Special Educational Needs/Disability Information Report

Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

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1	About this report *(SEND CoP 6.81)*

- The Children and Families Act 2014 says that all maintained schools must publish a special educational needs and disabilities (SEND) information report every year.
- This report explains how our school meets the needs of students with SEND and it will make reference to the county local offer.
- The local offer outlines support available for parents and families and can be found here: https://www.kent.gov.uk/education-and-children/special-educational-needs
- In the report, we explain how we meet our duties towards students with special educational needs and disabilities.
- This report will be published on our school website and reviewed annually. We will gather the views of parents and students to inform this report. If you want to give us your views about the report, please contact the SENDCo.

2	Who do I contact? *(SEND CoP 6.79 bullet 5)*

- The special educational needs and disabilities coordinator (SENDCo) is responsible for managing and co-ordinating the support for students with special educational needs, including those who have education health and care (EHC) plans.
- The SENDCo also provides professional guidance to school staff and works closely with parents and other services that provide for students in the school.
- The SENDCo at Meopham School is Ms Jenny Trueman, who is a qualified teacher and has been accredited by the National Award for SEN Coordination.

Ms Jenny Trueman is available on 01474814646 or mss-senco@swale.at

3	Which students does the school provide for? *(SEND CoP 6.79 bullet 1)*

- Meopham School is part of Swale Academies Trust and we admit students from age 11 to 13 years.
- We are an inclusive school. This means we provide for students with all types of special educational needs: dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and behaviour difficulties.
- There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.
- There may be instances where the needs of a student are significant and/or complex and we will need to seek additional resources and advice or request statutory assessment for an appropriate provision and/ or setting to be identified.
- The school also currently meets the needs of students with an education, health and care plan with the following kinds of special educational needs: autism; ADHD; Social, Emotional and Mental Health; Charge Syndrome; Down Syndrome; Physical Disability; Dyslexia; Speech, Language and Communication Needs.
- If you want a place for a student who has an education, health and care plan, contact your assessment and planning officer at Kent County Council.
- If you want a place for any other student with special educational needs, you should apply as normal and your application will be considered in the same way as applications from students without special educational needs.

Please follow the school's website link for further information about admissions:

- Admission Page

Local authority school admissions:

- Kent admissions - School options for your child with SEND.
- Contact information for families for admissions advice (Kent) 03000 41 21 21 or email Kentonlineadmissions@kent.gov.uk

4	**How does the school meet the needs of students with SEN and disabilities?** ***(SEND CoP 6.79 bullet 5, SEND CoP 6.80 re looked after child)***

- We are committed to meeting the needs of students with SEND as part of a whole school approach within our duties described under the Children and Families Act 2014, and the Equalities Act 2010.
- We provide an appropriate and high quality education for every student delivered through quality first teaching.
- Sometimes additional support is required to support a student's progress and achievement, making reasonable adjustments where necessary.
- Where a student is identified as having special educational needs, the school will use a four-part cycle of support - Assess, Plan Do, Review (APDR).



- An analysis of a student's needs is carried out and evidence is gathered in collaboration with parents/carers and the student where appropriate.
- Targeted intervention is delivered within a given time frame and this is supervised by the inclusion team and the class teacher.
- The effectiveness of support and progress made against these targets is reviewed at agreed intervals and next steps are planned, including referrals to external, specialist agencies.
- The SEND register is updated each term and distributed to members of staff and the SEND profile of the school is provided to the local governing body when requested.
- If the student is looked after by the local authority they will have a bespoke Personal Education Plan (PEP). We will coordinate these plans with the SEND support plan and will involve parents and carers as well as foster carers or social workers in discussions.

5	**How does the school identify students' special educational needs?** ***(SEND CoP 6.79 bullet 5)***

- We aim to identify students' special educational needs (SEND) as early as possible, so that every student achieves the best possible outcomes.
- A student has SEND where their learning difficulty or disability calls for special educational provision.
- That is provision which is different from or additional to that normally available to students of the same age.
- The identification of students with SEND is built into our overall approach to monitor their

development and progress.

