

Melbourn Village College SEND Information Report 2022-2023



This SEND Information Report forms part of the Cambridgeshire Local Offer for learners with Special Educational Needs and/or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice. We will update this information annually.

This report provides families with children who have SEND the information needed to guide decisions about whether Melbourn is the right educational setting for their child.

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What is SEN?

A Special Educational Need (SEN) is defined in the SEND Code of Practice (2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf as;

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that

made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.”

When a learner is identified as having SEN at MVC the SENCO along with subject teachers and the pastoral team will make provision which is additional to or different from that our normal differentiated curriculum in order to overcome any barriers to their learning. This will be communicated with staff primarily through a pupil profile.

What is disability?

The SEND Code of Practice (2015) states; *“Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.”*

Our facilities for helping disabled learners to access the school are described fully in the school's Accessibility Plan.

Accessibility

We are committed to making our school safe, accessible and welcoming to the whole community. We regularly review the accessibility of our site, particularly as it grows and changes, and we ensure that relevant risk assessments are undertaken, shared and followed. We have a range of different facilities to help students with SEND throughout our school including a lift to the English, Art and Languages block upper floor, a ramped path, all gender and disabled toilets, and some adapted sports equipment.

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for pupils in the four categories of need.

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.

Students with speech, language and communication needs (SLCN) have difficulty communicating with others. Students with SLCN may be supported in mainstream lessons with additional teaching assistant help and may also have additional intervention from our Student Support Centre (SSC). This intervention includes specialist teaching from Elklan trained teaching assistants, and programmes such as Black Sheep Press Narrative framework, Word Aware, vocabulary enrichment programme and Blank levels of questioning. Speech and language therapy specialist programmes provided by a child's Speech and Language Therapist are also implemented by the SSC. Communication with home is regular and sometimes daily for children with the most severe SLCN and can be through use of a communication book or by email, phone, or video call.

Children with Autistic Spectrum Conditions (ASC) may face particular difficulties with social interaction. Pupils with ASC may be supported by the Student Support Centre (SSC) which is our mainstream SEND provision, or by the Cabin our specialist enhanced resourced provision for Autism. Pupils who are supported by the Cabin have Autism as their primary need and an Education, Health and Care Plan (EHCP) which identifies the need for significant additional support to access educational provision. Pupils in the Cabin provision are cognitively capable of accessing mainstream lessons.

Cognition and learning, for example, dyslexia, dyspraxia

Children and young people with these learning difficulties may learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation in their mainstream lessons.

Children with Dyslexia are supported through mainstream class teaching using Dyslexia friendly teaching approaches.

We follow the Cambridgeshire Dyslexia guidance <https://www.cambridgeshire.gov.uk/residents/children-andfamilies/local-offer/local-offer-education-and-training-5-18#:~:text=Dyslexia%20guidance%3A&text=The%20document%20forms%20part%20of,there%20is%20significant%20new%20research.>

Cambridgeshire defines Dyslexia as;

“Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

- *Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed**
- *Dyslexia occurs across the range of intellectual abilities*
- *It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points*
- *Co-occurring difficulties* may be seen in aspects of language, motor coordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia*
- *A good indication of the severity and persistence of dyslexia difficulties can be gained by examining how the individual responds or has responded to well-founded intervention¹ .*
- *The Rose Report definition acknowledges current research that:*
- *There isn't one specific profile of cognitive strengths and difficulties that needs to be identified in order to classify a child as having dyslexia*
- *There are clear genetic and biological bases to dyslexia. Studies report that many parents of children identified with dyslexia also have reading difficulties*

The term dyslexia is often used interchangeably with literacy difficulties (reading/spelling difficulties) at the word level"

At MVC we recognize that some children have visual stress and prefer to have coloured paper to work on. We provide coloured paper exercise books for anyone who needs them.

Any child identified as benefitting from having a human reader is offered training in the use of a scanning reading pen which can be used to convert text to speech and can be used discreetly in lessons. If this assistive technology becomes the child's normal way of working, then they can also use the reader pen in formal examinations such as GCSEs.

Some students also find the use of an iPad or laptop helpful for recording work or capturing all the information presented in a lesson and we have a limited number of iPad and laptops which can be borrowed for use in school. These are signed out from the SSC each day.

Some students who have moderate or severe learning disability have a mixture of mainstream and bespoke teaching in our SSC Skills Base classes. Skills Base offers small group or bespoke 1:1 lessons for literacy, numeracy, science, world of work, emotional and social skills and life and living skills. These lessons are planned with the strengths and needs of the pupil foremost in mind and may be significantly adapted for

each learner. We use a variety of teaching resources from ReadWrite Fresh start and Phonic Book series as well as online programmes such as Spellzone and Maths warm up and work out, as well as more specialist resources for MLD and SLD.

