

MELKSHAM OAK SEND INFORMATION REPORT

Learning Support Department

The Learning Support Department consists of the SENDCO, Deputy SENDCO, 1 SEND Teacher, 2 ELSAs and 22 Teaching Assistants (TAs). Three of these TAs are based in the Haven and one is based at our off-site provision, the Lancaster Centre. There is also a full-time SEND Administrator.

The SENDCO and Assistant Principal, Jane Furnivall, ensures all work is conducted in close contact with the SEND Governor to ensure the quality of special educational needs provision throughout the school. This includes working with subject teachers to review their practice to ensure every pupil with SEND gets the personalised support that they need.

Learning Support Department Staff Qualifications & Training

Jane Furnivall	SENDCO	B.A. (Hons) English Post Graduate Certificate of Education (English) National Award for SEND Co-ordination National Professional Qualification in Senior Leadership Training Safer Recruitment in Education (NSPCC) Teaching the Dyslexic Individual (Masters Level) ATSBDA – British Dyslexia Association (Masters Level) Achievement for All Co-ordinator Team Teach Qualification Advanced Child Protection and Safeguarding Person Centred Thinking Training TEEP Level 2
Rebecca Taylor	Deputy SENDCO	BSc Psychology Post Graduate Certificate of Education (Science) Safeguarding Training Building an Outstanding KS3 curriculum Embedding Literacy and Numeracy in Science Teaching Science to students with SEND Secondary Talk Programme Certificate of Competence in Education Testing (British Psychological Society Registered Assistant Test User) Access Arrangement Course (British Psychological Society Registered Assistant Test User) Epilepsy Action training Epi-Pen training Managing challenging behaviour for specific needs

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David Drake	SEND Teacher	B.A (Hons) Geography Post Graduate Certificate of Education (Secondary) Advanced Skills Teacher Safeguarding and Child Protection Training Epilepsy Action training Epi-Pen training Lead for Catch-Up Literacy and Numeracy programme TEEP Level 1
Clare Walters	SEND Administrator	BTEC Higher National Diploma First Aid at Work
Sue Aldridge	Teaching Assistant	Higher Level Teaching Assistant EMAS Strategies for Raising the Achievement of EAL pupils. BME Mentoring Scheme (underachieving black pupils) EAL 'Literacy in Science' (EMAS) Certificate in Teaching English as a foreign language TEEP Level 1 City & Guilds Certificate in Learning Support NVQ3 Level 3 Learning Support Epi Pen Training
Keri Biggs	Teaching Assistant	7 GCSE certificates TEEP Level 1
Ellen Bishop	Haven Co-ordinator	ELSA - Emotional Literacy Support Assistant Person Centred Thinking Training Therapeutic Story writing Learning Behaviour for Experienced Teaching Assistants Teaching & Learning for Teaching Assistants Yoga for Schools Self-harm Youth Mental Health First Aid TEEP Level 1 Advanced Child Protection and Safeguarding
Lorraine Budd	Teaching Assistant	City and Guilds Level 2 Supporting Teaching & Learning in Schools CELTA L5 Certificate in Teaching English to speakers of other languages NCFE Level 2 Certificate in Awareness of Mental Health Problems NCFE Level 2 Certificate in Understanding Behaviour that Challenges NCFE Level 2 Certificate in Understanding Specific Learning Difficulties NCFE Level 2 Certificate in Counselling Skills TEEP Level 1

