

## SEND Information Report 2020

Thank you for taking the time to look at this report. Our Information Report hopes to answer questions you may have regarding how we will cater for your child's special educational needs.

### What is our shared purpose?

*To enable all pupils to access, participate and contribute to their community for life.*

### What are our shared values?

- Kindness
- Respect
- Resilience
- Empathy
- Understanding
- Inclusivity
- Openness

### Our Academy

Medeshamstede is the original Saxon name for Peterborough and means 'meadow homestead'. Our academy opened in September 2012 as a purpose built academy. We are one of 37 academies belonging to Greenwood Academies Trust (GAT).

### What kinds of special needs do we provide for ?

We are a special provision for 127 children, aged 4 -16, who have communication and interaction needs with a diagnosis of autism as their main presenting need (although pupils will also have needs across the 4 areas of SEND). All children have an Education, Health and Care Plan (EHCP).

As an outward facing academy, we work collaboratively with all stakeholders including parents, local authorities, other schools/academies, professionals, therapists, other agencies, the local and wider community.

We fully adhere to the Special Educational Needs Code of Practice (2014). We ensure that we make reasonable adjustments so as to comply with the Equalities Act (2010).

Our operating procedures and risk assessments detailing the health and safety measures in place to keep our whole community safe during Covid19 can be found on the website from September 2020. We will deliver a recovery curriculum to welcome back all our children into the academy after lockdown and partial school closure to ensure their social, emotional and well-being needs are met.

## What are the arrangements for admissions to the academy?

Admission arrangements are through consultation with Peterborough local authority (LA) and the SEND panel. Children can join the academy at any age and time within the year unless:

- The school is unsuitable for the age, ability, aptitude or SEN of the child or young person; or
- The placement of the child or young person would be incompatible with the efficient education of others or the efficient use of resources.
- Pupil number reaches 127

Many children access the LA transport service to and from the academy, arranged by parents through the local authority.

## How do we prepare for adulthood ?

Preparing for adulthood begins in the EYFS through to Y11 by developing language and communication skills, social thinking, self-regulation and the skills they need for life in order to be independent and have successful relationships with others. We are part of the Skills Builder Partnership to enable children to build their essential skills of:

- |                   |                    |
|-------------------|--------------------|
| • Listening       | • Staying Positive |
| • Presenting      | • Aiming high      |
| • Problem Solving | • Leadership       |
| • Creativity      | • Teamwork         |

Children are supported to make informed choices about appropriate targets, type of support, study options such as vocational modules, college links, ambitions and aspirations that reflect their strengths and interests for future careers and employment and prepare them for adulthood.

## How do we support pupils in moving between phases of education?

New children will receive a personalised induction package to support them with their transition to Medeshamstede. This begins with a visit to look around the school; a transition meeting; meeting their class teacher, classmates and support staff. Social stories and visuals support new children in preparing for starting their new school. Parents will also receive an induction pack with key information about the school, policies and other important information.

Transition meetings are held at the end of each school year to introduce children to their new teachers. Visuals such as a countdown calendar, class photos, and social stories help to support understanding and transition between classes as pupils progress through the school.

The Post 14 or Transition Annual Review uses person centred planning tools to engage the child and their family in progress towards achieving their aspirations for the future and in drawing up a Transition Plan. We focus on building skills for life, education, careers and employment, independent living and participation in the community and society throughout the whole school and at all stages of education. We work across agencies to ensure education, care and health needs are all articulated in the plan.

The school operates college links with local colleges to support transition to post 16 education to allow young people to gain experience in their new setting, attend open days and be aware of the relevant courses that are available to them when moving on from Medeshamstede. A staff member supports visits to future settings.

## **What are our policies for identifying pupils with SEN and assessing their need?**

All children who attend will have an EHCP identifying their special educational needs, aspirations, progress and achievements, provision and arrangements.

The EHCP will be evaluated each year with an Annual Review meeting to discuss needs, strengths, outcomes and the provision for the child. Our EHCP co-ordinator ensures Annual Reviews are conducted with parents, teachers and professionals to ensure that progress can be fully evaluated. Provision and strategies will be implemented to support the child to make relevant progress towards meeting their individual long term outcomes.

The needs of each child are assessed and detailed through:

- an individual learning profile detailing specific needs; things we like and admire; things that are important; how we can help; individual termly targets for the 4 areas of need (as small steps towards the longer term outcomes of the EHCP) and termly progress;
- an individual provision map identifying strategies and provision to meet the child's needs;
- an individual risk assessment;
- a positive behaviour support plan;
- a learning journal celebrating individual progress and achievements throughout the year.

