

SEND Information Report 2021-2022

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 achieve, 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 pupils, 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 pupils have an Education, Health and Care Plan (EHCP).

As an outward facing academy, we work collaboratively with all stakeholders including parents and carers, 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).

How do our partnerships ensure value added good practice ?

1. Autism Education Trust (AET) and Medeshamstede Learning Centre

Medeshamstede Academy is committed to making a difference to the lives of autistic children and young people. We are part of a community of respected organisations, establishing Good Autism Practice nationwide. To this end, we partnered with the Autism Education Trust (AET) in April 2020. The AET is a social franchise, a network of dedicated professionals and organisations helping education professionals better support autistic children and young people. As the exclusive AET licence holders to deliver training across the local authority to other settings, professionals and organisations for early years through to post-16.

- Though establishing Medeshamstede Learning Centre, we deliver a quality-assured, evidence-based, DfE-supported and CPD certified autism training programme which holds the voice of autistic people at its heart.
- Employ the AET frameworks and standards alongside the training programmes to add real value to our work.
- As an award-winning and evidenced-based programme, the AET framework focuses on autism as a difference not a deficit. It puts the child and young person at the heart of the process. It is their voice that is heard through the training.

2. We are part of the Skills Builder Partnership

The Skills Builder Universal Framework shows how to build essential skills at every stage of life. At Medeshamstede Academy, we believe that employability skills need to be developed and explicitly taught as part of our curriculum, which is why we are part of the Skills Builder Partnership.

We make sure pupils are aware of the key skills that employers need and that will give them the edge in their chosen career path. Skills Builder is an award winning rapidly growing global partnership. The Partnership brings together more than 700 organisations towards a common mission, joined by shared language, principles and outcomes.

In the Spring Term 2021 our pupils have been working on 'staying positive' throughout the pandemic and teachers have been delivering the lessons to develop and apply this skill through both learning in school and remotely.

More information can be found at www.skillsbuilder.org/about which gives you details of how employers, schools and other organisations become involved. You can also find further details of the framework that our pupils work through.

What are the arrangements for admissions to the Academy?

Admission arrangements are through consultation with Peterborough local authority and the SEND panel. Pupils 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 pupils access the transport service to and from the academy, arranged by parents through the local authority.

How do we support new pupils and families in transitioning to the Academy ?

New pupils 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, peers 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.

We run the provision of a transition base for new pupils who join us in KS 2 and secondary phase. Younger pupils up to Y3 join the early learning class (Busy Bees).

The transition base is run by our assistant principal and support staff. This provision allows pupils to form secure relationships with trusted adults and peers. There is a focus on their personal development, behaviours for learning, meeting their SEMH and sensory needs. The provision is delivered at a pace that does not overwhelm as we understand that pupils are coping with the change of joining a new school.

In the first 6 weeks of their transition, pupils may attend for part time, to gain confidence at a pace of change that they can manage. The transition team liase with parents daily to plan next steps with parents and the child in order to build up to full time in school after the first half term.

We perform an informal baseline assessment through our observations which tells us what a pupil knows and can do and what their next steps should be. Once they feel secure, pupils will be joined to a class and spend time between the base and their class until they are ready to join the class full time. Pupils may remain in the base for their first year at Medeshamstede if required.

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

'Moving up' sessions are held at the end of each school year to introduce pupils to their new classes prior to the beginning of a new academic year. 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.

How do we support pupils in preparing for adulthood ?

The 4 pathways in preparing for adulthood are:

1. Employment
2. Independent living
3. Community Inclusion
4. Health

Our **Preparing for Adulthood: Careers, Education and Employment Strategy 2021** can be found on the Academy website. Throughout the whole Academy and at all stages of education (age 4-16), we focus on building skills for life, education, careers and employment, independent living and participation in society. The components of the 4 preparing for adulthood pathways are broad and so will not necessarily look the same for each pupil or phase, as pupils may be at different developmental stages. The work and activities that pupils complete is person-centred and will be used to demonstrate individual progress at the Annual Review of their Education, Health and Care Plan, along with the progress towards outcomes and provision detailed in their plan.

