



# Meole Brace School

Achievement • Respect • Community

## **Special Educational Needs and Disability (SEND)**

### **SEND Information Report**

*Updated April 2024*

This School Information Report works alongside and in conjunction with The Local Offer offered by Shropshire Local Authority and various other school policies, including the SEND Policy.

Shropshire Local Authority: The Local Offer:  
<https://new.shropshire.gov.uk/the-send-local-offer/>

Special Educational Needs Co-ordinator:  
Mrs K. Hare ([SENCo@meole.co.uk](mailto:SENCo@meole.co.uk))

Meole Brace School is committed to being an inclusive, caring and cheerful community that strives to develop the academic, personal and social skills of all our students to the highest standards.

We want all students to lead happy and successful lives, both at school and when they leave. We encourage our students to be self-confident, to enjoy learning and to be motivated to achieve the best they can, now and in the future.

A Special Educational Need is when a student has “a learning difficulty or disability that is a significantly greater difficulty in learning than the majority of others of the same age.”

Students are identified as having SEND when this difficulty means their progress has slowed or stopped and the interventions and resources put in place do not enable improvement.

The aims of our policy and practice in relation to Special Educational Need and Disability in this school are:

- To ensure that the needs of all students are met in the classroom through the provision of quality first teaching.
- Where necessary we will make reasonable adjustments for those students with SEND by taking action to increase access to the curriculum and to ensure that students with SEND engage in the activities of the school alongside other students.
- To try to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum

We provide SEND support for students with significant needs in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and /or Physical Needs

We believe that identification of SEND should be as early as possible in the child's school career.

- **The majority of students will be identified during transition into Year 7:** During assessment and screening, primary liaison meetings with KS2 staff, Year 6 Transition Reviews, information from outside agencies, parents/ carers and support services.
- **For students already in the school** a combination of concerns and/or changes may result in the student being placed on the SEND register. We regularly monitor the progress being made by students and put into place appropriate interventions. In some cases this may result in students being placed on the SEND register.

- **Others students may transfer in at a later date with a history of SEN.** An early review will determine whether the student's special educational needs are on-going and what intervention may be appropriate.
- **A recent diagnosis may be a significant barrier to learning.** This may alert us to the fact that a student requires additional and different resources to support their learning.

## **Our approach to teaching students with SEND**

At Meole Brace School: **Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants and specialist staff.' Code of Practice 2015 (6.36)**

At Meole Brace School: **'Every teacher is a teacher of every child or young person, including those with SEND.' Code of Practice, 2015.**

Quality First Teaching is the baseline for learning for all students. All teachers are committed to reducing barriers to learning for students with SEND by planning work which is appropriately differentiated and includes strategies adopted by the School. **For this reason and in line with the Code of Practice, the majority of students will have their SEN met in class and have access to a broad and balanced curriculum. Where appropriate steps are taken to modify the curriculum and reasonable adjustments are made for disabled students.**

## **Examples of how we adapt our curriculum and learning environment to include pupils with Special Educational Needs**

- Students are set according to ability in some subject areas and the needs of the students is reflected in the size of groups
- Teaching Assistants are deployed according to need of individual and groups of students
- Staff are updated with any recommendations from professionals about our students and have access to SEND information about the students in their classes via EduKey and Pupil Passports
- Key words are displayed in classrooms
- We provide additional support in the Learning Support Department – this may be specific interventions in literacy, handwriting, reading, spelling or social skills or support to complete class or

- Backgrounds of whiteboards and computers are changed to be more 'dyslexia friendly'
- Students are assessed for exam access arrangements and where possible these arrangements are put into place for internal tests and assessments
- Modified timetable arranged for some students as necessary
- Group and individual work with specialist bodies such as SPECTRA and Embrace are commissioned for pupils who would benefit from this additional support.
- A dedicated Literacy Hub where students have access to 1:1 and small-group tuition in Literacy, Numeracy and Phonics.
- Homework Club every morning, and an EHCP-specific Homework Club after school
- Additional Exam Anxiety and Revision Skills sessions
- Handwriting lessons to support students to demonstrate their learning and understanding

### **Examples of the support for students' emotional and social development**

- Fortnightly Personal Development and Citizenship programme
- Form tutor who follows students throughout their time at Meole
- 'Breakfast Club' support for some students first thing in the morning
- Access to Learning Support before school and during social times
- Student Support offers a variety of individual and group sessions relating to social and emotional well-being.
- Allocation of key workers for some students with SEND
- Social Stories
- Small-group work with SPECTRA on emotional literacy
- Embrace mentoring as a 1:1
- TalkAbout sessions
- Anxiety workbooks and diaries, completed with an LSA

Our policy and practice for SEND is based on the following principles from the SEND Code of Practice:

*Involving children, parents and young people in decision making; that children, young people and their families are given sufficient information and have a say around their SEN provision is a priority.*