## **What are our arrangements for consulting parents and involving them in their child's education?**

We are committed to working in partnership with parents and other professionals. We encourage an open dialogue with parents about progress and learning, including:

- Annual Review meetings and termly progress updates;
- open sessions for parents to join or observe their child in class;
- class news on the website with photos, links and through Twitter;
- a school community Facebook page;
- daily home-school communication;
- parent workshops, training and presentations regarding our curriculum, the EHCP review process, behaviour, autism strategies, sensory modulation, etc;
- personal emails, phone calls and/or meetings;
- we provide homework, when appropriate, according to stage and need, including e-learning opportunities and regular reading books including a reading record book;
- our Safeguarding Lead (Mrs Toshack) provides support to families, advice and parents point of contact for safeguarding and well-being.

## **What are our arrangements for consulting young people and involving them in their education?**

We fully adhere to the principles set out in the SEND Code of Practice involving young people and their family in decisions about their school offer and support in order to achieve their aspirations. We enable children to be involved in decisions which affect them. Where they are able to, children contribute to their own annual reviews with the aid of symbols and a brief presentation. Reviews may include photographic or video footage of their achievements, developed with the child. Where the child is unable or unwilling to attend, their views, interests, achievements and supports will be presented on their behalf and demonstrated through their learning journal.

Learning profiles are developed with the child using person centred planning tools and presented in an accessible medium – i.e. symbolised or photographic. Learning profiles enable adults and peers to recognise how to support the child in their method of communication.

## What are our arrangements for assessing and reviewing individual progress ?

Progress is monitored against the termly learning profile targets for the 4 areas of SEND: communication and interaction; cognition and learning; social, emotional and mental health and sensory and physical needs.

A variety of assessment tools, including EYFS Development Matters Bands, Connecting Steps: B-Squared and the Engagement Model are used to monitor and track progress. Data analysis along with what we know about a child enables us to track progress and to determine if a child is making expected, better or lower than expected progress, taking account of their needs. This progress will be updated termly on the learning profile, allowing parents to see evidence of their child's progress and achievements captured within their learning journal.

In the first 6 weeks of the new academic year, or on entry for new pupils, we carry out a baseline assessment against B Squared statements, Letters and Sounds Phonics, Switch On reading statements and TEACCH assessment statements. Development Matters Bands are used to baseline and assess children in EYFS.

Assessment is also carried out using the Engagement Model, pre-key stage standards and functional skills for pupils in key stage 4. Teachers moderate reading, writing, maths and EHCP outcomes ensuring that levels are consistently understood and applied throughout the school.

Planning with therapists and other professionals ensures that Speech, language and/or Occupational Therapy needs and recommendations from assessments are incorporated into daily planning and provision.

Where children are not making expected progress, intervention is identified through the child's individual provision map identifying additional supports and approaches to help overcome their barriers to learning.

An Annual Review is held once per year to identify progress towards long term EHCP outcomes.

Parent/Teacher Progress Meetings are held at least twice a year for parents to meet with their child's teacher, review the learning profile, reflect on the learning journal, set new termly targets and co-produce their child's positive behaviour support plan as appropriate.

## What is our approach to teaching children with autism and SEND ?

The assess, plan, do, review cycle is at the heart of everything we do. We use a blend of research based, autism specific approaches to reduce barriers to learning, enabling all children to fulfil their potential and develop independence. We use the Autism Education Trust (AET) and NAS (National Autistic Society) core standards to ensure appropriate support strategies and provision are implemented for:

- **The individual pupil** (how to understand and address the individual's strengths and needs)
- **Building Relationships** (with staff, parents/carers and peers)
- **Curriculum and Learning** (making adjustments to the way in which activities are presented and modifying the curriculum)
- **Enabling Environments** (how to create good learning environments for individuals on the autism spectrum)

Most teaching is class based. A typical class sizes is 8 children with a qualified teacher and a support assistant. The school offers flexible staffing deployment, which allows children and classes to access additional support

staff to respond to any additional needs. Learning also takes place in the community to ensure skills are transferred and generalised.

Secondary phase may access specialist teaching for PE, food technology, reading, maths, English and computing. We have an outdoor education leader, to deliver Forest school and outdoor and adventurous education. Secondary children have opportunity to take part in an annual outdoor and adventurous residential visit.

Our pedagogy encompasses the TEACCH framework to develop independence, through the use of physical and visual structure, scheduled routines, work systems, visual supports, the structure of the learning environment and personalised learning tasks.

The Zones of Regulation curriculum is our whole academy approach to aid self-regulation, emotional literacy, well-being and meet children's Sensory & Physical and Social, Emotional and Mental Health needs.

Attention Autism and Think Social curriculums are our whole academy approaches to meet children's communication and interaction needs.

We have an NHS Speech and Language Therapist for 1 day each week who works alongside staff to ensure that appropriate therapeutic interventions are planned and delivered in class. We have a school Educational Psychologist 1 day a week.

We work in collaboration with other agencies, such as Tripod Learning, to meet the needs of children with more complex needs as they transition into the academy.

