PensMeadowSchool

Living, Growing, Learning

Special Educational Needs Information Report

NEXT REVIEW DATE : SEPTEMBER 2027

Staff Responsible: Marie Hunter

The SEN coordinator at Pens Meadow is the headteacher: Marie Hunter

This information is based on the requirements set out in schedule 1 of the SEN and Disabilities (SEND) Regulations 2014, paragraphs 6.79 – 6.82 of the SEND Code of Practice and Children and Families Act 2014

At Pens Meadow School we strive to support all children to enable them to achieve at school and beyond. We aim to support and empower young adults who will leave us able to succeed in the world outside school. In order to do this many steps are taken to support them through their learning journey. Quality, ambitious and challenging teaching is vital; however for many children there are occasions when further additional support may be needed to help them achieve their potential.
The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information sets out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.
The Pens Meadow Offer provides parents/carers with information about what support they can expect to receive from school. This is detailed below. Additional information is available on the website.

How does Pens Meadow School know if children need extra help?

- All our pupils require additional support as they all have identified severe or profound learning difficulties, autism, challenging behaviour and / or medical needs.
- The level of support pupils need is clearly detailed in their EHCP. This is determined by the LA administered funding.
- Extra support may be needed if concerns are raised by parents / carers, school staff, support agencies or the child. Usually a meeting will be arranged with all concerned to ensure help is provided as required.
- Pupils may need extra help if they are making less than expected progress.
- There may be a change in pupils' behaviour, health or rate of progress which indicates additional support is needed.

How do I know how Pens Meadow School supports my child?

- Each pupil's Education, Health and Care Programme is planned by parents/carers and the class team, teacher and additional class staff with support from involved agencies including speech and language therapists, physiotherapists, occupational therapists, school health and children's services. It is differentiated accordingly to suit the pupil's individual needs.

- All pupils have Individual Education Plans, set in agreement with parents on a termly basis. These address barriers to learning. Identified pupils also have Behaviour Support Strategies, again agreed with parents.
- All staff are suitably qualified and experienced in meeting the range of needs our pupils' present with including severe and profound learning difficulties, communication difficulties, challenging behaviour, autistic spectrum disorder and medical needs. A very comprehensive training schedule ensures all staff are skilled in meeting pupil need.
- Pupils who are not meeting academic targets (set using school expectations and knowledge of the pupils) will have identified interventions set by the class teacher following half termly pupil progress meetings.
- Progress is monitored by the deputy headteachers.
- If a pupil has additional needs related to more specific areas of their education, such as speech and language or physiotherapy the pupil will have targets set by the relevant professionals, delivered by class teams and monitored by the professionals. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- If areas of concern are identified which require additional, specific support, this will be sought by the school.
- This may include educational psychology, occupational therapy, additional behaviour support or specific medical training.

How do I know how my child is doing? ·

- Parents / carers can discuss their child's progress at Parents' Evenings, which are held in the Autumn and Spring Terms. An annual report is issued in the Summer Term.
- If parents / carers have any concerns they are welcome to make an appointment to speak in more detail to the class teacher.
- If school have concerns they may request a meeting with parents / carers. This may involve other education, health or social care professionals.
- The provision identified in the EHCP is reviewed annually. Local Authority officers may attend these meetings. If parents / carers or school have significant concerns an early review may be requested.
- Pens Meadow have a comprehensive website which includes pupil information. We also have a facebook page.
- Pens Meadow School operates an open door policy.

How are parents and pupils consulted about, and involved with, their education?

- Parents are fully involved in the EHCP process, supported by the school family outreach team if required.
- Pens Meadow has achieved the Leading Parent Partnership Award, which recognises effective consultation with parents.
- Pupils are supported and encouraged to express their views through their keyworker in class.
- Representatives from each class express their views through the school council
- At Post 16 students' have individual sessions with the assistant headteacher to support them in formulating their own views and aspirations and being supported to prepare for life after Pens Meadow.

What support is there for my child's overall well-being, emotional and social development?

- The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. All pupils have a keyworker who is first point of contact
- We also employ a Strategic Lead for Integrated Family Support and Family Support Workers who are readily available for pupils and families who wish to discuss issues and concerns.
- We have a team of school nursing support and teaching assistants with specific health responsibilities which form a team to support pupils with complex medical needs. All pupils have a health care plan which is compiled in consultation with parents / carers.
- All staff are trained in responding to asthma, epilepsy anaphylaxis and managing medication.

What is Pens Meadow's approach to teaching, learning and assessment?

- Teaching is delivered in small groups, or individually, by a range of qualified, experienced staff. The environment is adapted to ensure curriculum access for all pupils. Teaching arrangements take into account individual needs. A variety of methods are utilised to ensure all pupil needs can be met.
- Assessments are undertaken regularly and effectively using a range of strategies, appropriate to individual pupils. This information is then used effectively to inform practice and monitor progress.

What specialist services and expertise are available at or accessed by the school?

- Pens Meadow School has a very thorough induction programme for all staff joining the school to ensure they are fully informed and able to support the school approach to teaching, learning and assessment. Where individual training needs are identified, the school is proactive in ensuring training is sourced, carried out, and assessed for impact.
- At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

  Child Protection Advisors
  Educational Psychologist
  CAMHS (Child & Adolescent Mental Health Service)
  Social Care
  Speech & Language
  Occupational Therapy / Physiotherapy

How does the school prepare and support my child when joining Pens Meadow School or leaving school?

- Many strategies are in place to enable the pupil's transition to be as smooth as possible.
- These include:
- Discussions between the previous or receiving schools prior to the pupil joining or leaving.
- Induction into school may be over a period of weeks or months if this is appropriate.
- We have designated staff responsible for transition who works with nurseries and pre school providers as well as connexions and post school providers to ensure the best possible outcomes for pupils. Further support for careers guidance is available on our website
- If a pupil's needs change and they would be better met in another provision this is managed carefully with full parent/carer involvement.

How do I make a complaint?

- If parents wish to complain, the complaints policy is available on the website. We ask first, that school is approached as often complaints can be resolved informally, through discussion. If parents wish to discuss anything with the class teacher, or headteacher, please phone the school to make an appointment.