Issues to do with students’ wellbeing are best resolved by their Pastoral Manager or Head of Year;
- Issues involving students’ learning are best resolved by the SENCo, Kate Miller or Assistant SENCo Jessica Bryson.

However, if there is a continuing concern, this can be directed through the formal stages as outlined in the school's complaints procedure detailed on the school's website.