## **How are adaptations made to the curriculum and the learning environment?**

Our curriculum is broad and coherent to encompass a communication centred as well as academic, technical and vocational curriculum. This includes including the National Curriculum, but also incorporates the 'hidden curriculum' for experiences, enrichment and cultural capital. There is a high degree of differentiation and personalisation to ensure it meets the needs of each pupil. Our pedagogy is based on 'stage not age' of the individual.

Our teaching approach is underpinned by a blend of autism strategies, including visual supports and the fundamentals of structured TEACCHing. There is an emphasis on personal and social development and social communication. We cater for a wide range of needs across the spectrum by personalising and grouping according to a child's stage and their learning needs across each key stage.

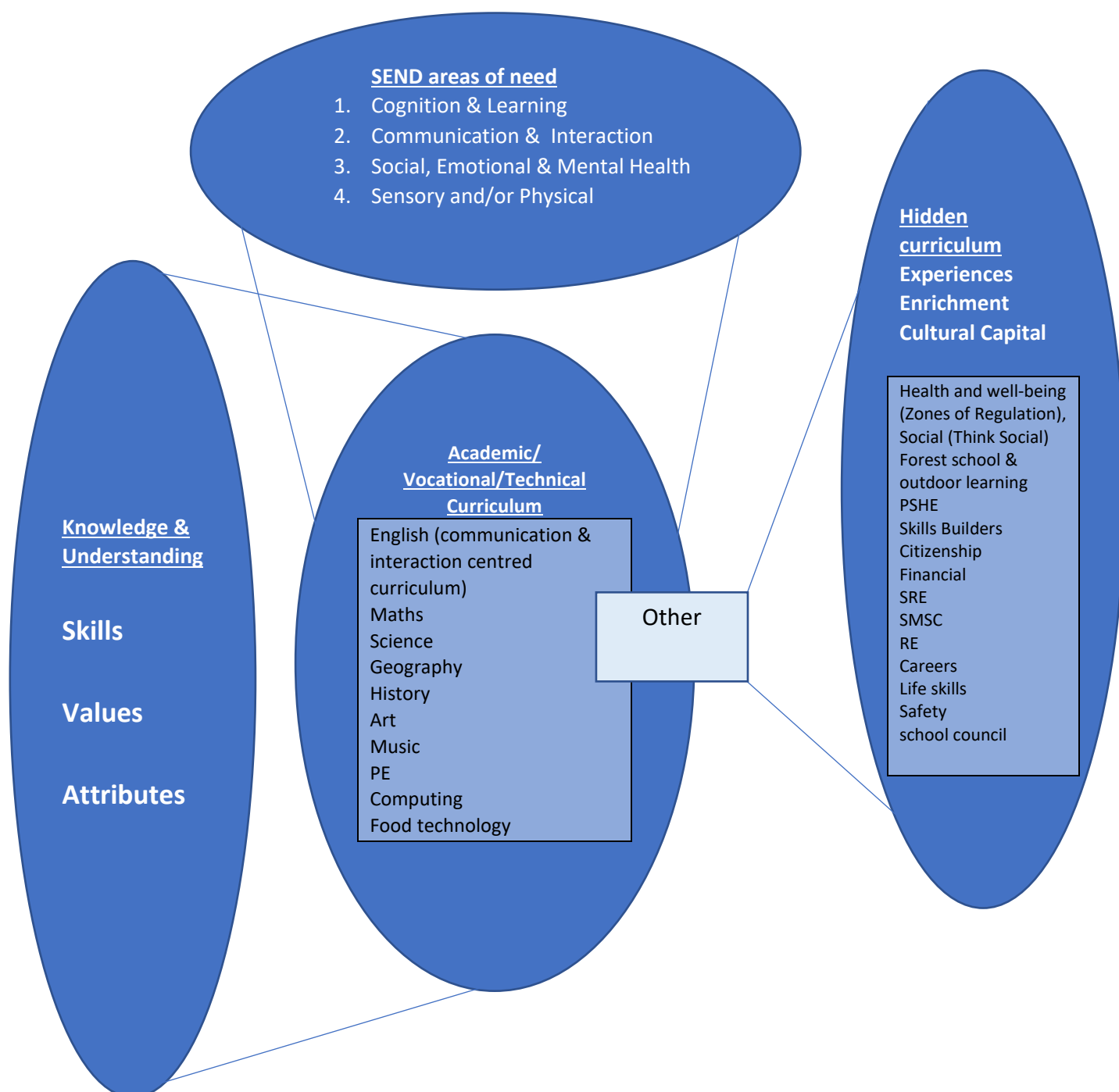
Joint working with therapists ensures that therapy needs and targets are planned for across the child's day. The curriculum supports outcomes in terms of language and communication, independence, life skills and community participation. Accreditation pathways emphasise functional skills, vocational learning and life skills.

The school building is purpose built and has been adapted to cater for our growing population. The physical structure of the learning environment is assessed throughout the year aligning to the TEACCH framework to support individuals and develop their independence. The physical environment is structured to support the learning needs of individuals with autism and includes an outdoor gym and sunken trampolines. We have a secure site with electric gates for safety and access control.