The Post 14 or Transition Annual Review employs person centred planning tools to engage the young person and their family in progress towards achieving their aspirations for the future. A Transition Plan will be made in anticipation of transition to further education for post-16. We work across agencies to ensure education, care and health needs are all articulated in this plan.

The Academy runs college links with local colleges to support transition to post 16 education to effectively allow pupils to gain experience in these new settings. Pupils attend pupil specific open days and are made 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 pupils who attend will have an EHCP identifying their special educational needs, aspirations, progress and achievements, provision and arrangements.

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

All pupils' needs, differences and strengths are assessed and detailed through the following Academy documents, co-produced with parents and the pupil, if appropriate:

- pupil profile
- individual provision map identifying strategies and provision to meet pupil's needs.
- individual communication and language provision map
- 'Zones of Regulation' – a visual menu used by the pupil containing their sensory and physical activities that support self-regulation.
- positive behaviour support plan
- individual risk assessment
- personalised pupil passport - using pupil voice for 'All About Me' recorded in the words/symbols of the pupil.
- individual learning journal celebrating the pupil's progress, photographs, and achievements throughout the year.
- Yearly Report for the Annual Review

What is a Pupil Profile ?

All pupils have an individual pupil profile. This 2-page document details:

- pupil needs (identified in their EHCP)
- things we like and admire about them (strengths)
- things that are important to the pupil (pupil voice and interests)
- how we can help and support the pupil (provision)
- photographs of pupil showing participation in activities they have enjoyed.

The pupil profile is reviewed three times a year and is a key document in capturing assessment of a pupil's progress. It contains the termly targets for the 4 areas of SEND (communication and interaction; cognition and learning; social, emotional & mental health and sensory/physical) as small step benchmark targets towards achieving the long term (2-3 year) outcomes specified in their EHCP. In this way the pupil profile is a benchmark of termly progress of the pupil's learning journey towards achieving the outcomes of the EHCP; ensuring they are on track to achieve these.

Under the cognition and learning area of need the profile will contain the pupil's termly targets for reading, writing and maths. A percentage measure of progress is recorded over the term within these 3 academic areas using our Academy assessment system of Connecting Steps: B Squared for EYFS – KS3 and progress towards mastering the subject syllabus for KS 4 pupils.

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 carers. We encourage an open dialogue with about progress and learning, including:

- Annual Review meetings and termly progress updates.
- open sessions for parents to join their child in class.
- class news on the website with photos, links and Twitter
- regular newsletters to parents/carers.
- Safeguarding newsletter
- a school community Facebook page.

- daily home-school communication through emails
- phone calls home to celebrate 'wow' moments.
- parent workshops, training and presentations regarding our curriculum, the EHCP review process, provision for behaviour, sensory modulation, etc
- personal emails, phone calls and/or meetings.
- we provide homework 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, service advice and is a main point of contact.

We fully adhere to the principles set out in the SEND Code of practice involving young people and their family in decisions about their offer and support to achieve their aspirations. We enable pupil involvement in decisions, which affect them. Where they can, pupils contribute to their own Annual Reviews with the aid of symbols and older pupils attend their Review. Reviews may include photographic or video footage of pupil achievements, developed with the pupil. Where the pupil is unable or unwilling to attend, their views, interests, achievements and supports will be presented on their behalf and demonstrated through their learning journal.

Personalised pupil passports are developed with each pupil; using person centred planning tools and presented in an accessible medium – i.e., symbolised, or photographic.

Pupils are supported to make informed choices, about appropriate targets, type of support, study options such as vocational modules, college links, ambitions and aspirations that meet the pupils' strengths and interests for future employment and prepare them for adulthood.

Pupil profiles enable adults and peers to recognise how to support the pupil in their method of communication.