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Laura Gregson	Teaching Assistant	9 GCSE certificates TEEP Level 1
Hannah Donovan	Teaching Assistant	B.A English Language and Literature Child Protection and Safeguarding TEEP Level 1 Play Therapy Training BCPC Psychology & Counselling Training
Nadine Harewood	Teaching Assistant	Foundation degree in Early Years CACHE Level 3 in Children's care, Learning and Development TEEP Level 1
Vicky Hughes-Jones	Teaching Assistant	QCF Level 3 Health and Social Care QCF Level 5 Management TEEP Level 1
Richard Lavery	Teaching Assistant	Child Protection and Safeguarding BTEC National Diploma – Music Practice TEEP Level 1
Natalie McLaren	Teaching Assistant	Advanced Level Apprenticeship Level 3 Diploma in Supporting Teaching and Learning in Schools Safeguarding and Child Protection Level 1 First Aid training Introduction to Autistic Spectrum Condition Level 1 TEEP Level 1
Leah McLoughlin	Teaching Assistant	BSc (Hons) Sports Education Safeguarding and Protecting Children Level 3 Paediatric First Aid TEEP Level 1
Mary McNally	Teaching Assistant	BSc Emergency Nurse Practitioner Diploma of Higher Education - Registered General Nurse TEEP Level 1
Holly Newman	Teaching Assistant	TEEP Level 1 Safeguarding and Child Protection course
Shelly Pearce	Teaching Assistant	TEEP Level 1
Adam Pimm	Teaching Assistant	A level in Physics, Biology and Chemistry TEEP Level 1
Karen Selway	Teaching Assistant	NVQ Level 2 TA NVQ Level 3 Catering and Hospitality Supervisory Management National Certificate of Further Education Intermediate Certificate in Nutrition and Health CLAiT (Certificate for IT users) ECDL Advanced MS Word & Excel Supporting Emotional Behaviour and Difficulties Manual Handling and Lifting Hearing Impairment Training TEEP Level 1

Emily Styles	Teaching Assistant	Autism Awareness Diploma Level 2 Teaching Assistant Diploma TEEP Level 1
Louise Thomas	Teaching Assistant	ELSA - Emotional Literacy Support Assistant Person Centred Thinking Training Team Teach Training Programme Therapeutic Story writing October 2005 Literacy level 2 Adult Numeracy and Adult Literacy Level 2 Planning and enabling learning Level 3 TEEP Level 1
Linda Westmore	Teaching Assistant	Certificate in Education Level 4 Information Advice and Guidance Advanced Safeguarding training TEEP Level 1
Claire Williams	Teaching Assistant	Access to Higher Education Nursing TEEP Level 1

Additional Training for Teaching Assistants

All TAs are trained to TEEP Level 1 (Teacher Effectiveness Enhancement Programme).

All TAs have received current Safeguarding/Child Protection training.

Most of our TAs have gained the Autism Education Trust Level 1 Qualification.

Our TAs also regularly have professional development training. Recent sessions include:

Behaviour Management	ADHD
Attachment Disorder	Provision for Access Arrangements
Dyslexia / SpLD	Visual Impairment
Dyscalculia	Growth Mindset
White/Smart board training	Restorative Practices
Achievement for All	Scaffolded Marking
Differentiation	Using ICT in Lessons inc. Gamemaker
Thinking Skills	Working Memory
Photostory	Classroom management
Motivating disaffected learners at MOCS	Assessment for Learning
Accelerated Reader	Student Profiling

Whole School Approach to SEND

The 2014 SEND Code of Practice (updated in January 2015) sets clear expectations on schools to deliver a whole school approach to SEND with good quality teaching as a first response, a clear focus on outcomes and the involvement of parents and children in decisions over support.

Subject teachers are at the heart of the SEND Support system, with parents fully involved in decisions about their child's support and what they want to achieve. Subject teachers work together with the SENDCO, drawing in specialist expertise to remove barriers to learning and put in place effective provision in the form of a four-part cycle of assessment, planning, action and review (the graduated approach).

The Teacher's Standards 2013, make it clear that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all pupils". The SEND Code of Practice echoes this point, as it states that "teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff".

Subject teachers:

- Focus on outcomes for the child and are clear about the outcome wanted from any SEND support;
- Are responsible for meeting special educational needs. They use the SENDCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement;
- Have high aspirations for every pupil. They set clear progress targets for pupils and are clear about how the full range of resources are going to help reach them;
- Involve parents and pupils in planning and reviewing progress.