- We gather information about any additional needs or concerns relating to individual students during transition meetings with parents and previous school providers before they enter the school. At the same time we consider evidence that a student may have a disability under the Equality Act 2010 and what reasonable adjustments may need to be made for them.
- We then assess students' current skills on entry, building on information from previous settings and where applicable, continue the provision and support necessary for them.
- Class teachers, supported by the senior leadership team, monitor the progress of all students six times a year to review their academic progress. We also use a range of assessments with all the students at various points, for example reading tests and Boxall Profile.
- The school uses a number of 'in house' diagnostics assessment tools, e.g. GL Assessment Dyslexia and Dyspraxia Screeners.
- For higher levels of need, we draw on specialist assessments from external agency professionals, e.g. an educational psychologist.
- These seek to identify students making less than expected progress given their age and individual circumstances. This also includes a student's wider development.
- The SEND Code of Practice, 2015: 6.17, identifies less than expected progress:

- *is significantly slower than that of their peers starting from the same baseline - fails to match or better the student's previous rate of progress*
- *fails to close the attainment gap between the student and their peers*
- *widens the attainment gap*

- Where progress continues to be less than expected, the class teacher, working with the SEND Team, will assess whether the student has SEND according to the broad areas of need identified in the SEND Code of Practice, 2015.
- The Kent Mainstream Core Standards also supports this process.
- We work with parents/carers and the student when appropriate as part of the assessment and in order to agree the desired outcomes.
- This is also the case for a student with behavioural difficulties who may have SEN (6.21) and a student with English as an additional language (6.24).
- students may have one or more broad areas of special educational need:

  Communication and interaction – including speech and language difficulties and autism

  Cognition and learning – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

  Social, emotional and mental health difficulties – including difficulties with behaviour, attention deficit hyperactivity disorder, an attachment disorder or anxiety.

  Sensory and/or physical needs - including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a student's learning.

- We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

6	**How does the school teach and support students with SEND?** ***(SEND CoP 6.79 bullet 7)***

- We use quality first teaching to meet the needs of students with SEND according to the SEND Code of Practice, 2015: 6.19.

- Additional intervention and support cannot compensate for a lack of good quality teaching Code of Practice 6.37.
- Class teachers plan high quality lessons and will demonstrate the use of effective questioning, modelling and explanation. Challenging learning opportunities are differentiated to meet the abilities of groups or individuals.
- Appropriate differentiation is planned according to individual needs and, where applicable, these reflect individual targets.
- students with an EHCP have bespoke planning based on the targets and identified provision in their individual EHCP.
- Resources are investigated to meet any sensory or emotional needs of students to support their full access to the curriculum.
- Staff demonstrate sensitivity to the needs of students with SEND when determining learning partners, seating arrangements and groupings.
- The inclusion team provides advice for staff and a first contact for obtaining more specific advice from external professionals.
- A multi-sensory approach, using a range of practical resources, equipment and computing skills, supports all stages of learning.
- Where required, learning is supported and enhanced through the use of symbols in visual aids and social stories.
- These can be used for the pre-teaching of key vocabulary or for supporting social and independence skills.
- When appropriate, teachers will make meaningful cross-curricular links between subjects in the curriculum. Real life, practical links are made wherever possible to ensure that students see the 'big picture.'
- There is an emphasis on learning through dialogue, with regular opportunities for children to talk both individually, in groups and pairs.
- The expectation is that students will accept responsibility for their own learning and work independently where possible.
- Adults will use encouragement and praise to engage and motivate students.
- Strategic, adult deployment is coordinated by the inclusion team to ensure support staff are used effectively to support students' additional needs.
- Provision management systems for each class/cohort identifies, 'additional to and different from,' interventions with SMART targets to meet the additional needs of groups or individuals according to the four broad areas of need.
- Teachers remain responsible and accountable for the development and progress of the students in their class, including when students access support from teaching assistants or specialist staff.
- Teaching and support staff participate in continued professional development opportunities to refine skills and practice to meet the needs of students with SEND. Recommendations from external specialists will also be implemented.

- We follow the Mainstream Core Standards Special Education Needs advice developed by Kent County Council to ensure that our teaching conforms to best practice.

- In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments.
- These are delivered by additional staff employed through the funding provided to the school as 'notional SEND funding.'

