



The Partnership Trust

SEND INFORMATION REPORT

POLICY DATE

WRITTEN BY NATALIE HANNA

DATE WRITTEN 01 SEPTEMBER 2019

THE MENDIP SCHOOL

POLICY REVIEWS

LENGTH OF POLICY 1 YEAR

REVIEW DATE 01 SEPTEMBER 2020

REVIEW BY EMMA COOPER



APPROVED BY GOVERNORS

Date approved _____

The Mendip School SEND information report:

The SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within The Mendip School.

Required information	✓
The kinds of SEN that are provided for	The Mendip School is a free school that opened in September 2015. The Mendip School is one of 17 schools in a Multi Academy Trust (MAT). The Mendip School caters for children aged 4-19 years who have a diagnosis of autism or Speech Language and Communication Needs. Pupils normally attend a specialist school when they find it difficult to be successful within mainstream settings on a full-time basis. All pupils have an Education Health and Care plan or EHCP. The pupils have a range of needs including, but not limited to, cognition and learning, communication and interaction, sensory or physical difficulties.
Policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools only)	All pupils who attend The Mendip School have an Education Health and Care Plan (EHCP). Initial needs will have been identified through the statutory assessment process by professionals. Once pupils have joined the school their needs are closely monitored by staff and relevant documentation updated as part of the annual review of the EHCP to ensure provision is appropriate. Further information on the admissions and assessment processes at The Mendip School can be found on the school website. http://themendipschool.co.uk/admissions
Arrangements for consulting parents of children with SEN and involving them in their children's education	Education, Health and Care Plans are reviewed at annual meetings with parents. Before each annual review meeting takes place parents are invited to submit their views in writing. During the meetings parents are consulted closely and their contributions inform target setting. Parents are invited to attend formal meetings with their child's tutor on two further occasions each year during which progress is discussed. At these meetings parents are also consulted in relation to their child's Care Plan which contains details of provision for the pupil's medical, behavioural and other needs. Care Plans are regularly updated in light of parents' advice to their child's tutor. The school works closely with therapists and external agencies to identify the holistic needs of every child and these professionals are invited to attend the annual review meeting to consult with parents. Other people requested by parents may also attend. In addition to meetings with the tutor, parents of pupils at each key stage are invited to attend an annual parents' evening. This provides the opportunity for parents to meet with subject teachers to review academic progress and attainment, where

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	<p>pupils receive specialist subject teaching.</p> <p>Tutors communicate with parents regularly through class dojo, telephone and in some cases e-mail.</p> <p>Parents receive an annual report from the school in July of each year. This contains advice from both the tutor and subject teachers.</p> <p>Parents are also able to access free courses through the school to help them work with their own children. The Mendip School also arranges events that support parents in becoming engaged with the school community and their child's learning.</p> <p>In addition, The Mendip School employs a Parent and Family Support Advisor who can work with families over time to support pupil medical, behavioural or other needs at home.</p>
<p>Arrangements for consulting young people with SEN and involving them in their education</p>	<p>As part of the annual review process, young people with SEND are consulted and produce a one page profile that contributes their views. This is produced with staff support using the most appropriate means of communication. Wherever appropriate, pupils attend annual review meetings and are consulted about aspects of their education. Pupils are involved in setting and discussing their own targets where appropriate.</p> <p>The Mendip School's pupils are involved in the running of the school through the school council which meets regularly. A senior leader and a teaching assistant have a responsibility for Pupil Voice.</p>
<p>Arrangements for assessing and reviewing pupils' progress towards outcomes.</p> <p>This should include the opportunities available to work with parents and young people as part of this assessment and review</p>	<p>Pupils' progress is assessed regularly and is recorded in a school developed assessment system, evidencing progress towards targets. Targets are set that are achievable, challenging and focused on outcomes. Where they are able to pupils can set and review their own academic and holistic targets and collect evidence towards these.</p> <p>Please see information above about annual review and progress meetings.</p>
<p>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</p>	<p>After The Mendip School has been named as a child's school parents are contacted to discuss induction needs. The induction process is tailored to suit the individual pupil in light of parents' advice. Teachers who will have tutoring responsibility for the pupil make contact with parents and if appropriate the child's current school to make arrangements for the induction process. When the time comes for a pupil to leave The Mendip School the school liaises with the receiving school or college and follows their transition process. The process is supported with use of social stories and visits as necessary. Every measure possible is undertaken to make the transition successful.</p>
<p>The approach to teaching pupils</p>	<p>The Mendip School's provision is based on strong values: The school is a place where everyone is treated with dignity,</p>