Subject teachers, working with the SENDCO, assess where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness and draw on evidence from a clear analysis of pupil's need such as:

- teacher's assessment and experience of the pupil;
- information on pupil progress, attainment, and behaviour;
- pupil's development in comparison to their peers;
- the views and experience of parents;
- the pupil's own views; and
- advice from external support services.

Teaching Assistants are part of the whole school approach to SEND, working in partnership with the subject teacher and the SENDCO to enhance pupil progress and narrow gaps in achievement.

- The SENDCO decides how to deploy TAs depending on their level of experience. To be most effective the support they give is focused on the achievement of specific outcomes within the graduated approach to SEND support and agreed with parents in the context of high-quality teaching overall.
- TAs can be part of a package of support for an individual pupil but will never be a substitute for the teacher's involvement with that pupil.

What should a parent do if they think their child may have special educational needs?

Talk to us – in the first instance, contact your child's tutor or subject teacher; if you still have concerns you can contact the SENDCO, Jane Furnivall.

Contact details: furnivallj@melkshamoak.wilts.sch.uk or 01225 792700

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope they are able to be the same with us.

What kinds of special educational needs are provided for at Melksham Oak Community School?

We operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum.

Special educational needs and provision can be considered as falling under four broad areas:

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

English as an Additional Language (EAL) is not considered a Special Educational Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

How does your school ensure that children who need extra help are identified early?

Children are identified as having special educational needs through a variety of ways, including the following:

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by a teacher
- Consultations between class teachers and the SENDCO where progress data is discussed
- Liaison with external agency e.g. Educational Psychology service
- Health diagnosis through a paediatrician
- Liaison with previous school.

Who will explain my child's needs and progress to me?

- Your child's subject teachers will be available to meet with you at Subject Information Evenings to discuss your child's needs, support and progress.
- For further information at any other time, the SENDCO & SEND Teachers are available to discuss support in more detail.

How will my child be able to contribute their views?

The involvement of children in their own education is very important to us. We believe that children have a right to be involved in making decisions and exercising choices, to receive and impart information, to express an opinion and to have that opinion taken into account in matters relating to them. Your child's views will be sought when identifying any learning needs and planning and reviewing provision. Your child can express their views regarding their SEND at any time, by speaking to a TA or the SENDCO.

How will school support my child?

- The SENDCO oversees all support and progress of any child requiring additional support across the school.
- All information about a child's special educational needs is stored in one central location, the OSSI (One Stop Student Information). A range of information is listed, including a child's SEND status, details of any SEND with relevant strategies, current reading age and exam access arrangements (if applicable).
- As a nurturing school, all our vulnerable pupils are known to staff. Appropriate information regarding our vulnerable pupils is regularly shared confidentially with relevant staff members.
- The individual subject teacher will oversee, plan and work with each child with special educational needs in their class to ensure that progress is made.
- Some children will have a One Page Profile or an Individual Learning Plan which clearly shows the best ways to support them.

- Some children will have a My Plan or a My Support Plan with specific targets.
- There may be a Teaching Assistant working with your child either individually or as part of a group if this is recommended by an Education, Health and Care Plan or if the class teacher sees this as necessary.
- We also have a Nurture group for children in Year 7 and 8. This is a small class who are taught by one specialist SEND Teacher and supported by two Teaching Assistants. Children will attend the Nurture group if they have difficulty succeeding in a full class environment and therefore require a smaller learning environment with a higher adult to pupil ratio to help them make progress.
- Further provision may take the form of additional support from our Emotional Literacy Support Assistants (ELSA).
- Please also refer to our Local Offer on our website.

How will we prepare and support your child to join our setting?

