



**Meadow Park**

Patience, Guidance and Determination

# **SEND Policy**

**Date: November 2020**

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### 1. Aims

Meadow Park School is a Pupil Referral Unit (PRU) in Knowsley. We are a short stay Pupil Referral Unit for students in Year 3 to Year 11 and also offer commissioned Interventions programmes for pupils from KS1 to KS4. We are situated in the borough of Knowsley in Merseyside. Meadow Park School was graded good by OFSTED in June 2017, who stated, "The school transforms lives". This school works with all Knowsley primary and secondary schools to provide support for students with Special Educational Needs and Disabilities (SENDs).

<https://www.knowsleyinfo.co.uk/categories/advice-information-local-offer>

Meadow Park School can offer a range of services to out of borough students, as part of our commissioned service. Meadow Park School has established a range of policies and practices to help us deliver the highest quality service to schools and individual children and their families.

At Meadow Park School the vast majority of students are dually registered with their mainstream schools. Here, students are offered a high quality inclusive education in line with the core subjects of the curriculum with a heavy emphasis on personal development skills. This enables them to make the best possible progress in their education and personal development. We offer a range of provision via teaching and therapeutic input to support children with Social, Emotional and Mental Health Difficulties (SEMH). Our belief is that all students have the potential and right to learn, and our aim is to work collaboratively to uncover the underlying difficulties that their behaviour is communicating. We are a place where students are safe, where students learn and where students transform themselves. Our students currently receive support in the following areas:

- Social, emotional and mental health difficulties
- Social, emotional and behavioural difficulties
- Communication and interaction
- Cognition and learning

Our offer to students is the provision of a quality educational experience where they can be supported to re-engage with learning and make the expected progress they deserve. We encourage students to develop alternative strategies to help to improve their responses to issues which have caused behaviour concerns in their mainstream school and led to difficulties or exclusion.

For however long students stay with us, we help them to:

Become more reflective, understanding the consequences of their behaviour for themselves and others;

Become more engaged with learning, enjoying school and making progress;

Be more resilient and able to cope with the challenges they face in school;

Improve their attendance;

Improve their attitude towards education, understanding how success at school is the first step towards a productive and happy future.

Meadow Park helps our students to modify their behaviour and attitudes to learning so that they can be successfully reintegrated back into mainstream education as soon as possible, transition to a more specialist provision which can meet their needs or to assist them to move on to the next stage of their education, employment or training.

### **Who are our students?**

Students arrive at Meadow Park School through a variety of different pathways.

### **Students who have been Permanently Excluded**

Students who live in Knowsley and have been permanently excluded (whether their school is in Knowsley or not) are entitled to full time education provision from the sixth day of their exclusion. Meadow Park is the only designated school commissioned by the Local Authority to offer this provision. We will do everything we can to quickly assess the reasons for the permanent exclusion, work with the student on addressing the issues which led to the exclusion and/or assess the suitability of the student to make a success of a fresh start in another school.

### **Knowsley Central Provisions Panel**

Students can be referred to Meadow Park by the Local Authority Behaviour and Inclusion Team once they reach Level Three of the Knowsley Behaviour Intervention Framework. These students have been identified as being at risk of permanent exclusion from their mainstream school despite their school doing everything it can to modify the behaviours causing concern, including the support of external professionals and agencies. They will have been assessed as benefiting from a time limited intensive intervention programme here at Meadow Park School. The placement can last between one and three terms.

## **Meadow Park Commissioned Places (MPC)**

Meadow Park Commissioned placements are available for all Key Stages and can be between one and three terms, with the exception of KS4, where placements can continue for the duration of the Key Stage. The programme aims to prevent students from being permanently excluded and assist students to be able to return to their home school successfully or go on to further education, training or employment.

### **Out of Borough Students**

Students who have moved into Knowsley from another borough or area of the country may be referred to Knowsley's Fair Access Panel if they have a previous history of excessive behavioural issues, if they are difficult to place in a mainstream school, or if their previous school was a Pupil Referral Unit. These students will be assessed quickly by Meadow Park staff to establish their best chance of making a successful move into a mainstream school within the Borough. It is our role to help these students reintegrate back to a Knowsley mainstream school as soon as they are able.