What are our arrangements for assessing and reviewing pupil progress ?

Pupil progress is monitored against their pupil profile targets for the 4 areas of SEND.

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 pupil profile, allowing parents/carers to see evidence of their child's progress and achievements captured within their learning journey.

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 behaviour problem solving approach. Development Matters Bands are used to baseline and assess children in EYFS.

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

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

Where pupils are not making expected progress, intervention is identified through the pupil's individual provision map. delivering additional supports and interventions 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 and pupil profile, set new termly targets and update the positive behaviour support plan as appropriate.

What is our approach to teaching pupils with autism and SEND ?

The assess, plan, do, review cycle is at the heart of everything we do. Our autism strategy employs research based, ASD specific approaches to reduce barriers to learning, enabling our pupils to fulfil their potential and develop independence.

We use the Autism Education Trust (AET) core standards to assess and ensure appropriate support strategies and provision are implemented for:

- **The individual pupil** (how to understand and address pupil'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 pupils on the autism spectrum)

Most teaching is class based. We have a typical class sizes of 6-12 pupils with a qualified teacher and a support assistant. The school offers flexible staffing deployment, which allows pupils and classes to access additional support staff to respond to any additional needs. We ensure skills are transferred and generalised to other environments and with other members of staff.

Secondary phase pupils 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 pupils have opportunity to take part in an annual outdoor and adventurous residential visit.

We follow the TEACCH Autism framework to develop independence, using 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 pupils' Sensory and Physical and Social, Emotional and Mental Health needs.

Attention Autism, We Thinkers and Think Social curriculums are our whole academy approaches to meet pupils' communication and interaction needs.

We have an NHS Speech and Language Therapist for 1 day each week. The pandemic has meant switching to a consultation model. Once safe to return to normal daily operations, NHS therapists work alongside staff in class to ensure that appropriate therapeutic interventions are planned and delivered. We have a school Educational Psychologist 1 day a week.

The Academy has used the Government Covid Catch-up funding to employ an additional occupational therapist and speech and language therapist 1 day a week. There are plans to recruit 2 further therapists for September

2021 to support a therapeutic and holistic delivery of provision for SaLT and OT across the curriculum. Joint working with Therapists ensures that therapy needs, and targets are planned and delivered across the curriculum.

Operating procedures within Covid19 pandemic: What happens if a bubble is closed?

The Academy operates provision for remote and blended learning through our digital platform. There is a learning menu of lessons covering the curriculum, accessed through our website. Remote learning provision is commensurate with our daily provision offered in school. The remote learning menu consists of recorded sessions and alongside this, teachers will deliver face to face learning through MS Teams. Activities and work packs are also sent home. There is a live daily 'check in' face to face through MS Teams with all pupils by their teacher, either individually or as a class group to ensure pupil wellbeing. We ensure all pupils have access to a laptop and MS Teams.

Details of our Covid19 operating procedures and risk assessment can be accessed through the Academy website.

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

Our curriculum is broad and coherent to encompass an academic, technical and vocational curriculum, including the National Curriculum, but also incorporates the 'hidden curriculum' for experiences, enrichment and cultural capital. There is a high degree of personalisation to ensure it meets the needs of each pupil.

The teaching approach is underpinned by 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 differentiation and groupings according to a child's developmental and cognitive stage and their learning needs across each key stage.

We identify 3 developmental stages of learner pathways matched to the needs of our pupils:

- Pre-formal learners (early learning with a multi-sensory approach focusing on engagement)
- Semi-formal learners (beginning to work from the National curriculum)
- Formal learners (working within the National Curriculum and KS 4 subjects syllabuses)