- The SENDCO has excellent relationships with staff at our feeder primary schools.
- During Term 6 the SENDCO meets with the teachers, SENDCOs and Head Teachers of the primary schools to gather information about pupils who will be part of the new Year 7 cohort.
- Every parent of the new Year 7 cohort is invited to complete the document 'Everything I want you to know about my child in 100 words or less'.
- This document and the information from the Year 6 Transition visits with the primary schools is combined into a Pen Portrait. This information is available to all staff before the end of the summer term to enable staff to familiarise themselves with the new cohort.
- If a child has an Education, Health and Care Plan, the SENDCO attends both the Y5 Transition Review meeting and the Year 6 Annual Review Meeting.
- For some pupils who may require an enhanced transition package, we run a Summer Transition programme during the final term of Year 6.
- A small minority of pupils will require further enhanced transition and this can include visits to Melksham Oak from as early as January in Year 6.
- Parents and children are welcome to visit to support the transition process.

How are the Governors involved?

- The Governor responsible for SEND meets regularly with the SENDCO to be informed about the progress of children with special educational needs and disabilities.
- The SENDCO also keeps the governing body updated with any SEND matters.
- Confidentiality is maintained at all times.

How do class teachers match the curriculum to an individual child's needs?

- The expectation is that all children can access a lesson, learn at the appropriate level and make progress.
- Different children will require different levels of support in order to help them make progress and achieve their potential.
- Classwork is pitched at an appropriate level so that all children are able to access it according to their specific needs. This means that there are usually different levels of work set for a class and on occasions this may also be individually differentiated for a specific child.

How are the school's resources allocated and matched to children's special educational needs?

- We ensure that all children with special educational needs are provided for to the best of the school's ability.
- We have a dedicated Learning Support Department with SEND Teachers, ELSAs and Teaching Assistants whose responsibility is to deliver programmes designed to meet individual or groups of children's needs. In planning support, we always start with what we want the child to achieve in their learning.
- Where special educational needs are identified, we put in place appropriate evidence-based interventions. The approach is graduated, with regular review of the progress made and adaptations to the support provided as required.
- Resources are allocated on a needs basis, with the children who have the greatest need being allocated the most support.

How is the decision made about what type and how much support my child will receive?

- High quality teaching, differentiated for individual pupils, is the first step in responding to children who have, or may have, SEND.
- Regular assessments of progress are made and where pupils are falling behind or making inadequate progress, they are given extra support.
- Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the teacher and the SENDCO work together, with parents/carers, to assess whether the child has a significant learning difficulty. Where this is the case, agreement is reached about the SEND support that is required.
- Identification includes the use of high quality assessment and, where necessary, may include more specialised assessments from external agencies and professionals.

How does the school measure my child’s progress and evaluate whether support has had an impact?

- The subject teacher continuously assesses each child and notes areas where they are improving and where further support is needed.
- Progress is continually tracked from their admission through to the end of Year 11 (or Year 13 if they attend VI Form).
- Children who are not making expected progress are identified, reasons why the child may be experiencing difficulties are explored and a discussion takes place as to what further support can be given to aid their progress.
- If a child has targets and a specific target has not been met, the reasons for this are discussed. The target may then be adapted into smaller steps or a different approach may be tried to ensure the child does then make progress.

Table showing the current number of children receiving SEND support (Sept 2019)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of children with an EHC Plan	5	5	3	5	6	1	0
Number of children receiving support for SEND	69	31	26	8	7	1	0

What opportunities will there be for me to discuss my child’s progress?

- We believe that your child’s education should be a partnership between parents and teachers and therefore we aim to communicate with you regularly.
- You will be able to discuss your child’s progress at Subject Evenings or Tutor Evenings.
- You are also welcome to e-mail the tutor or subject teacher directly to discuss how your child is progressing.
- You can also discuss your child’s progress with the SENDCO, teacher, tutor, Student Welfare Team or Head of Year.
- If your child has a My Support Plan there will be a minimum of 3 meetings each academic year to review your child’s progress.
- If your child has complex special educational needs, they may have an Education, Health and Care Plan (EHCP), which means that a formal meeting will take place annually to review your child’s progress.