Our aims:

- To develop students' self-esteem and social skills
- To provide a calm and nurturing environment
- To build positive relationships between adults and students
- To provide students with a key worker, whose aim is to support them to transition successfully
- To help students understand the consequences of certain behaviours
- To work in partnership with parents and school staff to ensure a consistent approach
- To prevent permanent exclusion
- Improve attendance and engagement in education

### **Who will be responsible for the student?**

On arrival students will spend some time in our assessment base which is run by our experienced SENCO. Student's academic ability will be assessed, to enable us to place them in the correct class. A Pupil Portrait will be created during this time and shared with the students Form Tutor / Class Teacher to ensure their needs are fully met. At this time, any special needs can be identified early, and evidence for assessment can start to be gathered.

We recommend that termly reviews take place with a member of the Meadow Park team, parents and a representative from the home school. During the review we will look at the student's progress, engagement, strategies and reintegration. We will monitor attendance and provide termly Pupil Profiles which show targets and areas of concerns for each student. The Pupil Profiles will also reflect any special needs that the child has, and how those needs are met.

## **Curriculum**

Our curriculum is broad and balanced and enables pupils to achieve, gain knowledge, understanding and skills, and build upon them for their future. We offer a range of subjects at Key Stages 1 (Acorns), 2, 3 and 4. At Key Stage 4 we select our qualifications carefully, offering a strong academic core of subjects. Please see our school website for further information on each Key Stage. Students will also have access to Mentor and Therapy support where it is judged to be beneficial to their social, emotional and mental health needs.

### **Acorns**

Acorns is a small, specialist class based at Meadow Park School. We offer support to KS1 children with complex additional social, emotional and mental health needs that are causing significant barriers to learning.

Using attachment friendly practice, children are supported in developing their emotional well-being & self-esteem and are encouraged to form positive relationships using the Six Principles of Nurture:

1. Children's learning is understood developmentally.
2. The classroom/school offers a safe base.
3. Nurture is important for the development of self-esteem/ wellbeing.
4. Language is understood as a vital means of communication.
5. All behaviour is communication.
6. Transitions are significant in the lives of our children.

Acorns offers a creative, multi-sensory approach to the curriculum which supports the holistic needs of the child and ensures that learning is relevant, purposeful and engaging.

There are opportunities to re-visit early learning skills and emphasis is placed on Personal Development which includes PSHE, SMSC, Relationship and Character Education.

In addition to the academic curriculum, an individualized timetable is delivered. It includes a wide range of opportunities such as:

- Outdoor learning
- Gardening
- Junior awards scheme
- Drama & role play
- Makaton
- Therapeutics

The curriculum is also enriched through a diverse programme of wow days, educational trips & visits, local community links and opportunities to engage with new experiences such as educational talks and theatre in education.

Referrals to Acorns are via the Behaviour Intervention Framework. Commissioned places can be accessed from between 1 and 3 terms. The length of placement is specific to each child and is agreed after assessment and consultation between the Acorns team and the home school.

Throughout the placement there will be regular communication with the home school which will include reports on academic, social and emotional progress and attendance.

### **Meadow Park Support for Schools in Knowsley**

Meadow Park staff also support our mainstream colleagues to reintegrate students back into school at the optimum time to ensure a successful transition and also support in the process of applying for Education Health Care Plans when students need to transition to a more specialist provision.

### **The Meadow Park Team and what we do**

We are fortunate to have a very skilled team of staff. Meadow Park School has outstanding and experienced teachers and support staff who are experts in delivering the curriculum to students with SEND. There is a high ratio of teachers and support assistants to students which ensures both appropriate behaviour along with progression of learning. Among our team we have:

- Teachers – some of whom are general subject teachers able to teach a wide range of subjects and some of whom are specialists.
- Learning Facilitators – these are key skilled roles that support the teaching and learning of students both in and outside of the classroom environment. They work with individual students, groups of students and whole classes.
- Mentors and Therapeutic Staff – we employ a number of mentors and our own therapy staff. These staff offer a wide range of strategies and interventions aimed at improving personal development skills. They work with students delivering sessions, including play therapy, art therapy, cognitive behaviour therapy, mentoring and peer mentoring programmes, friendship programmes, anxiety and stress management programmes, anger management, building resilience, independent living skills, thinking skills, yoga, relaxation, massage and aromatherapy – to mention but a few! (Due to Covid, all sessions are now socially distanced and our hands-on therapy offer may have to be reduced in the short-term). Our mentors also work with families to offer support and practical advice.
- Attendance Officer – we have a designated member of staff who is dedicated to monitoring attendance of students and providing support and advice to improve attendance at school. Our attendance officer works with students in school, with parents and with the Council's attendance team. They work closely with our mentors and outside agencies in order to tackle the root causes of poor attendance.

