



PensMeadowSchool

Living, Growing, Learning

Provision and Pupil Placement

MAY 2024

Staff Responsible: Headteacher

School Profile

Pens Meadow School can admit children from aged three to nineteen. We are a Local Authority Maintained Special School

All pupils have an Education, Health Care Plan (EHCP) prior to admission, naming Pens Meadow School as suitable.

All children attending Pens Meadow have complex needs encompassing the four areas identified in the SEN Code of Practice. The provision delivered is determined by the EHCP and all staff work towards achieving pupil outcomes and ensuring all pupils are prepared for the next stages of their lives. This is through an experienced, qualified team of staff determining relevant, motivating individual education plan targets (IEPs), derived from the EHCP outcomes and embedded into provision through a robust, relevant, challenging and motivating curriculum.

Provision is personalised around the core offer, which is explained in detail on our website particularly the provision overview and curriculum documentation.

It is essential pupils placed with us fit our profile so we can offer suitable curriculum and provision for all. It is highly likely that pupils attending Pens Meadow will require lifelong support from a range of professionals in education, health and care sectors.

SEN Code of Practice 2015

Pens Meadow adheres to the principles of the Code of Practice which states:

All children and young people are entitled to an education that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

It is therefore essential that children admitted to Pens Meadow will thrive and be enabled to meet their potential. This will be through the outcomes and provision detailed in the Education, Health Care Plan, which is issued by the Local Authority

The EHCP will encompass the four areas of need

These four broad areas give an overview of the range of needs that should be planned for. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use

social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Education Health Care Plans

Decisions about the content of EHC plans should be made openly and collaboratively with parents, children and young people. It should be clear how the child or young person has contributed to the plan and how their views are reflected in it

- EHC plans should describe positively what the child or young person can do and has achieved
- EHC plans should be clear, concise, understandable and accessible to parents, children, young people, providers and practitioners. They should be written so they can be understood by professionals in any local authority
- In preparing the EHC plan the local authority **must** consider how best to achieve the outcomes sought for the child or young person. The local authority **must** take into account the evidence received as part of the EHC needs assessment
- EHC plans **must** specify the outcomes sought for the child or young person. Outcomes in EHC plans should be SMART (specific, measurable, achievable, realistic, time-bound).
- Where a young person or parent is seeking an innovative or alternative way to receive their support services – particularly through a Personal Budget, but not exclusively so – then the planning process should include the consideration of those solutions with support and advice available to assist the parent or young person in deciding how best to receive their support
- EHC plans should show how education, health and care provision will be co-ordinated wherever possible to support the child or young person to achieve their outcomes. The plan should also show how the different types of provision contribute to specific outcomes
- EHC plans should be forward looking – for example, anticipating, planning and commissioning for important transition points in a child or young person’s life, including planning and preparing for their transition to adult life

Suitability of Placement

The cohort of children and young people placed at Pens Meadow have complex needs. This is typified by the following characteristics;

- pupils will have significant and substantial needs in at least three of the four areas of need, and often all four, requiring all approaches to be adapted and personalised. Without this support pupils would not be able to access their learning and make good progress towards their outcomes Typically reception pupils are assessed as emerging or developing in Range 1 (birth – 12 months) of the prime areas of EYFS.
- a range of professional agencies will have been involved in the assessment process, including, but not limited to;

educational psychology
speech and language therapy
occupational therapy
medical professionals
specialist early years / primary / secondary
CAMHS
social care

- the pupils will require support from the class based teams of staff at Pens Meadow, which includes;

Teachers
Higher Level Teaching Assistants
Level Three Teaching Assistants
Special Needs Support Workers

- in addition support will be required from the wider team of professionals at Pens Meadow which includes;
 - School Nurse
 - Learning Disability Nurse
 - Family Support staff
 - Speech and Language Therapy
 - Occupational Therapy
 - School staff trained in health and medical interventions
 - Behaviour for Life and Learning Advocates
 - Safer People Moving and Handling Trainers
 - Designated Safeguarding Leads
- support identified as necessary in the EHCP may need to be sourced by the school. This may include;
 - Physiotherapy
 - Dysphagia
 - Educational Psychology
 - Hearing Impaired services
 - Visually Impaired services
 - CAMHS

Provision

Pens Meadow will deliver the provision determined in the EHCP. This will typically include;

- Small class sizes with high staff ratios. Class groups should be 6-8 pupils, but no more than 10. Each class requires a teacher and a suitably assessed ratio of teaching assistants and / or special needs support workers.
- Specialist equipment as identified
- Suitable classrooms and withdrawal environments as identified within the current building constraints
- Targeted interventions as identified
- Trained staff; essential training for all staff includes; Safeguarding, Safer People Moving and Handling, Managing Medication and Medical Procedures for asthma, anaphylaxis and epilepsy, Behaviour for Life and Learning, Total Communication, Curriculum Subject training.
- Additional training is carried out when a need is identified to ensure all pupil needs can be met. This routinely includes specific medical / nutritional support; ASD training; PECS; TEACCH; intensive interaction: sensory integration, TAC PAC, sensology, to name a few.

