

SEND Information Report

2022-2023

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 kinds of special educational needs does Medeshamstede Academy make provision for?

Medeshamstede Academy is a special provision for 117 students, 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).

Children who attend Medeshamstede Academy have an Education, Health and Care Plan (EHCP).

What are the arrangements for admissions?

Admissions to Medeshamstede Academy are arranged by Peterborough Local Authority. Further details about admissions can be seen on the [admissions page](#) of our website

How does Medeshamstede Academy identify and assess student's needs?

Students arrive at Medeshamstede Academy following a programme of transition. Within this process needs are identified in conjunction with previous provision, parents and the Education, Health and Care Plan. Students undertake a series of baseline assessments so that teachers can plan to meet their individual needs.

How does the academy evaluate the effectiveness of provision?

We have a robust system of self-evaluation using the Ofsted Framework.

In brief, we use the following information to help us monitor the progress of students with SEND:

Analysis of Student Performance Data	<ul style="list-style-type: none"> • Termly progress and attainment data • % achieving end of key stage targets, or making at least expected progress towards these targets • Number of exclusions • Attendance information • Lesson observations, book looks and learning walks • Feedback from teachers, support staff, parents and students • Comparisons with national data – where available
Quality First Teaching and Quality Assurance	<ul style="list-style-type: none"> • Observations of academy lessons to identify evidence that training has had an impact • Staff training evaluations • Observations of students across different subjects to check use of strategies and student engagement • Observations of interventions • Observations of support staff in lessons to ensure that it is effective, benefitting student progress and of good quality
Communication of Student Needs	<ul style="list-style-type: none"> • Communicate individual pupil needs through: whole school INSET, staff briefings and meetings • Provide detailed student profiles during the transition period • Individual Education Plans and Behaviour Support Plans updated at least termly or more frequently if needed. • Where relevant, share student and parent views, wishes and concerns with staff

What are the arrangements for assessing and reviewing the progress of children with SEND?

A formal meeting is held at least three times a year with teachers and senior leaders to monitor progress.

These meetings are:

- Annual Review/Transition Review – held once per year to identify progress towards EHCP outcomes.

- Parent/Teacher Progress Meetings – held termly for parents to meet with their child’s teacher, review learning and update IEP targets as appropriate.

The school works closely with external agencies where appropriate to support the needs of students.

What are the approaches to teaching children with SEND?

Through regular whole school meetings and information sharing systems, every student’s needs are shared and understood.

Discussions take place to identify successful strategies thus creating a consistent approach to your child’s needs.

Learning Mentors and Learning Assistants support teaching groups and lead interventions.

Students will be taught in a whole class environment with small groups and 1:1 intervention when necessary.

Class sizes are small with 6-10 students in a class.

All lesson planning, both medium term and short term is adapted within each class.

Medeshamstede may be supported by Speech and Language Therapists, Occupational Therapists, Educational Psychologists, the School Nurse and specialist teacher advisers where and when appropriate.

The curriculum is regularly reviewed to meet the individual needs of students at Medeshamstede Academy. Our aim is to provide a broad, challenging and varied curriculum, which provides the opportunity for individual learning both inside and outside the classroom, along with links to vocational experiences and the wider community.

What adaptations are made to the curriculum and the learning environment?

As much as possible, students will have full access to the National Curriculum, though at times small group teaching, one to one sessions or alternative provision might be provided if this better suits the learning needs of the student.

Medeshamstede Academy can provide, if necessary:

- Literacy intervention programmes e.g. Fresh Start
- Numeracy intervention programmes e.g. MyMaths, TT Rockstars
- Social and emotional interventions e.g. Lego Therapy, Protective Behaviours
- Sensory balancing interventions e.g. Sensory Circuits, Relaxation
- Emotional and/or academic Mentoring
- Specific subject interventions targeted around achievement and progress
- A personalised curriculum for students with specific strengths and difficulties

The type of support is dependent on the individual learning needs and is intended to enable access to learning by overcoming the barrier to learning which has been identified. A range of equipment is used at Medeshamstede by groups or individuals to aid equal access to the curriculum.

The learning environment at Medeshamstede Academy has been carefully considered to meet the needs of our students. Teachers and Senior Leaders regularly review the learning environment to ensure it meets the sensory needs of our students – this includes ensuring that classrooms are as clutter free as possible, that walls are free from visual distractions and that outside noise is kept to a minimum. Students are encouraged to undertake sensory regulating activities and sensory tools are available in all classrooms.

Are children with SEND able to access extra-curricular activities and physical activity?

At Medeshamstede Academy, every student has the opportunity to access educational visits. No student is excluded from activities at Medeshamstede Academy – unless a risk assessment deems that it is unsafe for them to take part.

Physical activity is planned for all students including traditional PE lessons led by YDP (Youth Dreams Project), sensory circuit activities and sports clubs. Students may also have the opportunity to participate in sports competitions at inter-school level as well as the academy's annual sports day.

What support is available for improving social, emotional and behavioural development of students?

Medeshamstede Academy is committed to supporting and improving the social and emotional development of our students. We have regular pastoral meetings to highlight the needs of children who are causing concern.

Pastoral Support: students have access to talk to their preferred adult, teacher, learning mentor or learning assistant.

Preventing Bullying: Medeshamstede Academy provides clear expectations for behaviour including a zero-tolerance approach to bullying behaviours. The PHSE curriculum regularly addresses anti-bullying and this is also a focus of assembly themes during the year when we participate in anti-bullying week and safer internet day.