- Commissioned / Traded Staff – we also buy in additional specialist staff from the Local Authority. These include additional time from an Educational Psychologist and Careers Advisor. These staff work alongside Meadow Park staff to assess the needs of students and help put together tailored plans, they work directly with students and also provide professional advice and guidance to our staff in order to meet the wide range of needs we cater for. We also work closely with the school nurse.

In order to maintain the high level of skill in the teaching and support staff teams at Meadow Park School, we have extensive Continuing Professional Development each academic year. Areas of focus for training and development are identified through the Appraisal Process and whole school development plan. Amongst other training, Anna Hudson, our Lead Teacher for Personal Development, is currently working towards a PG Certificate in SPLD and Dyslexia. All staff are kept fully informed of updates to national and local policies, relevant law and guidance. The emphasis on the importance of Safeguarding our student's well-being ensures regular updates and training opportunities for the current educational and Children's Services climate.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

Meadow Park provides support for students across the 4 areas of need as laid out in the SEN Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

As an inclusive school we provide for children with a range of Special Educational Needs and Disabilities.

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCo**

The SENCo is Kate Davies (0151 477 8103)

They will:

- Work with the Associate Headteacher(J Cleary) and SEN governor (D McConnell) to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and High Quality Teaching. Quality assure provision for students with SEN
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, and the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date

### **The Assistant SENCo**

The Assistant SENCo is Matthew Dunn (0151 477 8100)

He will assist the SENCo in the day to day running of the SEND Department, including maintaining and updating the SEN Register, etc.

## **4.2 The SEN Governor**

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Associate Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

## **4.3 The Associate Headteacher**

The Associate Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## **4.4 Class Teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision, including writing and evaluating Individual Education Plans
- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The categories of children with SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia (DCD),
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, Epilepsy
- Mild/moderate learning difficulties

## **5.2 Identifying students with SEN and assessing their needs**

We will assess each student's current skills and levels of attainment on entry. Current EHCP's, other professional reports and teacher\parental concerns will also inform each child's assessment. If you are concerned about any area of your child's development please speak to your child's form teacher or our school SENCo who will be able to give additional information about possible next steps planning.

We operate a whole school, rigorous tracking system which informs planning and teaching. This is monitored termly and enables small steps of progress to be recorded and evaluated.

Additionally, class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs or emotional difficulties that have a substantial impact on their learning.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Meadow Park School uses the graduated response levels of intervention as described in the SEN Code of Practice in response to meeting students' needs. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. External agencies will not be involved in supporting children with SEN without parental consent.

## **5.3 Consulting and involving students and parents**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. Where appropriate all students are involved in monitoring and reviewing their progress and take an active role in making decisions and exercising choice (SEN Code of Practice). Individual students will be supported to:

- State their views about their education and learning
- Identify their own needs (self-assessment and self-evaluation)
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

The arrangements for consulting young people with special educational needs about and involving them in their education include school council, sessions with

the learning mentors, annual and interim reviews, person centered meetings and a range of enrichment activities.

The school values parents and carers and works hard to form strong partnerships for the benefit of the child. We operate an open-door policy and keep parents informed at every stage of their child's education, giving support during decision making and assessment processes around possible SEN. We ensure that parents have suitable access arrangements and that our communication is clear and accessible. We work effectively with all other agencies supporting children and their parents. We make regular, informal contact with parents to feedback/discuss student progress. Parents are also kept informed of their child's progress through regular parent's evenings and termly progress reports.

These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEN support.

#### **5.4 Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Initially, our designated Senior Leader collects 'Baseline Information' on the student's progress from the referring school or authority. This includes Reading, Writing, Number and any other assessments. This information feeds into a Student Passport.

On arrival, each child is thoroughly base-lined in Reading, Writing, Mathematics and Science. A Personal Development baselining profile, which assesses social, emotional and behavioural development, is also completed. This information is analysed and used to set challenging, but achievable, personalised targets.

Termly assessments take place to determine progress levels in Reading, Writing, Mathematics, Science and Computing alongside the wider curriculum. Regular reporting on the Personal Development targets is completed followed by termly reviews. Senior Leadership Team track and analyse assessment data. This informs future planning.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student

- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. If analysis of formative and summative data and student progress, as well as teacher or parental concerns, indicate that there may be an additional need for support, teachers will write an Individual Education Plan in conjunction with the child and parent. These will have SMART Targets which will be used to identify small steps of progress and next steps for learning. Timed interventions may be implemented at this stage to support the student's individual need.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

### **5.5 Supporting students moving between phases and preparing for adulthood**

Meadow Park School works together with parents and students to ensure the very best outcomes for everyone. We will help and guide our KS1, KS2 and KS3 students to move on to a more permanent provision, whether that is in a mainstream school or a more specialist setting. We expect that our KS4 students achieve a range of qualifications and prepare for the next stage of their education after they leave Meadow Park. We are a place where students are safe, where students learn and where students transform themselves.