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with SEN	<p>respect and is valued equally.</p> <p>Our vision is to develop a highly effective learning community. All staff have a responsibility to meet the needs of all the pupils. Our key purpose is the construction, delivery and constant improvement of quality learning experiences appropriate to the needs of all. The Mendip School strives to create a happy and secure learning environment where all pupils' needs are met and where achievements and success are recognised and celebrated.</p> <p>The school ensures that all National Curriculum/statutory curriculum guidance is delivered to all pupils.</p> <p>ICT is regarded as an essential vehicle to access and enhance the curriculum and communication for pupils.</p> <p>The Mendip School ensures that e-safeguarding is of paramount importance in keeping all members of the school community safe. All members of staff are provided with training and development opportunities to enable effective practice.</p> <p>Pupils' spiritual, moral physical and emotional well-being is promoted with the aim of making every pupil feel secure, confident and well-motivated.</p> <p>The school supports pupils in acquiring the knowledge, skills and confidence to lead as full, rewarding and independent lives as possible. In addition, the school seeks to foster a sense of personal responsibility as well as encourage decision making informed by an understanding of choices using the means of communication most appropriate to the individual.</p> <p>A wide range of age-appropriate learning experiences are provided which are both exciting and challenging.</p> <p>Pupils receive many opportunities to work co-operatively alongside others, developing friendships and respect for others. Pupils are also provided with opportunities to deepen understanding of their own religious and cultural backgrounds as well as those of others.</p> <p>Further details of all areas of our school curriculum and assessment processes can be seen on our website. http://themendipschool.co.uk/learning/curriculum</p>
How adaptations are made to the curriculum and the learning environment of pupils with SEN	<p>The Mendip School is a special school and both the curriculum and learning environment have been designed with the pupils' special needs in mind. Classrooms and facilities are fully accessible to all pupils and where necessary specialist equipment is utilised. Classrooms are flexible and set up to reflect the needs of the pupils. For example, work stations are employed in classes as part of the Structured TEACCH approach. There is a high level of ICT equipment (e.g iPads) as well as software that is appropriate for a range of needs and abilities.</p>

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	<p>The curriculum is tailored to the class, ranging from a curriculum for those pupils with higher Learning Difficulties to GCSE exam classes. The intention is to develop the skills and abilities of the pupils and to provide a learning experience most suited to achieve that end. The Mendip School aims to provide a curriculum that is relevant, broad and helps children to become as functionally literate, numerate, communicative and as independent as possible. All aspects of the curriculum are designed to enable pupils to be prepared for adulthood. Further curriculum information can be found on the school's website.</p>
<p>The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured</p>	<p>All of our teachers are qualified and have undertaken specialist further professional development. This includes autism specific training, Communication strategies, Emotion Coaching, training in hearing and visually impairments, ABA, dyslexia, Structured TEACCH, speech and language and in sensory integration. The Mendip School teaching assistants also have a range of expertise and includes training in many of the areas listed above. This is not an exclusive list and ongoing professional development is key to ensuring staff of all categories remain updated and skilled. School staff have access to an extensive CPD programme to enrich their skills through the Bath and Mendip Partnership Teaching School and the Special Educational Needs Somerset Expertise (sen.se) group. Staff undertake regular training that has direct relevance to the needs of the young people they are involved with. Full staff training sessions on PROACT SCIPr UK, Safeguarding and Child Protection, SoSafe, Mental Health and Wellbeing and Cognition and Learning take place on a regular basis.</p> <p>School staff are supported by speech and language therapists, physiotherapists, occupational therapists, school nurses and specialist teacher advisors where and when appropriate. The Mendip School buys in additional speech and language, occupational, music, play, art and ABA therapists. The school draws on a wide range of expertise amongst its staff and seeks to maintain a standard of excellence.</p>
<p>Evaluating the effectiveness of the provision made for pupils with SEN</p>	<p>The Mendip School has a robust system of reviewing provision each term which includes use of the Ofsted framework for evaluating teaching. The process of evaluating the effectiveness of provision focuses on:</p> <ol style="list-style-type: none"> 1. Overall effectiveness 2. Leadership and management 3. Quality of Education 4. Personal development 5. Behaviour and Attitudes <p>Governors are involved in this process and receive regular</p>