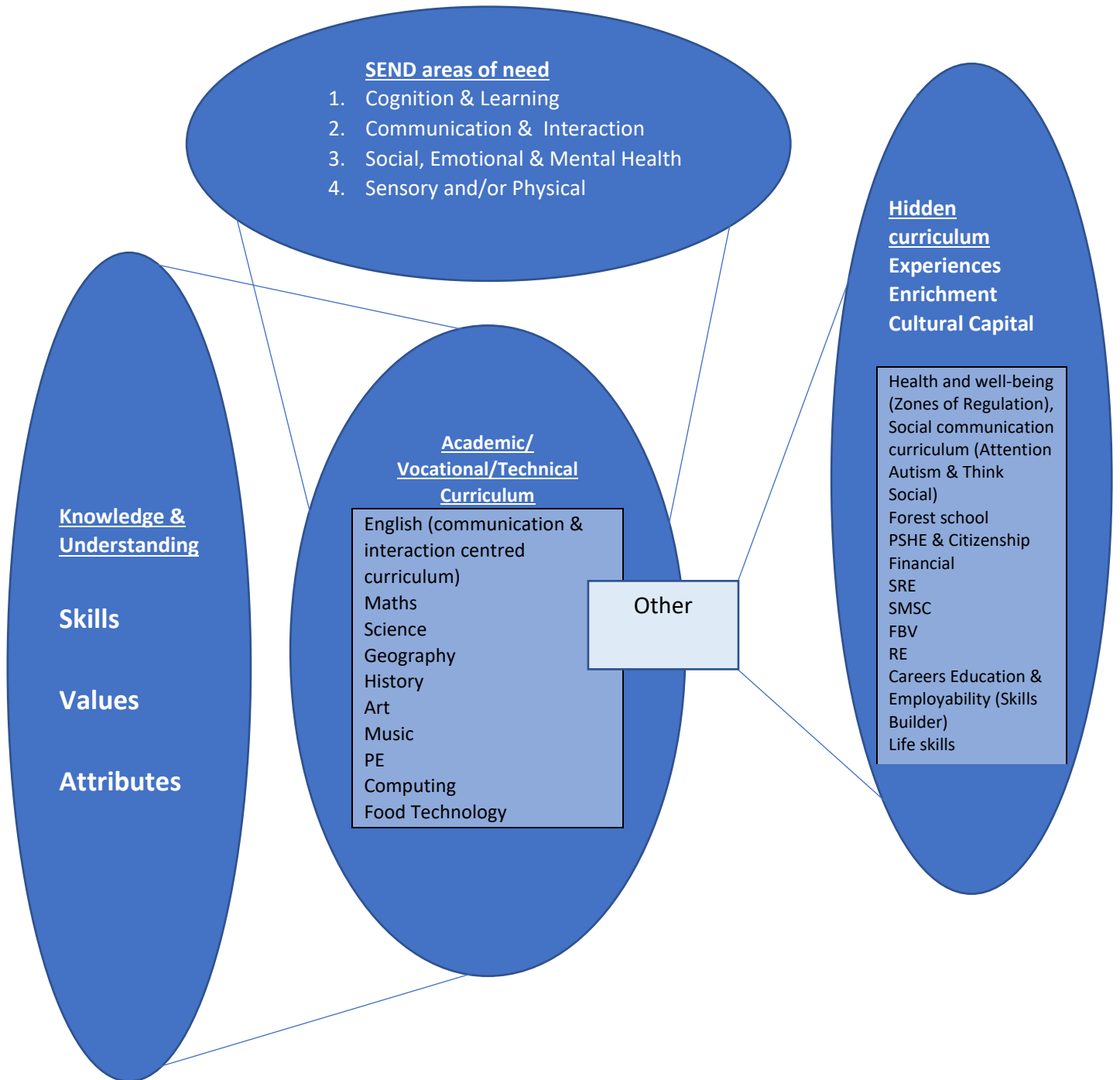
The curriculum supports outcomes in terms of independence, life skills and community participation. Accreditation pathways emphasise functional skills, vocational learning and life skills.