7	**How will the curriculum and learning environment be matched to students' needs?**

	(SEND CoP 6.79 bullet 8)
	● As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, we update and publish our current school accessibility plan and equalities objectives on our website. ● All students will have access to a broad and balanced curriculum. ● We will set high expectations for all students. Please see our curriculum tab on the school's website for further information regarding your child's curriculum overview and whole school subject areas. ● We adjust the curriculum for each student with SEND to make sure that they can access the subjects at their own level and make progress whilst remaining ambitious in terms of outcomes. This is called 'differentiation'. ● We will look at the student's level of achievement and see what support they need to make good progress and reach their potential. We will talk with students and parents as part of the SEND assess, plan, do, review support cycle. ● According to our statutory duties under the Equality Act 2010, we make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged. ● We are a school that also promotes a dyslexia friendly learning environment where seating arrangements can be adjusted with a reduction in background noise and visual movement. ● Resources are clearly marked and arranged so that they can be found easily. ● Individual students may benefit from periods of quiet reflection in a safe space away from the main learning environment to help reduce levels of anxiety and frustration. ● Social stories and visual aids support the routines and expectations in the classroom and for additional areas around the school.
8	**How are parents and carers involved in reviewing their child's progress and planning support?** ***(SEND CoP 6.79 bullet 3 and 5)***
	● Meopham School is committed to working in partnership with parents and carers. ● Parents/carers are actively involved in the construction and review of personalised plans and they are invited to attend annual review meetings to evaluate their child's progress in relation to an education, health and care plan (EHCP) targets. ● EHCPs are reviewed every 12 months as one of the three review meetings. ● They are given the opportunity to meet with external agency professionals to discuss their child's additional needs during multi agency meetings, including children looked after (CLA) reviews, individual health care plan construction, risk reduction planning, children protection review conferences, core group meetings and family support meetings. ● Parents or carers are encouraged to participate in our support cycle - Assess, Plan, Do and Review (APDR) three times a year. This may be adjusted if the provision for the student needs to be amended. ● In addition to parents' evenings once a year to discuss their role in supporting their children at home, parents or carers can meet with their child's class teacher informally after school if they have a concern. ● They can also make an appointment to meet with a member of the SEND team to discuss specific provision and any SEND related issues. ● There is an overview of the curriculum for each year group available on our website so that parents or carers are aware of what is being delivered each term. ● An annual written report will be received by parents or carers at the end of each academic year. ● They are also encouraged to support their children with homework activities and through attending key performances or special events.

- The school uses a range of communication methods to share messages and achievements to foster a positive partnership between home and school.
- Parental questionnaires enable the school to receive constructive feedback.

9	**How are students involved in reviewing their progress and planning support?** ***(SEND CoP 6.79 bullets 4 and 5)***

- Wherever possible, the school will always encourage students with SEND to be involved in the decisions regarding their learning experiences.

- We will:

- Listen to the views, wishes and feelings of students
- Provide them with appropriate information and support to help them make decisions
- Nurture all aspects of their development so they achieve the best possible educational and wider outcomes in preparation for adult life.

- We will achieve this through the use of: .

Activity	***Who's involved?***	***How often?***
Self assessment	*student, class teacher/form tutor*	*Daily*
School Council	*Class, class teacher/form tutor*	
Individual student Voice/ student conferencing	*student, SENCo, class teacher/ form tutor*	*At least once a year*
SEN support review meetings	*student, parents, class teacher/form tutor supported by SENCo*	*At least three times a year*
Annual reviews (statements and EHC plans only)	*student, parents, SENCO, class teacher/ form tutor, support services, local authority.*	*Once a year*

10	**How does the school prepare and support students to transfer to a new school/ college or the next stage of education and life?** ***(SEND CoP 6.79 bullet 6)***

- We are sensitive to the individual needs of your child at all points of transition and there are well structured arrangements within and between phases which can be tailored to suit specific needs.
- Appropriate members of staff will arrange and undertake transition meetings.
- Multi-agency transition meetings will be necessary to ensure a smooth transition for a student with more significant needs.
- Additional internal or external visits are organised when required.
- Preparation work can also be carried out with individual students to reduce feelings of anxiety for a smoother transition using tailored resources.
- The school liaises with onward destinations to plan a series of transition sessions according to need.

- We offer independent careers guidance through Career Drop Down days, in which external speakers will present to students.

- students are offered opportunities to talk to staff about careers in interventions and with our Careers Advisor.

- From Year 9 onwards, we will discuss and make arrangements for 'preparing for adulthood' as part of the young person's EHCP, in line with the SEND Code of Practice 9.179 9.184.