Required information	✓
	reports at their meetings. Interventions such as emotional literacy support and additional funding such as pupil premium are closely monitored to ensure the provision is as effective as possible.
How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN	<p>At The Mendip School every child has the opportunity to participate in trips including residential visits. Activities during trips are highly differentiated to reflect the varying abilities and interests of pupils. No child is excluded from such activities. Members of staff are carefully selected to attend residential visits in order to fully meet the needs of the pupils who will be taking part. The school has robust safeguarding policy and protocol in place. Pupils' health and well-being is paramount. Personal Care is conducted discreetly and with dignity while fostering independence whenever possible. The Mendip School works closely with medical practitioners in relation to pupils' health needs. Individual Care Plan and the administration of prescribed medication are discussed with parents during regular meetings. The school also works closely with social services to support pupils in accessing the same opportunities as their mainstream peers.</p> <p>Through the partnership Trust pupils have the opportunity to take part in activities and events alongside their mainstream peers and to be part of a community beyond the school. The Mendip School has close links with a local mainstream Secondary school where pupils attend and are fully integrated into the school alongside the peers in their mainstream tutor groups.</p>
<p>Support for improving emotional and social development.</p> <p>This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying</p>	<p>Bullying is not tolerated at The Mendip School. Information on the school's stance in relation to this can be found in the Behaviour policy available on the website.</p> <p>The PSHE curriculum has a strong focus on encouraging pupils' self-expression. In addition, pupils also have access to mentoring and counselling through independent services and specialist teaching assistants.</p>
How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families	<p>School staff are supported by speech and language therapists, physiotherapists, occupational therapists, school nurses and specialist teacher advisors where and when appropriate. Local Authority SEND lead practitioners are invited to attend annual review meetings and liaise with staff as and when needed.</p> <p>The school works directly with families who require support and organises events and connections with other voluntary agencies. Free courses for parents, coffee mornings and support groups are organised by the school.</p>

Required information	✓
Arrangements for handling complaints from parents of children with SEN about the provision made at the school	In the first instance parents are encouraged to contact their child's tutor. If the matter cannot be resolved at this level parents should contact the Assistant Headteacher of their department (Primary – Alisa Creaser or Secondary – Sinead Macphee). If parents continue to have concerns they should contact the Deputy Headteacher and then the Headteacher. In the unlikely event that concerns continue to remain unresolved the Chair of Governors should be contacted. The Mendip School's Complaints policy is available via the school's website and may be accessed http://themendipschool.co.uk/our-school/policies
Named contacts within the school for when young people or parents have concerns	In the first instance, parents, carers and pupils are encouraged to speak to their child's tutor. If appropriate, parents and pupils can discuss concerns with the Senior Leadership Team as above.
The school's contribution to the local offer and where the LAs local offer is published	https://choices.somerset.gov.uk/025/ The Local Offer for Somerset can be found using the link above.