The classrooms are all on ground floor level and centre around an outdoor courtyard. Larger classrooms have their own outdoor area for learning and the EYFS/Y1 classroom includes a sensory room and toilets. There is a hygiene room and nappy changing facilities.

The school facilities also include calm and quiet spaces, a Forest School area, gardening and outdoor sensory area, an outdoor classroom, specialist rooms for cooking, IT, sports hall with trampolines, a hall for assembly and lunch, playgrounds, pond and grass areas. Classes also attend sensory and physical activities throughout the day which may include sensory circuits and the sensory mile.

## Our Curriculum Model



Please see our website for more details on our curriculum [www.medeshamstedeacademy.org](http://www.medeshamstedeacademy.org)

## Quality First Teaching and SEND Programmes

Communication and interaction (CI)			
	QFT Provision		Programmes
<b>Wave 3: Specialist</b>	Recommendations by SaLT		Recommendations by SaLT
<b>Wave 2: Targeted</b>	<ul style="list-style-type: none"> <li>❖ Appropriate topics of conversation cards</li> <li>❖ Question boards</li> <li>❖ Makaton signing</li> </ul>		<ul style="list-style-type: none"> <li>❖ PECS/PODD books</li> <li>❖ Intensive interaction</li> <li>❖ Colourful semantics</li> <li>❖ Blanks Levels</li> <li>❖ SaLT programmes</li> <li>❖ Conversation cue cards</li> <li>❖ Lego therapy</li> </ul>
<b>Wave 1: QFT</b>	<ul style="list-style-type: none"> <li>❖ Think Social Curriculum</li> <li>❖ Structured TEACCHing</li> <li>❖ Sensory stories</li> <li>❖ Story sacks</li> <li>❖ Actions songs and rhymes</li> <li>❖ Prompt cards</li> <li>❖ Social stories</li> <li>❖ Hurt boards</li> <li>❖ Feelings boards</li> <li>❖ I want boards</li> <li>❖ Symbol sequences</li> <li>❖ Symbol supported instructions</li> <li>❖ Physical and visual structure of classroom environment</li> </ul>	<ul style="list-style-type: none"> <li>❖ Visual schedule</li> <li>❖ Now/next schedule</li> <li>❖ Portable communication symbols</li> <li>❖ My turn cards</li> <li>❖ Change symbols</li> <li>❖ Visual support around the school (good listening, good sitting, good looking, quiet)</li> <li>❖ Voice scale</li> <li>❖ Access boards</li> <li>❖ Task chain</li> <li>❖ Vocabulary word mat</li> <li>❖ Wait chairs</li> <li>❖ Songs and action rhymes</li> <li>❖ Social stories</li> </ul>	<ul style="list-style-type: none"> <li>❖ Attention Autism by Gina Davis (attention bucket)</li> <li>❖ Circle time</li> <li>❖ Letters and Sounds systematic daily phonics</li> <li>❖ Think Social curriculum</li> <li>❖ Skills Builder Programme</li> </ul>

Cognition and Learning (CL) (Thinking, reasoning, & understanding)			
	QFT Provision		Programmes
<b>Wave 3: Specialist</b>	Recommendations By Ed. Psych		
<b>Wave 2: Targeted</b>	<ul style="list-style-type: none"> <li>❖ Literacy intervention teacher and reading champion</li> </ul>		<ul style="list-style-type: none"> <li>❖ Reading Recovery</li> <li>❖ Numicon</li> <li>❖ Precision teaching</li> <li>❖ Switch on reading/writing</li> <li>❖ Colourful semantics</li> <li>❖ Smart English: corrective reading</li> <li>❖ Dyslexia programmes</li> </ul>
<b>Wave 1: QFT</b>	<ul style="list-style-type: none"> <li>❖ Structured TEACCHing</li> <li>❖ Workstations</li> <li>❖ Work systems</li> <li>❖ Individual schedule</li> <li>❖ Structured work activities</li> <li>❖ Task presentation</li> <li>❖ Mind maps</li> <li>❖ Structured transitions (object of reference, schedules)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Structured leisure times (now/next, choice board, activity schedule)</li> <li>❖ Working with... chart (photo of adult/partner)</li> <li>❖ Personal organisation, eg: pupil files, check-lists.</li> <li>❖ Colour coding</li> <li>❖ Reading pen</li> <li>❖ Phonics garden mat</li> <li>❖ Microsoft Teams</li> </ul>	<ul style="list-style-type: none"> <li>❖ Cornerstones Curriculum</li> <li>❖ Numicon</li> <li>❖ Numbers Count</li> <li>❖ Letters and Sounds systematic daily phonics</li> <li>❖ Book bands</li> <li>❖ Bug Club</li> <li>❖ Active Maths</li> </ul>