Personal care: Staff at Medeshamstede Academy are proactive in supporting students with their own personal care and hygiene. Staff help students with toileting needs, this includes working closely with parents to facilitate potty training to supporting students with incontinence. Staff, where necessary, will support students with any personal hygiene issues, including advising them of the need to shower, the use of personal hygiene products and supporting with differentiated visuals. With regards to eating, staff support children with cutlery skills, trying new foods and supporting children in accessing a balanced and healthy diet.

We have a robust Safeguarding Policy and practice in place. Students' health and well-being is paramount. We work closely with external agencies, other schools and the Local Authority.

We also work closely with Social Services in particular the Children's Disability Team.

We work closely with CAMHS, if your child requires that level of support.

All staff receive on-going training, including in all aspects of Child Protection and Safeguarding.

What is the name and contact details of the SENDCo?

Ms Charlie Smith, Principal is our named SENDCo and she can be contacted via the academy office or by email at csmith@medeshamstedeacademy.org

What is the expertise and training of staff?

All our teachers have Qualified Teacher Status and have undertaken specialist further professional development. This includes training in TEACHH, using Social Stories and Comic Strip Conversations and PRICE (Protecting Rights in a Caring Environment) to name but a few.

Our Learning Mentors and Learning Assistants also have a range of expertise and all receive ongoing professional development to ensure they remain informed and skilled.

All staff follow a programme of autism awareness training to ensure a base line level of understanding.

Details about the training available through the Greenwood Academies Trust can be found [here](#)

How does Medeshamstede Academy work with parents?

We hope to meet new parents at the stage when you are deciding which school is your preferred choice for your child. When a decision has been made and a place has been provided, we hold a new parents' evening prior to your child starting our academy if they are joining at the start of the academic year or an individual meeting if the transition is taking place at another point in the year.

Parents are invited to arrange a visit with their child, prior to them transferring here.

Curriculum newsletters are shared by class teachers at the start of each half term and a whole academy newsletter is sent home at the end of each term.

Parents can access information via our website and will receive contact details of key staff involved in the wellbeing of their child.

A formal meeting is held at least three times a year with teachers and senior leaders to monitor individual student progress. A yearly written report is also provided.

As well as formal meetings, we use phone calls and Class Dojo to ensure regular communication about all aspects of a child's education.

Inclusion of students who are Looked After in Local Authority Care

Medeshamstede Academy recognises that:

Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report 2003) why children who are looked after in local authority care often fail to make expected progress at school (this applies equally to pupils with severe, profound and multiple learning difficulties).

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs – emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The designated teacher for Medeshamstede Academy is Sarah Johnson, who can be contacted via the academy office or at sjohnson@medeshamstedeacademy.org.

The responsibilities of our designated teacher include:

- Monitoring the progress of children who are “looked after” to ensure they have the best life chances possible and access to the full range of opportunities in school
- Ensuring that children who are “looked after” have access to the appropriate network of support
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- Ensuring that information concerning the education of children who are “looked after” is transferred between agencies and individuals
- Preparing a report on the child’s educational progress to contribute towards the statutory review (these are usually held at six monthly intervals or more frequently if there is a concern)
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team
- Liaising with the child’s Social Worker to ensure there is effective communication at all times
- Celebrating the child’s successes and acknowledging the progress they are making.

Medeshamstede Academy will work closely with the county’s Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance and exclusions.

What arrangements are in place for consulting children and young people?

The children are involved in the running of the school through the Academy Council. We hold regular student discussions whereby students are encouraged to air their views about life in school and how we can adapt our practices to improve students' experiences. Students are also supported to complete annual questionnaires to gather their views.

As part of the annual review process all students complete a 'my views' document and, where possible, they are also involved in setting and discussing their own targets. Students are always invited and encouraged to attend their annual review.

There are annual opportunities for parents to complete a questionnaire to share their views of the school.

What should I do if I have a complaint?

Parents who have a concern regarding the provision for their child's SEND should contact their child's teacher in the first instance. Concerns should be raised at the earliest opportunity so that they do not escalate. Should you remain dissatisfied your specific concerns should be addressed to the SENDCo and, if they remain unresolved, the Principal. The complaints policy can be found on our website <https://www.medeshamstedeacademy.org/policies>

What specialist services and expertise are available at, or accessed by, the academy?

We work closely with a range of services to support your child's needs, including Occupational Therapy, Speech and Language Therapy, Educational Psychology Services and CAMHS. Your child will need an Education Health and Care Plan before being considered for admission to our academy. Your point of contact to discuss this is the Local Authority SEN (Special Educational Needs) Team.

How can I contact external support services?

Greenwood Academies Trust 0115 748 3310 www.greenwoodacademies.org

Peterborough SEND Information Advice Support Service 01733 863979 pps@peterborough.gov.uk

Educational Psychology Open Access Consultation Service 01733 863689

Peterborough Neurodevelopmental Service (ADHD, ASD) 01733 777939

Peterborough City Council www.peterborough.gov.uk/education

How is transition managed?

We offer a structured induction programme once our school has been named on your child's Education, Health and Care Plan. A member of our leadership team will contact you and your child's current setting to arrange this. This includes gathering of a wide range of information to enable staff to plan to meet your child's needs.

When the time comes for your child to move on from Medeshamstede Academy, we will liaise with the receiving school or college and follow their transition process.

What is the Local Offer?

Details about the Local Authorities Local Offer can be found here

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

Review of SEND information report

September 2023 or sooner if needed