We will share information with the school, college, or other setting the student is moving to.

Endings are taken very seriously at Meadow Park School. A great deal of preparation takes place before your child is fully reintegrated back into their mainstream school, a new school or on to a more specialist provision. This involves a celebration of their successes. Where required, students may receive outreach sessions in their school to support the transition. Staff undertake in-depth work related to the transfer to a range of educational establishments, including apprenticeships, college and work-based placements.

## **5.6 Our approach to teaching students with SEN**

Teachers are responsible and accountable for the progress and development of all students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students and personal targets will be put into place.

- We have a high ratio of staff to students in all classes with extra adult support in classrooms or for individuals.
- Personalised provision will be delivered through time limited programmes which are regularly reviewed to assess impact
- Students will access personalised provision through adapted resources and interventions (1-1 or small group work)
- Multi-sensory teaching methods
- Exciting, creative curriculum based around students' needs
- Clear sanctions and rewards
- Access to additional mentoring, therapies and SEMH interventions

In order to be as successful as we possibly can with our students, it is necessary for us to work with a wide range of partners. We often need to look beyond developing learning skills, in order to unlock the true potential of our students. We believe that a person centred approach works best, and this means that we will work with you, and make joint decisions about your child's provision. This sometimes means that some of the strategies and interventions have to extend beyond school into the home and community, so it is essential that we have a very close and secure working relationship with parents/carers.

We work in close collaboration with a wide range of services and agencies, which we involve on an individual needs basis, as part of a co-ordinated approach to meeting the holistic needs of our students.

We will also provide the following interventions:

### **Therapeutic –**

- Cognitive Behaviour Therapy
- Play therapy
- Draw n talk therapy
- Aromatherapy
- Reiki
- Massage
- Yoga
- Relax kids
- Sound Therapy

- Music therapy
- Prana Yama Breathing
- Bereavement Counseling
- Laughter Therapy
- Colour Therapy
- Metamorphic Therapy

### **Interventions –**

- Active Literacy Programme
- Peer Mentoring
- Starving the Anger Gremlin
- Anger Management Programme
- Webster Stratton Programme
- Social Use of Language Programme
- Crisis Intervention
- Real Love Rocks
- Online Safety Programme
- Criminal Exploitation Programme
- Sexual Exploitation Programme

### **Counselling –**

- Smoking Cessation
- KOOTH
- Drug and alcohol misuse counselling
- MALS – gun, knife and gang crime mentoring
- Bully Busters

## **5.7 Adaptations to the curriculum and learning environment**

Meadow Park School ensures that personalised learning is planned, implemented and reviewed for each individual student. The level of differentiation may vary considerably depending on the learning needs/styles of each individual student; resources are identified and allocated based on the student's needs in order to access the curriculum.

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Access arrangements for tests and/or examinations
- Alternative qualifications and certificates
- Work based learning opportunities where appropriate
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- ASC friendly classrooms
- Small class sizes with a high level of adult support
- Work experience

### **5.8 Additional support for learning**

Our talented team of specialist staff have training in the following areas:

- Team Teach training (An approved method of de-escalation and positive handling)
- Health and safety
- Lifting and handling
- Dealing with conflict
- Staff have been trained to work with a range of needs including ADHD, attachment disorders, Autism and a range of mental health conditions.

As well as teachers and learning facilitators, we also employ therapists and mentors and we work closely with a range of external agencies and other professionals to provide a holistic approach to education. Additionally, we have links with Everton in the Community, who help us to deliver a range of programmes including: Enterprise, Employability and Social Action programmes which will support our young people and families.

All staff are trained in child protection and are responsible for ensuring your child's safety and well-being.

### **5.9 Expertise and training of staff**

Our SENCO has 10 years of experience in this role and has worked as a teacher in Liverpool and Knowsley, across Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3. She is fully accredited and has achieved The National Award for SEN Coordination.

They are allocated over 20 hours a week to manage SEN provision.

Our Assistant SENCo has also achieved a post graduate certificate of education in The National Award for SEN Coordination.

Our Acorns Specialist Teacher & Personal Development Lead is trained in a variety of areas including Attachment & Trauma and Neurodiversity. She is currently studying for a PGCert in SpLD Dyslexia.