Social Emotional and Mental Health (SEMH)		
	QFT Provision	Programmes
<b>Wave 3: Specialist</b>	CAMHS	<ul style="list-style-type: none"> <li>❖ NSPPC councilor</li> <li>❖ CHUMS</li> </ul>
<b>Wave 2: Targeted</b>	<ul style="list-style-type: none"> <li>❖ Jenny Mosely circle time, rhymes and hand clapping games</li> <li>❖ Circle of Friends</li> </ul>	<ul style="list-style-type: none"> <li>❖ Circle of friends</li> <li>❖ Time to talk</li> <li>❖ Lego Therapy</li> </ul>
<b>Wave 1: QFT</b>	<ul style="list-style-type: none"> <li>❖ Zones of Regulation Curriculum</li> <li>❖ Think Social curriculum</li> <li>❖ Fiona Spiers PSHE curriculum</li> <li>❖ Forest school</li> <li>❖ Positive behaviour support plan</li> <li>❖ Individual risk assessment</li> <li>❖ Daily schedule (who, what, where, how long, finished, what next)</li> <li>❖ Sand timer</li> <li>❖ Now/next boards</li> <li>❖ Prompt cards</li> <li>❖ Social stories</li> <li>❖ Teaching social rules explicitly</li> <li>❖ Jobs board</li> <li>❖ 'Lets make a deal' cards</li> </ul>	<ul style="list-style-type: none"> <li>❖ Growth mindset</li> <li>❖ Incredible 5 point scale</li> <li>❖ Circle time</li> <li>❖ Friendship charts</li> <li>❖ Emotions books</li> <li>❖ Break cards</li> <li>❖ Tutor talk time and mentoring</li> <li>❖ Breathing square</li> <li>❖ Quiet, calm spaces</li> <li>❖ Individual Zones of Regulation Toolkit/map</li> <li>❖ Positive behaviour support plan</li> <li>❖ Individual risk assessment</li> </ul>
		<ul style="list-style-type: none"> <li>❖ Think Social curriculum</li> <li>❖ Fiona Spiers ASD specific PSHE programme</li> <li>❖ Zones of Regulation whole school curriculum</li> <li>❖ PRICE protocol</li> <li>❖ Skills Builders</li> </ul>

Sensory and Physical (SP)		
	QFT Provision	Programmes
<b>Wave 3: Specialist</b>	Occupational Therapy programme	
<b>Wave 2: Targeted</b>	<ul style="list-style-type: none"> <li>❖ Horse riding</li> <li>❖ Tent/ quiet space</li> <li>❖ Rebound Therapy</li> <li>❖ Swimming – hydrotherapy pool</li> <li>❖ New Ark Farm</li> <li>❖ Boxing</li> <li>❖ Chewing oral toys</li> <li>❖ Gardening</li> </ul>	<ul style="list-style-type: none"> <li>❖ Handwriting programme, eg: Writng Without Tears</li> <li>❖ Forest school</li> <li>❖ Sensory diet</li> <li>❖ Sensory circuit</li> <li>❖ Alert programme</li> <li>❖ Bikability</li> </ul>
<b>Wave 1: QFT</b>	<ul style="list-style-type: none"> <li>❖ Zones of Regulation Curriculum</li> <li>❖ Movement breaks with out-comes</li> <li>❖ Jigs (presenting task step by step, Eg: washing hands, toilet-ing, packing school bag)</li> <li>❖ Outdoor gym</li> <li>❖ Fidget bags/boxes</li> <li>❖ Weighted jacket/blanket</li> <li>❖ Ear defenders/listen to music through headphones</li> <li>❖ Wedge cushion</li> <li>❖ Low arousal environment (eg: screens, well presented display)</li> <li>❖ Handwriting without Tears boards, physical and visual structure)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Outdoor learning</li> <li>❖ Environment checklist – sensory audit</li> <li>❖ Sensory profile</li> <li>❖ Coping strategies (sensory blocking, self-calming, communication)</li> <li>❖ Sensory rooms</li> <li>❖ Safe spaces</li> <li>❖ Threading activities, eg: lace boards, beads</li> <li>❖ Coloured tape on floor to indicate boundaries</li> <li>❖ Arms-length rule</li> <li>❖ Dancing, swinging, climbing equipment</li> <li>❖ Sloping desk for writing</li> <li>❖ Pencil grips/felt tip pen</li> <li>❖ Sports coach and physical development coaches</li> </ul>
		<ul style="list-style-type: none"> <li>❖ TEACCH methodology: defined physical and visual structure</li> <li>❖ Sensory diet</li> <li>❖ Sensory circuits/mile</li> <li>❖ Sensory play</li> <li>❖ Peterborough Paston pack</li> <li>❖ Activate</li> <li>❖ 5 a-day</li> <li>❖ Go Noodle</li> <li>❖ Move n Shake</li> <li>❖ Zones of Regulation whole school curriculum</li> <li>❖ Kool Kids OT programme</li> <li>❖ Val Sabien PE SoW</li> </ul>



Each child has an individual provision map detailing their specific programme of support and intervention.

