

SEND Information Report

Murray Park School, Murray Road, Mickleover, Derby, DE3 9LL

1. What is the provision for SEND at Murray Park School?

Murray Park School is an inclusive school where everyone is made to feel welcome regardless of ability or need. Our school vision is ‘nothing less than realising the full potential of every single student at Murray Park School.’

Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. We strive to value all pupils and staff equally, reducing barriers to learning and providing, where possible, the required support so that all students feel able to achieve.

Murray Park School aims to cater for students with a variety of needs including physical, cognitive, social emotional needs and sensory needs. Where there is a need for specialist equipment, we will always consider this within the expectations of what is reasonable, an efficient use of funds and likelihood to meet the child’s needs. Murray Park School has three dedicated Autism Champions and a ‘HUB’ (a dedicated space for support) accessed by students with a range of needs.

2. The Special Educational Needs Leadership Team at Murray Park School is:

The SENDCO, Mrs Sian Hubbard who can be reached using the email address

sian.hubbard@murraypark.derby.sch.uk

She is supported by a team of teaching assistants.

3. How do staff at Murray Park School know if a pupil needs extra help? How do we monitor the progress of all pupils in order to aid the identification of pupils with SEND?

The SEND team under the guidance of the SENDCo and staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and

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feeder schools through our thorough transition programme) prior to the child's entry into the school.

Where needs have not been previously identified, staff have an obligation to report observations to the SENDCo. In addition, comprehensive tests are completed and observations made of students in year 7 to identify any additional needs. In year 9, additional testing takes place to identify access arrangement needs for GCSE and other examinations.

Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Regular assessment data checks are taken across the whole of the curriculum giving staff an overview of the rate of individual progress. Any concerns are then discussed with the SENDCo.

4. How is the effectiveness of provision evaluated at Murray Park School?

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils during the academic year. Pupil progress is monitored on a termly basis in line with the SEND Code of Practice. Leaders conduct an annual review of SEND provision and the next review is due in May 2017.

The SENDCo and team members also attend parents' evenings.

5. How will both school staff and parents know how individual students are doing?

Parents are always contacted and informed of every stage of their child's development and the circumstances under which they are being monitored. Parents play a huge role in sharing information and queries with the school and are fully involved in the review process. Any child placed on the SEND register is indicated through direct contact with staff and a letter to parents explaining the rationale for their child being placed on the register, at what level and a description of their need. Parents then liaise with staff at school to ensure they are happy and confident that the needs of their child are met.

The student is monitored if a concern is raised by a parent or teacher, but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers and then recorded by the school for future reference. Pupil progress meetings, structured conversations, intervention work and parents' evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

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Any pupil who is falling significantly outside of the range of expected academic achievement boundaries will be monitored. Once a pupil has been identified as possibly having a SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class along with a team of other professionals allocated to the school.

Data tracking of students on a termly basis takes place and discussions with subject leaders to monitor SEND progress are conducted regularly.

Through the above actions it can be determined which level of provision is needed and if appropriate a provision map is drawn up with parental consultation and any Education Health and Care Plan (EHCP) applications made.

Students are categorised for need into 4 sections:

- EHCP Education Health Care Plan / Statemented learners
- Wave 2 High High level needs with additional targeted intervention
- Wave 2 Medium Lower level needs with class support as needed
- Wave 1 Some support required from class teachers

Any child with an EHCP will have an annual review where parents and students will be central to the process. Both will complete documentation expressing their views and experiences with the opportunity to comment on the progress they think has been made towards personal outcomes outlined on the plan. Other professionals will also be invited to the annual review if there is a need.

6. What is the school's approach to teaching pupils with SEND?

Under the new SEND reforms of 2014 all teachers will move towards a fully inclusive approach to education: 'Every teacher is a teacher of SEND'. Quality First teaching in the classroom where staff plan and deliver the curriculum to a wide range of learner abilities will form the baseline of the teaching pedagogy. A needs led approach is adopted by all staff and monitored by the SENDCo and support staff.

In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary. Individual or small group tuition is available where it is felt that pupils would benefit from this provision. Intervention groups run before school, during the school day and after school.

Staff set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels. An overview of all SEND EHCP student targets is given to staff annually.

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Where necessary, adaptations are made to the learning environment. More information can be found in the school's Accessibility and Disability Equality Policy found on our website.

7. How are decisions made about the type of support a young person receives?

All pupils with SEND will have access to Element 1 and 2 of a school's budget (Notional Budget) which equates to up to £6,000. Some pupils with SEND may access additional funding. This TOP UP funding is applied for and devolved from the City SEND panel. TOP UP funding is allocated on a needs basis from 5 additional hours (£3,000) to 15 additional hours (£9,000). In extreme needs cases the SENDCo can apply for additional targeted funding. A needs analysis is completed in collaboration with all professionals involved with a student and including parents, carers and the student themselves to determine the relevant support. This is noted on and agreed via the student's Provision Map.