Partnership Working

Although Pens Meadow will be the school named in the EHCP, the complex nature of our pupils means that partnership working is essential.

This begins when the Local Authority consult with Pens Meadow to determine whether we could meet need and provide a suitable education. Dialogue between the school, parents, and LA is crucial at this point.

Once placement is agreed, this is an ongoing relationship through the annual review process and potential reassessment when new or different needs are identified. It is also essential that Pens Meadow work in partnership with health and social care to ensure the best outcomes are achieved by our pupils.

Unable to Agree Placement

On occasions Pens Meadow will be consulted, but will not be able to agree to placement for the pupils. In accordance with the current legislation (Sections 33 and 39 of the Children and Families Act 2014) the LA is required to comply with parental preferences unless it is deemed:

(a) Unsuitable education: This means that Pens Meadow will not agree to placement if the profile of need for the pupil does not match our cohort.

(b) Incompatible with the efficient education of others: Like all schools Pens Meadow has to take account of Health and Safety Risk Assessments. If the school is operating at full capacity it may not be safe to admit any further pupils. To do so would compromise the education of the pupils already placed at school.

(c) Incompatible with the efficient use of resources: If the resource required to meet need was not recognised in the allocated funding from the LA

Summary

A pupil attending Pens Meadow will have **complex** needs in most, if not all areas of EHCP

- Severe or profound impairment in Cognition and Learning. Formal assessment methods are likely to be of little use as pupils are working within very early developmental levels and so require specialised small step approaches to learning and assessment
- Significant and sustained Communication Difficulties, requiring a total communication approach and specific strategies as advised by therapists
- Sensory and / or physical needs impacting on their ability to access learning without support and requiring adapted environments and equipment
- Social and Emotional difficulties, often linked to communication / sensory / cognition needs and requiring frequent and specialist responses by adults to prevent harm and promote wellbeing

In addition they will require support in many of the following areas

- intimate care / personal needs
- moving and handling
- developing independence
- medical / nutritional support

Successful placement at Pens Meadow will be determined by multi disciplinary, cross sector, effective working together, placing the child at the centre of the process.

Pupil Profile and Provision

Overview:

The LA funds pupils attending Pens Meadow via an allocated resource amount determined by the LA.

Pens Meadow accepts pupils based on whether the resource allocated is sufficient to meet need determined by the provision described in the EHCP.

Level 1 pupils:

Class group of 8-10 pupils, pupil support average 1 teacher, 3 teaching assistants and / or Special Needs Support Workers per group.

Total Communication approach used to support all pupils. Behaviour for Life and Learning utilised by all staff. EHCP outcomes include specialist advice from SaLT / O.T. and others, which is integrated into daily provision. Routine access to Family Support and nursing teams Advice may need to be sought and acted upon from physiotherapists / health providers which can then be integrated into daily provision.

A change of presentation by the pupil may require advice and support from other agencies including educational psychology or CAMHS. This will be time limited and positive impact will be observed.

In addition to the usual timetabled provision these pupils may require periods of small group / individual approaches as interventions to ensure their progress remains on track.

Level 2 pupils:

Class group of 6-8 pupils, pupil support average 1 teacher, 3-4 teaching assistants and / or Special Needs Support Workers per group.

In addition to Level 1 provision, support and advice from other agencies may need to be sustained and prolonged due to complexities of these pupils. Individual interventions are routinely delivered.

Medical and physical needs may fluctuate.

Level 3 pupils:

Some pupils require additional adult support to ensure progress towards outcomes. This may be for medical or physical needs or to support the pupil to manage their behavioural responses appropriately.

This support is provided when identified through the EHCP that personalised provision is required.

Although these pupils will be part of a class group, their additional support, either for part of the day or week, or full time enables a flexible approach to be utilised.

Occasionally:

On occasions the resource provided is insufficient to meet need safely, or Pens Meadow is no longer the appropriate placement. These individual cases are taken to the LA and solutions sought in the best interests of the pupil.