



**Meadow Park**

Patience, Guidance and Determination

# Special Educational Needs and Disability (SEND) Policy

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## 1. Context

Meadow Park School is a Pupil Referral Unit (PRU) in Knowsley. We are a short stay Pupil Referral Unit for pupils 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 pupils 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 pupils, 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 majority of pupils are dually registered with their mainstream schools. Here, pupils 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 pupils 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 pupils are safe, where pupils learn and where pupils transform themselves.

Our pupils 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 pupils 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 pupils 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 pupils 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 and the wider community
- Improve their attendance

- Improve their attitude towards education and understand how success at school is the first step towards a happy and productive future

Meadow Park helps our pupils 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.

## **2. Who are Meadow Park Pupils?**

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

- **Pupils who have been Permanently Excluded**

Pupils 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 pupil on addressing the issues which led to the exclusion and/or assess the suitability of the pupil to make a success of a fresh start in another school.

- **Knowsley's Behaviour and Inclusion Panel**

Pupils 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 pupils 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 benefitting 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 pupils from being permanently excluded and assist pupils to be able to return to their home school successfully or go on to a more specialist placement, further education, training or employment.

- **Knowsley's Fair Access Panel**

Pupils 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

behavioural issues, if they are difficult to place in a mainstream school, or if their previous school was a Pupil Referral Unit.

Meadow Park staff will quickly assess these pupils to establish their best chance of making a successful move into a mainstream school or specialist provision. It is our role to help these pupils to be placed in a suitable setting that can meet the pupil's individual needs. Pupil's returning from elective home education may also be placed at Meadow Park School, depending on need.

### **3. Aims**

#### **It is the school's aim to:**

- Develop pupils' self-esteem and social skills
- Increase resilience and develop self-regulation skills
- Provide a calm and nurturing environment
- Build positive relationships between adults and pupils
- Build positive peer to peer relationships
- Provide pupils with a key worker, whose aim is to support them to transition successfully
- Help pupils understand the positive and negative consequences of certain behaviours
- Work in partnership with parents/carers, school staff and a range of professionals and stakeholders to ensure a consistent approach
- Prevent permanent exclusion
- Improve attendance and engagement in education
- Prepare pupils for the next stage of their education and life
- Quickly identify additional needs of all pupils and action relevant support

### **4. Who will be responsible for the pupil?**

On arrival Key Stage 3 and 4 pupils will spend some time in our Assessment Base, which is run by our experienced SENDCo. Pupil's academic ability and social skills will be assessed, to enable us to place them in the correct class. For Key Stage 1 and 2, these assessments will take place with classroom staff once pupils are confident within their environment. A Pupil Portrait will be created and shared with the pupil's 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, pupils, parents/carers, and a representative from the home school in order to maintain links for the pupil. During the review we will look at the pupil's progress, engagement, strategies, and reintegration. We will monitor attendance and provide termly Pupil Profiles which show targets and areas of concerns and success for each pupil. Pupil Profiles will also reflect any additional needs that the child has, and how those needs are met. Pupils who are placed through Behaviour and Inclusion Panel will have half termly reviews. All pupils will receive a termly written report. Additionally, there are termly open events for parents/carers.

When pupils are dual registered it is the home school's responsibility to ensure that they retain a positive relationship with the pupil and they continue to be responsible for all referrals and involvement with professionals, such as Educational Psychologists. Meadow Park will provide evidence towards any assessments.

## **5. Curriculum**

Our carefully considered 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, 2, 3 and 4. At Key Stage 4 we select our qualifications carefully, offering a strong academic core with a range of vocational subjects. Please see our school website for further information on each Key Stage. Pupils will also have access to Mentor and Therapy support where it is judged to be beneficial to their social, emotional and mental health needs.

We have a holistic personal development approach that offers opportunities to enrich pupil's life experiences enabling them to gain the skills needed to negotiate the world around them, develop positive relationships and careers and live safe, happy lives. Curriculum enrichment is valued at Meadow Park School.

## **6. 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 trauma and 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:

- Children's learning is understood developmentally
- The classroom/school offers a safe base
- Nurture is important for the development of self-esteem/wellbeing
- Language is understood as a vital means of communication
- All behaviour is communication
- 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, Reading, Phonics, Maths etc. Emphasis is placed on Personal Development which includes PSHE, SMSC, Relationship and Character Education.

In addition to the academic curriculum, an individualised 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 themed days, educational visits, and opportunities to engage with new experiences such as educational talks and theatre in education.

Places at Acorns are commissioned and 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.

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

Meadow Park staff also support our mainstream colleagues to reintegrate pupils 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 pupils need to transition to a more specialist provision.

### **8. 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 pupils with SEND. There is a high ratio of teachers and support assistants to pupils which ensures both appropriate behaviour and progression of learning.

In 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.
- Teaching Assistants – these are key skilled roles that support the teaching and learning of pupils both in and outside of the classroom environment. They work with individual pupils, groups of pupils and whole classes, under the direction of teachers.
- Mentors and Therapeutic Staff – we employ mentors and therapy staff. These staff offer a wide range of strategies and interventions aimed at improving personal development skills. They work with pupils; 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. Our mentors also work with families to offer support and practical advice.

- Attendance Team – we have a designated team who are dedicated to monitoring attendance of pupils and providing support and advice to improve attendance at school. Our attendance teamwork with pupils in school, with parents/carers 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. These include additional time from an Educational Psychologist, Careers Advisor and Shine Therapy (speech and language/occupational therapy). These staff work alongside Meadow Park staff to assess the needs of pupils and help put together tailored plans; they work directly with pupils and also provide professional advice and guidance to our staff in order to meet the wide range of needs we cater for.

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, 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. Safeguarding is the responsibility of all and is a priority for everyone at Meadow Park. Regular training reflects this.

## **9. 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 pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND Information Report

## **10. Definitions**

Meadow Park provides support for pupils across the 4 areas of need as laid out in the SEND 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 pupil has SEND 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.

## **11. Roles and responsibilities**

### **The SENDCo**

The SENDCo's are Kate Davies and Nicola Lambert, and they will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND Policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality Teaching. Quality assure provision for pupils with SEND
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 pupils and their parents/carers 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 pupils with SEND up to date

### **The SEND Governor**

The SEND Governor is Daryl McConnell, and they will:

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

### **The Headteacher**

The Headteacher is Jackie Cleary, and they will:

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

### **Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil 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 SENDCo to review each pupil's progress and development and decide on any changes to provision, including writing and evaluating Individual Education Plans
- Ensuring they follow this SEND Policy

### **12. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCo 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.