We have a team of 14 Learning Facilitators, including 2 higher level teaching assistants (HLTAs) who are able to support children with SEN.

In the last academic year staff have been trained in a wide range of topics including: First Aid Training; Administering Medicines in School; Team Teach (De-escalation and Safer Handling); Safe Guarding; Mental Health Awareness; Counselling Concepts; CBT; Theraplay; Emotions and emotional disorders; Trauma and resilience; Working with Challenging Behaviour; Delivering Interventions Programme; Exploring Learning Disabilities; Anxiety in Children( Covid 19); Relationships, sex and health education (RSHE) for pupils with special educational needs and disabilities (SEND) and High Quality Teaching for children with SEND. This list is not exhaustive. Further details on request.

We use specialist staff for mentoring and therapeutic interventions.

Training provided to our staff responds to the needs of the children and staff at any given time. Continuing professional development ensures that all staff are confident and compliant with current policies, legislation and good practice.

### **5.10 Securing equipment and facilities**

- The school's SEN budget is allocated to meet the needs of the children on the SEN Register
- The progress and attainment of all children is rigorously tracked and resources are allocated according to need
- The SEN budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support your child and to purchase specialist help if needed. For example, we commission an Educational Psychologist in order to meet specific needs
- We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate
- Our Pupil Premium funding is allocated effectively to ensure that all students have the best possible chance to achieve

### **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each half term
- Reviewing the impact of interventions on an ongoing basis and half termly
- Quality assurance by the SENCO
- Holding annual/interim reviews for students with statements of SEN or EHC plans

- Progress and evaluation is reported to the Governor with responsibility for SEN

### **5.12 Enabling students with SEN to engage in activities available to those in the school who do not have SEN**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips, residential, etc. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. School operates a wide-reaching enrichment programme.

We aim to ask new parents and carers about any disability or health condition in the early stages of communication and for parents and carers of children already at the school, we collect information on disability as part of our ongoing open dialogue between home and school.

Meadow Park has access ramps and is situated mainly on the ground floor. We have accessible toilet facilities. Different forms of communication are made available to enable all disabled students to express their views and to hear the views of others if required.

### **5.13 Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways:

- A clearly structured behaviour policy and open expectations that all children adhere to
- An anti-bullying policy that has been produced with student input and is supported by all staff. We have a zero tolerance approach to bullying.
- Therapeutic / intervention programme to provide support for students with SEN
- Targeted support for individual students
- Learning Mentor time to support children individually or in groups to ensure their needs are being effectively understood and also help provide them with skills to support their learning in school.
- A wide range of enrichment activities
- Personal Development Curriculum suitable for children with SEMH difficulties
- School Council/Student Voice
- Students with SEN are encouraged to be part of the school council
- Dedicated Well-being Hub

## **5.14 Working with other agencies**

Our SENCo is fully qualified and accredited. As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Educational and Clinical Psychologists (we commission our own for our school)
- Psychiatrists
- Paediatricians
- CAMHS Services
- Speech and Language Specialists
- Specialist Teachers, Mentors and Therapists
- Occupational Therapists
- Youth Justice/ Crime Disorder Unit
- Police, Fire Services and other emergency services
- Colleges, further education settings and training organisations
- Youth and play services
- Anti-Social Behaviour Unit
- Housing associations
- Children's Social Care
- School Nursing Services
- KOOTH Counselling
- Smoking Cessation Services
- Drug and Alcohol Misuse Team
- Stronger Families Team
- Multi-Systemic Therapy Team

The above list is not exhaustive and there are many other services we may need to involve as part of a holistic approach to meeting the needs of our students.

## **5.15 Complaints about SEN provision**

At Meadow Park School, it is our aim to provide a first-class education to every child, regardless of need or disability. However, we recognise that occasionally parents/carers may have comments, concerns or complaints regarding their child's SEND provision. We value your feedback and will make every effort to solve issues informally and accommodate parental wishes.

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of students with SEN**

A fully comprehensive list of support services can be found on the Knowsley Council website <http://www.knowsleyinfo.co.uk/>

### **5.17 Contact details for raising concerns**

K Davies – SENCo 0151 477 8103

J Cleary – Associate Head Teacher 0151 477 8100

P Devlin – Head of Alternative School 0151 477 8100

L Riley – Head Teacher 0151 477 8100

### **5.18 The local authority local offer**

The Knowsley Council SEND local offer can be found on the Knowsley Council website <http://www.knowsleyinfo.co.uk>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility and Equality plan
- Behaviour
- Supporting pupils with medical conditions