## Strategies we use in our daily ASD friendly Practice

Social Imagination	Social Communication	Social Understanding	Sensory Sensitivities
<ul style="list-style-type: none"> <li>➤ Individual timetables/schedules to help pupil predict what will happen next, and to inform of any changes ahead of time</li> <li>➤ Diaries, lists and symbol cues to help organize themselves and carry out tasks independently</li> <li>➤ Use visual cues to support understanding</li> <li>➤ Allow structured time for rituals, routines to be carried out of special interests to be discussed, inform the pupil of when this will be</li> <li>➤ Limit choices and make them clear to avoid confusion</li> <li>➤ Help pupil to make links between experiences</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provide a means to communicate in all situations</li> <li>➤ Use language that is clear, precise and concrete</li> <li>➤ Use less language – keep it simple and specific</li> <li>➤ Say what you mean and mean what you say</li> <li>➤ Give time for processing instruction or comments</li> <li>➤ Attract attention – begin with the pupils' name then follow through with request or information</li> <li>➤ Do not use metaphors or sarcasm</li> <li>➤ Present information visually</li> <li>➤ Use positive directive language 'hands still' rather than 'no hitting' or 'write on paper' rather than 'don't write on the wall'</li> <li>➤ Develop language and communication groups throughout curriculum</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use social stories</li> <li>➤ Foster understanding among the pupil's peer group</li> <li>➤ Promote interaction with pupils peer group through strategies like Circle of Friends</li> <li>➤ Encourage recognition of pupils own emotions</li> <li>➤ Encourage recognition of another's needs, eg: collecting lunch for self and one other person</li> <li>➤ Use sideways hugs</li> <li>➤ Use turn taking games and mutual help activities to encourage interdependency. Use a task which is an area of strength and interest for the pupil</li> <li>➤ Develop social skills groups</li> </ul>	<ul style="list-style-type: none"> <li>➤ Warn pupil prior to any tactile input</li> <li>➤ Consider sensory needs during all activities</li> <li>➤ Create a workstation</li> <li>➤ Close windows and doors to reduce external noise</li> <li>➤ Use voice scale (adults as well as pupils)</li> <li>➤ Calm and quiet transitions along corridors with one adult at the front of a line, another at the back</li> <li>➤ Restrict movement behind a child, allow them to stand at the back of a line</li> <li>➤ Sit on a chair instead of the carpet</li> <li>➤ Break down activities into small steps</li> <li>➤ Implement movement breaks and sensory diets</li> </ul>

## What is the expertise and training of staff, including how specialist expertise will be secured?

We invest heavily in staff training and have staff trained in the following areas:

- TEACCH (Teaching and Education of Autistic and Communication impaired Children) - Schopler and Mesibov
- DfE Autism Education Trust levels 1, 2 and 3
- SCERTS (Social Communication, Emotional Regulation and Transactional Supports) Prizant, Whetherby, Rubin and Laurent
- Attention Autism – Gina Davies
- Social Stories – Carol Gray
- Augmented Communication – Makaton sign language, PECS (Picture Exchange Communication System, PDD (Pragmatic Organisation Dynamic Display)
- Intensive Interaction - Hewitt and Nind
- Meeting Sensory needs
- Administration of medication and managing specific medical needs
- PRICE (Protecting Rights in a Caring Environment), BILD Accredited
- Switch On reading
- OCD
- Tourette Syndrome
- Transition through Play
- Emotional Regulation – ACEs, Zones of Regulation
- Supporting children and young people with PDA (Pathological Demand Avoidance)
- Phonics: Letters and Sounds
- Switch On Reading and Smart English
- Forest School
- 3 senior leaders hold the National Professional Qualification for Headship
- 4 senior leaders are DSL trained
- 1 senior leader is trained in Mental Health First Aid
- 2 senior leaders and 1 teacher hold the National SENDCo qualification
- Principal is undertaking Senior Leader Apprenticeship Programme with a Master's Degree in Schools Based Leadership and Management
- Acting Deputy Principal is undertaking the Senior Leadership Programme
- The academy is using the Apprenticeship Levy to develop staff expertise, research and development opportunities.

## What is The Medeshamstede Learning Centre?

This year (2020-21) we establish The Medeshamstede Learning Centre as an inclusive outreach and training centre in partnership with the Autism Education Trust. The learning centre has been established to support our mission *'for all young people to access, participate and contribute to their community for life'*.

This is achieved by:

- Communicating our shared vision and values
- Sharing excellent practice through supporting and working with schools in our community
- Providing professional development to school leaders, teachers and support staff

We are a training hub for the Autism Education Trust for schools across the City of Peterborough.