The Academy building is purpose built and has been adapted to cater for our growing population. The physical structure of the classroom learning environment is aligned to the TEACCH framework to support pupils to develop their independence. The outdoor learning environments include an outdoor gym and sunken trampolines, Forest School and sensory garden. We have a secure site with electric gates and swipe access doors in corridors for safety and access control.

The classrooms are all on ground floor level and centre around a grassed outdoor courtyard. There is a primary phase corridor, secondary corridor and transition base area. Large classrooms open onto their own outdoor area for learning and have a smaller break out room for group work and as quiet areas. The early learning classroom contains a sensory room and toilets. There is a hygiene room and nappy changing facilities.

The school facilities also include the rainbow room as a calm and quiet space, Forest School area, gardening area, outdoor classroom, specialist rooms for cooking, ICT, 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 including sensory circuits and the sensory mile.

Our Curriculum Model



Please see our website for more details on our curriculum www.medeshamstedeacadmey.org

Quality First Teaching and SEND Programmes

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

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

Social Emotional and Mental Health (SEMH)

	QFT Provision		Programmes
Wave 3: Specialist	CAMHS		<ul style="list-style-type: none"> ❖ NSPPC councilor ❖ CHUMS
Wave 2: Targeted		<ul style="list-style-type: none"> ❖ Jenny Mosely circle time 	<ul style="list-style-type: none"> ❖ Circle of friends ❖ Time to talk ❖ Lego Therapy
Wave 1: QFT	<ul style="list-style-type: none"> ❖ Zones of Regulation Curriculum ❖ Think Social curriculum ❖ Fiona Spires PSHE curriculum ❖ Forest school ❖ Positive behaviour support plan ❖ Individual risk assessment ❖ Daily schedule (who, what, where, how long, finished, what next) ❖ Sand timer ❖ Now/next boards ❖ Prompt cards ❖ Social stories ❖ Teaching social rules explicitly ❖ Jobs board ❖ 'Lets make a deal' cards 	<ul style="list-style-type: none"> ❖ Growth mindset ❖ Incredible 5-point scale ❖ Circle time ❖ Friendship charts ❖ Emotions books ❖ Break cards ❖ Tutor talk time and mentoring ❖ Breathing square ❖ Safe spaces ❖ Reward systems 	<ul style="list-style-type: none"> ❖ Think Social curriculum ❖ Fiona Spires ASD specific PSHE programme ❖ Zones of Regulation whole school curriculum ❖ behavior de-escalation strategies (individual Zones Menu)

Sensory and Physical (SP)

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

Strategies we use in our daily ASD friendly Practice

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

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

We invest heavily in staff training. 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, PODD (Pragmatic Organisation Dynamic Display)
- Intensive Interaction - Hewitt and Nind
- Neuropsychology and Behaviour
- Meeting Sensory needs
- Administration of medication and managing specific medical needs
- PRICE (Protecting Rights in a Caring Environment), BILD Accredited
- Switch On reading
- Smart English
- Emotional Regulation – ACEs, Zones of Regulation
- Supporting children and young people with PDA (Pathological Demand Avoidance)
- Phonics: Letters and Sounds
- 3 senior leaders hold the National Professional Qualification for Headship
- 2 senior leaders are DSL trained
- Principal is undertaking Senior Leader Apprenticeship Programme with a master's degree in Schools Based Leadership and Management
- 2 teachers are undertaking the SENCO award
- The school is using the Apprenticeship Levy to develop staff expertise, research and development opportunities.

Our Safeguarding and Wellbeing Leader provides family support 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 and on-going training to provide knowledge of school policies and protocols for best practice in autism education, including AET standards and competencies.

Who are our Senior Leadership Team?

- **Mrs Laura Ives** Principal & SENDCo
- **Mr Nathaniel Spalding** Primary Phase and Medeshamstede Learning Centre (AET) Leader
- **Mr Tim Humphreys** Secondary Phase and Transition Base Leader
- **Mrs Cheryl Toshak** Safeguarding and Welfare Leader. EHCP Coordinator.

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.