11	**What training do school staff have?** *(SEND CoP 6.79 bullet 9)*

- When we plan support for a student, we think about the knowledge and skills their teachers and support staff will need.
- Training is planned to reflect expectations in the school strategic plan which is reviewed annually by senior leaders, governors and staff.
- The SENDCo, Jenny Trueman has gained the National Award in Special Educational Needs Coordination in June 2021.
- Teaching and support staff have participated in a range of continued professional development opportunities:
    - Moving and Handling Training
    - Autism Champions
    - Multi-sensory Impairment Training
    - AET Training
    - Dyslexia Awareness
    - Lego Therapy
    - CBT intervention Training
    - PDA Training
    - Trauma Informed Training

We have a wide range of training available to us:

E-learning service - https://www.educare.co.uk/

Advanced training materials - advanced-training.org.uk

https://www.kelsi.org.uk/special-education-needs/special-educational-needs/sen-training

https://www.ifieldschool.com/page/?title=Courses&pid=50

12	**How does the school measure how well it teaches and supports students with SEND?** *(SEND CoP 6.79 bullet 10)*

- We regularly and carefully review the quality of teaching for all students to make sure no-one under achieves.
- We use information systems to monitor the progress and development of all students. This helps us to develop the use of interventions that are effective and to remove those that are less so.
- Every student in the school has their progress tracked and discussed at student progress meetings. The tracking tool we use at Meopham School is SISRA Analytics.
- The Trust SEND Leadership Group supports us in regular self evaluation and this informs our school SEND action plan.
- Leaders review the quality of teaching and learning for all students with SEND through lesson observations, learning walks, book looks and student voice.
- This is to evaluate whether teaching and programmes of support have made an impact on

students' progress within the four broad areas of need.

- Senior leaders hold regular meetings with the inclusion team to maintain a strategic overview and to facilitate a consistent, professional dialogue in order to plan next steps.
- The school has a three layered provision management system:

- Layer 1 provides a strategic overview of all interventions taking place according to the four broad areas of need in the SEND CoP, 2015.
- Layer 2 identifies quality first teaching strategies and intervention entry/exit data to meet the additional needs of groups or individuals in each class.
- Layer 3 is used by support staff to record intervention target work and progress and this information informs outcomes in Layer 2.

- Intervention delivery is monitored by the SEND team using drop in sessions with written feedback provided.
- Layer 2 interventions and exit data are rag rated and discussed during strategic review meetings to inform future planning.
- The SEND team maintains regular contact with the SEND governor to review provision against strategic priorities. The agreed report template is then completed and submitted to the governing body.
- We invite parents/carers to provide feedback in a variety of ways including structured conversations, pastoral support meetings and the Ofsted parent view website: https://parentview.ofsted.gov.uk/.
- We send home a parent/carer questionnaire to gather their views and to inform the school's inclusion action plan.

13	**How accessible is the school and how does the school arrange equipment or facilities that students need?** ***(Section 69 Children and Families Act 2014)***

- The school is subject to the Equalities Act, 2010 and makes reasonable adjustments, providing auxiliary aids and services to prevent a disabled child being disadvantaged.
- Our current accessibility plan and equalities information and objectives, can be found on the school's website. This plan is prepared under paragraph 3 of Schedule 10 to the Equality Act 2010.
- Please also see a copy of our current policies: supporting students with medical conditions and students with health needs who cannot attend school.
- Ramps and slopes are positioned around the school to enable wheelchair access. There is an integrated lift and playgrounds are tarmacked.
- The school has a purpose built care suite with an integrated bed, toilet and hoist for intimate care use.
- Outside agencies are also consulted when necessary for their expertise and advice, e.g. The Sensory Team, The Hearing Service, Occupational Health and Physiotherapy, Specialist Teaching and Learning Service. They will visit the school and/or provide support to teachers and other staff working with identified students.
- Specialist equipment or resources may be sourced by the inclusion team to enable identified students to access all aspects of the curriculum, e.g. writing slopes, wobble cushions, different coloured exercise books.These resources will be purchased using the notional SEN funding.
- For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

14	How are students with SEND included in activities with other students, including school trips? *(SEND CoP 6.79 bullet 11)*

- Our current accessibility plan and equalities objectives can be found on the school's website.
- We have a commitment to every student being included in all activities, including physical activities, extra-curricular activities and school trips.
- Through careful planning and reasonable adjustments, students with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.
- The destination and nature of off-site visits will be taken into account when considering the needs of students with SEND and the relevant risk assessments will be written to reflect any additional needs.
- We work with parents/carers and students to listen to their views, feelings and wishes with the expectation that they will allow their child's full participation.
- They may be invited to accompany their child during visits or agree to flexible arrangements such as different transportation or adjusted timings.
- Reasonable adjustments are made to ensure that students with SEND are able to participate alongside their peers during performances or sports days.