“The AET is a not for profit programme led by two national autism charities – the National Autistic Society and Ambitious about Autism. Established and supported by the Department for Education, the AET promotes and supports partnerships throughout the education system to improve educational access, experience and outcomes for children and young people with autism. Underpinned by current research into good education practice, the AET programme is structured around the three education phases – early years, school and post 16.” (AET, 2020)

We have onsite Speech Therapy provision. Speech Therapy delivered in class and integrated into the school day. A designated Educational Psychologist is attached to the school. Via the local authority we have access to specialist advice and specialist services i.e. Occupational Therapy. We have a designated SENDCo and assistant SENDCo.

Our Safeguarding Lead and Family Support Worker provides a point of contact for families for advice, support and referrals to support services, including CAMHS.

Staff come from a variety of backgrounds and with various levels of experience. New Staff engage in an induction programme for best practice in autism education including AET training and on-going training to provide knowledge of academy and trust level policies and protocols.

### **Our Senior Leadership Team**

- **Mrs Laura Ives** Principal & SENDCo
- **Mrs Stephanie Smith** Acting Deputy Head of School & Assistant SENDCo
- **Mr Nathaniel Spalding** Primary Phase and Learning Centre Leader
- **Mr Tim Humphreys** Secondary Phase and Transition Base Leader
- **Mrs Lynn Combes** Behaviour and Wellbeing Leader
- **Mrs Cheryl Toshak** EHC Plan Co-ordinator and Designated Safeguarding Leader

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The designated teacher is Mrs Laura Ives.

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

EHCPs, individual learning profiles and individual provision maps are reviewed to evaluate the effectiveness of the provision, arrangements and interventions.

We have a robust system of self-evaluation using the Ofsted, National Autistic Society and Autism Education Trust frameworks. The Leadership Team and GAT Senior Education Advisors evaluate the school and its effectiveness in terms of:

- Quality of teaching, learning and assessment;
- Personal development, behaviour and wellbeing;
- Pupil progress and impact on outcomes;
- Financial planning and deployment of resources including those eligible for pupil premium;
- GAT Safeguarding Advisor carries out a robust safeguarding audit which has been graded green.

The Leadership Team conduct regular classroom visits to monitor the provision and arrangements. we use the following information to help us monitor the progress of children with SEND:

Analysis of individual performance data	<ul style="list-style-type: none"> <li>• Termly progress and attainment data (B Squared for reading, writing, maths. Progress towards long term EHCP outcomes)</li> <li>• Switch on reading progress</li> <li>• % achieving end of key stage targets/qualifications, or making at least expected progress towards these targets/ qualifications</li> <li>• Number of exclusions</li> <li>• Attendance</li> <li>• Lesson observations</li> <li>• Feedback from stakeholders: teachers, support staff, other professionals, school council, AAC, parents and children</li> <li>• Comparisons with national data</li> </ul>
High Quality First Teaching and Quality Assurance	<ul style="list-style-type: none"> <li>• Classroom visits and observations to identify evidence that training/CPD has had an impact, benefitting individual progress and communication of needs</li> <li>• Staff training evaluations</li> <li>• Observations of children across different classes, subjects and environments to assure use of strategies (quality first classroom practice) and individual engagement</li> <li>• Observations of interventions and provision</li> <li>• Feedback from other professionals (eg: SaLT/EP)</li> <li>• Book and work scrutiny</li> <li>• Internal and external moderation</li> <li>• Staff, child and parental questionnaires</li> </ul>
Communicating individual needs	<ul style="list-style-type: none"> <li>• Through whole school INSET, staff briefings and meetings</li> <li>• Providing detailed learning profiles, provision maps, PBSPs, risk assessments</li> <li>• TEACCH assessment checks</li> <li>• Sharing child and parent views, wishes and concerns with staff</li> <li>• Annual Reviews and educational advice</li> </ul>

Ofsted inspection in 2017 and 2019 rated us as a good school. Our Ofsted report can be downloaded from our website [www.medeshamstedeacademy.org](http://www.medeshamstedeacademy.org)

## How are pupils enabled to engage in activities with children and young people who do not have SEN?

Community participation is an integral part of our academy curriculum. We recognise the importance of community based learning experiences to transfer and practice skills. Groups regularly access off site activities for educational visits, outdoor and adventurous activities, swimming, horse-riding for the disabled, community based sports activities, life-skills and travel training. Some of our KS 3 and 4 children take part in the annual Schools' Shakespeare Festival alongside mainstream schools. We have an active life skills and vocational learning programme and employability programme.

School journeys to outdoor activity centres are offered in secondary phase and primary phase children take part in an annual outdoor and adventurous residential visit.

Local community parties/discos, community cafes and celebration events provide enrichment and social opportunities for our children and their families.

If appropriate, individuals may access inclusion opportunities with the mainstream school with which we share a site or other academies within our trust. We may also seek reverse integration opportunities for pupils to visit our academy.

## **How do we offer support for improving emotional and social development?**

We are committed to supporting the emotional wellbeing and safety of every pupil. We are a PRICE (Protecting Rights in a Caring Environment) school and one senior leader is a trainer.