### **How we consult with parents and carers of children with Special Educational Needs**

- Meet with parents in Year 5 and 6 prior to school placement as necessary
- Termly School Reports sent to parents
- Parents' Evenings to discuss progress
- SENCo is available for discussion at Parents' Evenings
- SENCo available for discussion at Year 6 Open Evening and Open Mornings
- Regular contact via email, telephone or home/school book for students with EHCPs.
- Parents are invited to attend 'Annual Review' of EHCPs.
- The school SEND policy and SEND Information Report is published on the website
- Parents' views are sought before external agency involvement. Parents are also encouraged to be involved in external agency meetings/plans, etc.
- Families receive APDR cycles termly to comment on
- SEND Coffee Days yearly to meet with SEND representatives informally
- SEND Newsletter, sent out termly to families
- Regular communication via email of local support groups and courses for families of children with SEND

### **How we can consult with our students with Special Educational Needs**

- They are involved in 'student voice' activities
- Students with EHCPs are asked for their feedback for Annual Reviews and are encouraged to attend their Annual Review and other meetings about their education
- Students will be included in the development of Pupil Passports and APDR cycles
- Access to key workers at Break and Lunchtime Support to discuss concerns

### **Examples of how we support our students at times of transition**

- Initial contact made with parents at Year 6 Open Evening in the September prior to joining Meole Brace School.
- Extra visits prior to transition arranged as required on a 1:1 basis or in smaller groups
- Two additional Transition Days specifically for students with EHCP or whose Primary Schools feel they are 'high needs', including school tours, activities with Key Workers, etc.

- Students make a student passport on transition days
- Careful matching of student to tutor who will best support their needs
- Liaison with primary school to ensure we have up to date information on student's needs and how best to support them in the secondary setting
- We allocate keyworkers to all students with an EHCP
- Year 5 and 6 students are often involved in attending Meole Brace School for projects e.g. STEM Activities, school productions etc.
- Whole school transition programme including the use of older students to chaperone and support Year 7 students in first few weeks of term
- Enhanced support given to those students in Year 9 with option selections for KS4 courses
- Preparing For Adulthood paperwork completed and reviewed from Year 9 onwards for all students with an EHCP
- Teaching Assistants can support identified students on College 'taster days'
- Multiple additional Careers Guidance Meetings
- Multiple additional College visits, alone or in small groups with LSAs and Key Workers
- Travel Training where the need is identified
- Support to secure WEX and visits to WEX placements
- Students with SEND see our Careers Advisor to ensure 'Moving On' plans are in place for post 16 education
- Liaison with Post-16 providers to share relevant information on our students to help their transition to Post-16 placements

### **Examples of how we assess and review students' progress**

- Termly School Reports
- Subject specific assessments set by departments
- Use of FFT target data to set and track progress
- Reading Tests to track Reading Age
- Annual tests to monitor Spelling Age in the Lower School
- Termly review of Pupil Centred Plans
- Annual Review for students with an EHCP
- Annual Parents' Evening

### **The training and expertise our staff have to help support students with SEND**

- Teachers and Teaching Assistants have regular generic training and specific training to meet individual needs as necessary

- For students who have more specific needs the school seeks the support of specialist services to provide personalised training.
- Teaching Assistants are given regular training to ensure they have the appropriate skills to meet the needs of students with SEND
- The majority of Teaching Assistants have completed a Teaching Assistant qualification
- The SENDCO is a qualified teacher with over 20 years of teaching and pastoral experience.

### **How we evaluate the effectiveness of the provision made for children and young people with SEN**

- The progress and attainment of all students, including those with SEND, is carefully monitored and reported to parents
- Internal monitoring systems are robust and teaching staff evaluate the progress of the students in their classes
- Data such as whole school literacy testing, CAT tests, SEN assessments, reports from outside agencies, feedback from teachers and key workers is taken into consideration when monitoring the progress of students
- Some students who need additional and different provision may be placed on a targeted intervention. The impact of these interventions is monitored
- And where insufficient progress is made, the intervention is reviewed and students are moved to a more appropriate intervention.
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### **How we involve other bodies in meeting our students' SEN and supporting their families?**

- Some students may require more specialist support to meet their needs. Meole Brace School works with a number of specialist services to support students with SEND. Examples include Spectra, Sensory Inclusion Service, Woodlands Outreach and the Educational Psychologist Service
- Parents/carers are always consulted and asked to sign a consent form before a referral is made to specialist services
- In some cases parents need to make referrals to specialist services and the school will support parents with making these referrals.
- Reports prepared by other bodies about our students will be shared with parents, the student and relevant staff

## **What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.**

- All complaints follow the normal school complaints procedures: In the first instance it is advisable to contact your child's teacher, Form Tutor, Head of Year or the SENDCO
- Parents may also contact the Senior Leadership Team
- The school has a Governor for SEND
- Further information about dealing with complaints and other accessing other independent advice is available on the Shropshire Local Offer (see link on page 1 of this document)