15	What support is there for students' overall well-being and their emotional, mental and social development? *(SEND CoP 6.79 bullet 12)*

- Meopham School is proud of its inclusive ethos which forms an intrinsic part of our daily practice to include a wide range of interventions to support the social and emotional development of our students.
- We will monitor and review progress as part of the SEND support planning cycle of assess, plan, do, review (APDR).
- For some students with the most need for help in this area we can also provide the following list, e.g. access to counsellor, mentor time with member of senior leadership team, external referral to CAMHS, time-out space for student to use when upset or agitated etc
- The school may work with external services to support students e.g. Specialist Teaching and Learning Service, Early Help, CAMHS.
- Provision groups are established: social skills, peer mediation and time to develop confidence and positive social interactions.
- Young carers are supported by the Young Carers Support organisation.
- The school accesses local support for students suffering a bereavement.
- Early help keyworker (EHKW) or a family support worker may be used to work with students and their families for an agreed period of time.
- Emphasis is placed on regular and well planned personal, social and health education (PSHE).
- A robust positive behaviour policy is consistently implemented which includes a clear, staged approach to rewards and consequences.
- The school council meets regularly to discuss a range of issues relating to school management.
- The school also participates in events such as the anti-bullying, mental health day and e-safety weeks.
- 1:1 adult support may be given for students with complex needs within the learning environment or during transition times and to support personal care.
- A student voice questionnaire may be carried out to gain an understanding of a student's

perceptions and views.

- Trusted adults are used to check in with students to enable them to discuss any worries.
- Individual behaviour plans are also constructed to maximise opportunities for de-escalation as well as steps for how to respond when supporting students.
- Staff are informed via teaching/support staff meetings and whole staff briefings of specific, individual needs to ensure there is a consistency of approach, e.g. for risk reduction plans.
- Themed assemblies are used to address topics such as personal safety, online safety, anti-bullying, disability, peer pressure, friendships and ASD.
- Please also see our current policies available either on the school's website or upon request:

- *Safeguarding and Child Protection*
- *Accessibility plan*
- *Equalities statement and objectives*
- *Supporting students with medical conditions*
- *Children with health needs who cannot attend school*

16	**What specialist services does the school use to support students and their families?** ***(SEND CoP 6.79 bullet 13)***

- As part of the cycle of SEN support - assess, plan, do, review (ADPR) we will consider whether we need to involve other services to make sure a student's specific needs are met.
- Parents or carers will be asked to give their consent for other external specialists to work with their children.
- Specialists from a range of support services might be working with a student on a regular basis, over a set period of time, e.g. weekly for one term.

- **The designated teacher for looked after children is Jenny Trueman.**
- **Her responsibilities include:**
  - The management of Personal Education Plans (PEPS), attendance at CLA review meetings to discuss educational progress and targets.
  - Regular liaison with The Virtual School, social workers, foster carers/parents where appropriate, relevant adults in the school community, review of behaviour logs.
- The designated safeguarding lead coordinates risk reduction planning for safeguarding issues, attends core group meetings and multi-agency strategy meetings.
- Please also see the link to local offer pages on council and health services https://www.kent.gov.uk/education-and-children/special-educational-needs

	Where can I get information, advice and support?

17	*(SEND CoP 6.81 re local offer, Children and Families Act regulation 51, schedule 1 (11) - re advice)*

The 'local offer' on the internet shows advice and advocacy services for children, young people and parents and carers:
https://www.kent.gov.uk/education-and-children/special-educational-needs

IASK:
Information, Advice and Support Kent (IASK) provides a free and confidential service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational needs or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.
They can be contacted on:

HELPLINE: 03000 41 3000
Office: 03000 412412
E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

18	**What do I do if I am not happy or if I want to complain?** *(SEND CoP 6.79 bullet 14)*

- In the first instance, you should contact the class teacher/tutor or a member of the SEND team and we will work with parents or carers to resolve any issues you may have.
- If parents or carers continue to be unhappy, they can use the Swale Academies Trust Complaints Policy, which is available to view via a link on the school's website.