Mrs Ives, Mr Humphreys and Ms Eagle are our careers team. Information and Careers, Education and Employability strategy can be accessed through the Academy website.

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

EHCPs, pupil profiles and provision maps for pupils are reviewed to evaluate the effectiveness of the provision, arrangements and interventions.

As a free school, we do not have the traditional model of a school governing board. However, governance is sought through the Academy Advisory Council which meets at least termly and the Board of Trustees for Greenwood Academies.

We have a robust system of self-evaluation using the Ofsted and Autism Education Trust frameworks. The Leadership Team and Greenwood Academy Trust senior education advisor 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 for those pupils eligible for pupil premium.
- GAT Safeguarding Advisor carries out a robust safeguarding audit which has been graded green.

The Leadership Team conducts regular learning walks to monitor quality assure the provision and arrangements. we use the following information to help us monitor the progress of students with SEN:

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

Ofsted inspection in 2017 and 2019 rated us as a good school. Our Ofsted report can be downloaded from our website www.medeshamstedeadmey.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. Pupils regularly access off site activities for educational visits, swimming, soft play, riding for the disabled, community-based sports activities, life-skills and travel training. Some of our KS 3 pupils 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.

Point of Note: Unfortunately, at the present time of the pandemic safety is paramount and risk assessment currently prevents offsite visits, trips and events involving the local community being held in school. This will be kept under review in line with lifting of the lockdown and current restrictions.

If appropriate, pupils may access inclusion opportunities with the mainstream school with which we share a site.

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

We are committed to supporting the emotional wellbeing and safety of every pupil.

Pastoral support is provided by the class teacher and staff team around the child; key workers; outdoor learning leader 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 pupils' wellbeing. Our safeguarding lead supports mental health needs and makes referrals to other agencies when required.

There is an emphasis on personal social and health education (PSHE) across the curriculum. This includes a comprehensive programme (by Fiona Spires) 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. This language is used to reflect on pupil states of physical and emotional regulation throughout the day to address their needs. 'Zones' are displayed in each classroom to support emotional literacy along with a toolkit of sensory and physical activities to support self-regulation. Each pupil has a personalised Zones menu containing the activities which support their self-regulation. Morning sessions begin with a circle time greeting and 'how do you feel today?' Secondary pupils have time at the beginning and end of the day to 'check in' with their tutor group teacher for any concerns or difficulties, addressed through a mentoring approach.

Where appropriate, pupils agree termly targets for their individual SEMH needs, identified on their pupil profile, with individual 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 and have positive approaches to supporting behaviour. We take a collaborative approach to co-produce positive behaviour support plans with parents/carers and therapists. Risk assessments identify additional support needs required to ensure a 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 secondary pupils through adolescence.

There are high levels of staff supervision across the day and support with personal care needs 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 trained in child protection / safeguarding, medication administration, epilepsy, PRICE physical intervention and first aid. Epi-pens are located clearly identified key places around the building. Pupils with medical needs 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 a Speech and Language Therapy provision from the local authority by a therapist for 1 day each week. Therapy is mainly delivered in class and integrated into the school day by the teaching team. The school employs an Educational Psychologist for 1 day a week. We also access local authority Educational Psychology Service and Occupational Therapy Service.

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.

The Academy is part of Fare Share and operates a weekly food box for several families.

Our Safeguarding Lead is a point of contact for families and provides family support, advice and sign posting/referrals to other agencies and services, e.g: Social Care, CAMHS - Child and Adolescence Mental Health Service and the Children with Disabilities team.

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

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.medeshamstedacademy.org.

Which external support services can I contact for information/advice

Greenwood Academies Trust
0115 748 3310
www.greenwoodacademies.org

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

Marion Deeley – Parent Partnership
01733 863979
marion.deeley@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

This SEND Report was written by Laura Ives, April 2021, and will be reviewed annually.

Our offer to pupils with special educational needs and disabilities was reviewed in September 2020 and will be reviewed annually.