8. How will students with SEND be included in wider school activities?

As an inclusive school, every effort is made through the work of the pastoral team and careers advisors to ensure that all students are encouraged and feel able to participate in all activities offered as enrichment opportunities outside of the classroom. Students are considered on an individual basis according to their needs and support is appropriately provided including for trips, PE activities, in-school events, career days, prefect roles and wider community activities. Where necessary, children with SEND are enabled to engage in activities that are available to children who do not have an SEN through additional support.

9. Is there any support for an individual pupil's health and wellbeing?

Through the emotional support of each form tutor and Head of Year, pupils are able to feel safe and secure in school. Tutor time provides an opportunity each day for pupils to touch base with their tutor/mentor and discuss any concerns. This support feeds into the overall Inclusion Team; Heads of Year, Behaviour and Attendance coordinator, in class support workers, school medical team and external visiting professionals where further guidance can be found. The school has a student support counsellor and school nurse who both take referrals from the Inclusion Team. Pastoral teams support SEND staff and PSHE lessons incorporate all aspects of the students' health and well being, including bullying. Separate policies can be found on the school's website under PARENTS : POLICIES.

All students at Wave 2 are allocated a keyworker who they can talk to, who will listen to their views and provide extra support taking additional measures as necessary to prevent bullying. Other students with identified SEND are invited to the HUB to seek extra support should they need it.

10. What training have SEND support staff had?

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We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo attends relevant SEND courses, including the city SENDCo meetings, to share good practice and keep up to date with changes. The SENDCo has completed the NASCo National Award and a Level 7 Certificate in Psychometric testing.

The SEND team have a number of Teaching Assistants who specialise in specific areas of SEND. We have a dedicated TA who provides support for all students with a visual or hearing impairment. We have two TAs who are trained autism champions, a TA who specialises in literacy support, one dedicated to numeracy support and an English as an Additional Language (EAL) TA.

Visiting specialist providers of SEND training have given talks and led workshops for staff on topics such as autism, social emotional health disorders, eating disorders and separation anxiety.

All staff have opportunities to attend specific SEND workshops and specific points in the year. For example, in Summer 2016 we ran a Summer of SEND scheme where training was provided on a fortnightly basis.

Murray Park School receives further support from the Local Authority Schools and Families Specialist Service (various departments), Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), STePS (Autism support) , Kingsmead school (monitoring placements) , Paediatric Audiology Dept (Royal Derby Hospital), Connexions, and SEND link advisors/Panel

11. What are the arrangements for consulting pupils and parents of pupils with SEND?

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up with regards to provision. By fostering strong links between home and school, a working relationship can provide a secure base for the development of every individual.

12. Children who are Looked After and have SEND

Where a child is Looked After and has an identified SEND, additional processes take place. Provisions are made through a Personal Education Plan (PEP) to promote their personal well-being and academic success.

13. Any Complaints?

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If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them for a meeting with the SENDCo who will be able to offer advice. If the issue cannot be resolved, there is an official complaints procedure published on our website. We will always do our best to resolve matters raised.

Concerns about admissions for SEND are directed via the city SEND Panel and the school. Admissions of EHCP SEND students are granted on an 'ability to meet needs' basis. If the school is able to meet the specific needs of a student it will consult with the city panel for SEND and offer a place and the school will be named on the EHCP. If the school is unable to meet needs, it will inform the SEND panel and provide detailed information as to its decision. Parents can find information about Equal Opportunities in our policy document published on the website.

14. How does the governing body involve other organisations and services?

Murray Park School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The link governor meets with the SENDCo termly.

15. How does the school prepare students for transition?

Where appropriate upon transition, children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered. This will happen at three stages in their school career. In Year 6, the SENDCo, Head of Year 7 and dedicated transition co-ordinator will liaise with appropriate staff and parents to identify areas of need and support with social and emotional aspects of transition. Identified students will be invited to Easter and Summer school activities at Murray Park School and they will have an increased amount of induction days where they meet staff and get involved in a variety of activities around the school.

In year 9, any student with an EHCP will discuss their KS4 options at their annual review with the dedicated Connexions officer also present. Here they will discuss all options available to the child and what courses or provisions their option choices could lead to post 16.

Post 16 transition occurs when a child is nearing the end of Year 11 where the SENDCo and staff liaise with training providers, colleges and sixth forms to discuss how needs can be met in the next phase of their education.

Post 16 provision and transition visits are completed. Students are supported with university visits where possible and on open days from our dedicated connexions officer. Support with apprenticeship applications is given. Work experience and taster days are offered to all SEND students at all levels in all key stages.

16. Further Information?

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The Murray Park School Special Educational Needs Policy offers more detail on the points contained in this report. Please refer to the school website for these documents and more information as well as the Derby City Local Offer website for EHCPlan information.

Sian Hubbard
SENDCO

April 2017