How will you help me to support my child's learning?

- Individual subject teachers can offer advice and practical ways that you can help your child at home.
- There is a homework club after school on a Tuesday and Thursday to support any pupils who have been unable to complete their learning at home.
- Parents and carers will always be informed if we begin to make SEND provision. The involvement of children and parents/carers is very important to us.
- Recommendations from external agencies e.g. a Speech and Language Therapist, will be shared with you so that strategies can be implemented at home as well as school.

What support will there be for my child's overall wellbeing?

- We support the emotional and social development of all of our pupils, including those with SEND. Our staff are caring and have the wellbeing of all children as a key priority. All children are encouraged to share any worries or concerns with their tutor, keyworker (if applicable) or a member of the Student Welfare Team.
- If further social/emotional support is required, this can be arranged through the SENDCO or Student Welfare Team and may take the form of support from the Emotional Literacy Support Assistants (ELSA), break/lunch time support in the Haven, respite in the Oasis or being in the Nurture group.
- The Heads of Year may arrange for some pupils to be assigned a mentor.
- Some children are assigned a Keyworker to support them with all aspects of school life. Keyworkers meet with their assigned children once a week and telephone fortnightly to update parents.

What support is available for parents?

- If a parent has any concerns of a pastoral nature, they can contact their child's tutor or the Student Welfare Team. Any concerns regarding attainment can be directed to their child's Head of Year.

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

- Please refer to Learning Support Department Staff Qualifications & Training above.
- We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Paediatrician, Speech & Language Therapists, Occupational Therapists, Educational Psychologists, the Child and Adolescent Mental Health Service (CAMHS), Social Services and the Virtual School.
- Wiltshire Local Offer is available at: www.wiltshirelocaloffer.org.uk

How does the school manage the administration of medicines?

- Melksham Oak has a strict policy regarding the administration of medicines on the school site. If your child needs medication during the school day, please take the medication to Reception and complete a medical consent form. Several members of staff are trained as First Aiders.

How will my child be included in activities outside the classroom including day and residential trips?

- We aim for all children to be included on school day trips and residential trips.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.
- For children with special needs or a disability, parents may be invited to help support their child on a school trip.
- In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities will be provided in school.
- Where appropriate, we try to prepare children in advance for any new environment or situation.

How accessible is the school environment?

- The school building is wheelchair accessible.
- Colour coded maps are given to all students.
- There are multiple disabled toilets which are large enough to accommodate changing and personal hygiene care.
- Soundfield systems are available to support hearing-impaired children.
- The school building is maintained to support children who are visually impaired.
- Our corridors are low sensory so that they are Autism friendly.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or disabilities we may facilitate a phased transition to help your child acclimatise to their new surroundings. We may also visit them in their current setting if appropriate.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

Where can I see the school's policies relating to special educational needs?

- All statutory policies can be viewed on our website:

Special Educational Needs & Disabilities Policy
SEND Information Report
MOCS Local Offer

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's tutor or subject teacher to share your concerns.
- You could also telephone, e-mail or arrange to meet with the Student Welfare Team or Head of Year.
- You could also telephone, e-mail or arrange to meet with the SENDCO.
- Please also refer to our Special Educational Needs policy on our website.

What steps should I take if I have a concern about the school's special educational needs provision?

- In the first instance, you should speak to the SENDCO, Jane Furnivall.
- If you are still concerned, you should speak to the Principal, Alan Henderson.
- You may also contact the Chair of Governors, Glynn Ashforth.

Where can I get information on what provision is made through the Local Authority? Where can I see the Wiltshire Local Offer?

More information on what is available to children with SEND and their parents/carers in Wiltshire can be found on the Wiltshire Local Offer website:

www.wiltshirelocaloffer.org.uk