Pastoral support is provided by the class teacher and staff team around the child; key workers; outdoor learning leader and behaviour and wellbeing leader. Our whole academy CPOMS system is used to record any concerns or actions, keeps staff well informed and ensures good communication for individuals' wellbeing. Our safeguarding lead supports mental health needs and makes referrals to other agencies when required. We have a member of the leadership team trained in Mental Health First Aid.

There is an emphasis on personal social and health education (PSHE) across the curriculum. This includes a comprehensive programme (by Fiona Spire) specific to autism; internet safety; Zones of Regulation and Think Social Curriculums; Forest School; mindfulness, relaxation and physical activity.

There is a common language for well-being, social and emotional regulation, embedded using our Zones of Regulation and Think Social curriculums throughout the academy, and used to reflect on social and emotional states of regulation throughout the day in order to address individual needs. Zones are displayed in each classroom to support emotional literacy and each child has a toolkit of sensory and physical activities to support self-regulation. Each teaching session begins with a circle time for 'greetings' and 'how do you feel today?' Children have time at the beginning and end of the day to 'check in' with their teacher and tutor group for any concerns or difficulties to be addressed through a mentoring approach.

Children agree termly targets for their individual SEMH needs, identified on their individual learning profile, with strategies and provision. Phase and key stage assemblies address SEAL (Social and Emotional Aspects of Learning) themes and school values.

We promote a growth mindset, self-esteem, self-regulation and have positive approaches to supporting behaviour. We take a collaborative approach to co-produce positive behaviour support plans with parents and therapists. Risk assessments identify additional support needs required to ensure the child's safety.

Social, moral, spiritual and cultural (SMSC) education forms part of every lesson. We celebrate National Autism Awareness week and National Anti-bullying week. A comprehensive sex and relationships education programme, supports our children through all developmental stages.

There are high levels of staff supervision across the day and support with personal care needs is provided where needed, eg: eating, toileting, dressing. There are visits by the school nurse and parents can request an appointment. We promote healthy lifestyles, diet and exercise. Fresh meals are prepared on site and special diets catered for. We are a nut-safe school.

Staff are regularly trained in child protection / safeguarding, medication administration, epilepsy, PRICE physical intervention and first aid. Epi-pens are located in clearly identified key places around the building. Children with medical needs and requiring medication have a care plan co-produced with parents and the school nurse.

## **How do we involve health and social care, local authority support services and voluntary organisations, in meeting children's SEN and supporting their families?**

We have onsite Speech and Language Therapy provision from the local authority for 1 day each week. Therapy is mainly delivered in class and integrated into the school day. The school employs an Educational Psychologist for 1 day a week. We also access the local authority Educational Psychology Service and

Occupational Therapy Service. We employ Tripod Learning Services for further expert autism provision and to support the successful transition of children new to the academy.

Via the Local Authority we have access as a school to specialist advice and Specialist Teaching services i.e. occupational therapy, Autism Outreach Service and specialist hubs.

Our Safeguarding Lead is a point of contact for families and provides family support, advice and sign posting/referrals to other agencies and services. We operate a food and clothing bank and weekly FareShare food boxes for families in need.

Where required, we work closely with Social Care, CAMHS - Child and Adolescence Mental Health Service and the Children with Disabilities team.

### **How do children transition to Medeshamstede ?**

The aim through the transition year is to build strong relationships with each child and family; to know each child's strengths, needs and difficulties in order to work in partnership with parents and other professionals to overcome barriers to learning. We have a transition base for 8 children new to school at the start of September. EYFS and Y1 children transition straight into our busy bees class which is purpose built as an early learning provision.

We recognise each child is different and for that reason we do not have a 'one size fits all' approach to transition. In the first half term children may have a reduced timetable and plan, in line with the LA transition policy, for a more flexible approach to the day in order to adapt to a new school without overwhelm. During the first term we keep challenge low and there is a high focus on personal, social and emotional aspects of learning. It is really important for children to feel safe and secure in their new environment and with their new staff team before we challenge them through academic learning.

In this way, our focus is on establishing 'behaviour for learning' through explicit teaching communicating the daily routine, rules, co-operation and building relationships with staff and their peers. This is vital for successful transition in order for children to manage change and to feel confident and secure in a new setting. In the first half term the transition base leader liaises closely with parents for the best pathway each child's unique circumstances and special needs. We aim to have the majority of new children in school full time by the end of the first half term.

In the first half term, a baseline assessment of each child is carried out informally through our observations of what a child knows, can do and what their next steps of learning need to be. Termly targets for the 4 areas of need will then be written for:

- Cognition and learning
- Communication and interaction
- Sensory and physical
- Social, emotional and mental health

These targets are the expected, smaller steps of progress a child will make towards the longer term outcomes identified in the EHCP.

Once the child is established and secure in the transition base, they may join a class for other activities.

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

Satisfaction of our children and families is very important to us. We attempt to address and resolve all complaints. The complaints policy is available on our website [www.medeshamstedeacademy.org](http://www.medeshamstedeacademy.org)