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

This area includes pupils who may need additional support in the curriculum because they are affected by conditions such as attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD). Pupils with mental health difficulties such as anxiety, depression, self-harming, substance abuse or eating disorders may also need additional or different support to access education. Pupils are likely to have their learning overseen by staff in SSC, or our Pastoral Team or in our Pavilion which is our alternative provision.

Children with ADHD/ADD are supported by high quality teaching and reasonable adjustments within the mainstream curriculum. Their Form Tutors and Heads of Year work closely with the Pastoral Team and Assistant Principal for Behaviour to ensure that reasonable endeavors are used to meet needs in school. All children and staff follow the school behavior policy and children with SEND are not exceptions to this, although reasonable adjustments are put in place for them.

We recognize that children's mental health can fluctuate through the course of their school years. At Melbourn we take mental health very seriously. We have counselling available on site and have access to play therapy. We run a Young Carers group in conjunction with Centre 33. There are KS3 and KS4 pastoral officers, and one who is specifically dedicated to mental health, who are available through the day for pupils to talk to if they need support. Wellbeing zones are clearly indicated throughout the school as are sources of help online such as Kooth and CHUMs. Our Safeguarding Team is always on hand in school and throughout the holidays for anyone who needs this and referrals can be made at any time for more specialist help through NHS services such as Child and Adolescent Mental Health (CAMHS).

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Children with sensory, physical, VI or HI needs are supported through the SSC with the SENCO working with school staff to put in place provision that meets their needs. Some of our buildings do not have lifts and access to the upper floor is not possible for those with poor mobility or who are wheelchair users, however lessons that would normally be held in these upper floors are timetabled to be in ground floor accessible rooms.

We work closely with HI, VI and Physical and Neurological Impairment specialist teachers who visit pupils at MVC and guide and advise the SENCO and staff about provision needs.

Our First Aid team ensure that any medical needs, medicines and emergency protocol are shared with all staff and are on call throughout the day for emergencies. Any medication needed in school hours is supervised and dispensed by the first aider on duty in reception.

Identifying pupils with SEN and assessing their needs

We assess each pupil's current skills and levels of attainment on entry. We use cognitive abilities tests, Lucid Exact literacy screener and Pupils Attitudes to Self and School scales for initial assessment and can undertake deeper assessment using a range of Assessments such as The Boxall Profile, York Assessment or Reading Comprehension, Sandwell Maths and others. We may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We always plan to identify and meet all learning needs as early as possible. The following information may lead to, or contribute to, an identification of additional needs:

- Information from a previous school
- Baseline attainment information, and its relationship to ongoing progress data
- Observations from teachers or other school staff
- Concerns raised by a parent/carer or the pupil
- Information from external agencies.

If it is thought a pupil or family needs a more in-depth assessment, we have good working relationships with outside agencies and a referral can be made. The statutory guidance for identification, assessment and provision of SEN is documented within the Code of Practice (2015) and is based on a model known as the 'graduated approach'. Using the graduated approach, students will be identified on the schools SEND

Register at the appropriate level, which is accessible to all staff. We aim to ‘assess, plan, do and then review’ to ensure that any special educational needs are met appropriately.

Consulting and involving pupils and parents

We work hard to ensure that all parents/carers of pupils at MVC feel well-informed and involved in the educational life of their child, and the parents/carers of pupils with SEND are encouraged to participate fully in parents’ consultation evenings, guidance interviews, and event specific information events. Parents will be invited to attend review meetings in line with expectations contained in the code of practice.

- We will work with parents to develop a common understanding of each pupil’s areas of strength and where additional support is needed. We will ensure that parents are clear about what the agreed targets are for their child and what the next steps are to achieve these.
- We will ensure parents are clear about how to raise concerns and work with them to achieve solutions.
- We will communicate with parents over any decisions to change or end provision.
- We will draw attention to available support outside school such as the Special Educational Needs and Disability Advisory Support Service (SENDIASS). Parents can support the school and their child by encouraging them to fully engage with their learning and any interventions offered, by facilitating full attendance and good punctuality, helping them to be organised and fully equipped for their day and supporting them in completing homework and meeting deadlines.

For children with a high level of needs or EHCP we provide a keyworker Teaching Assistant who works closely with their keyworker child and family. Parents/Carers are encouraged to communicate with their child’s keyworker as needed, often on a daily basis to alert us to day to day difficulties, or subject areas or homework that their child is having difficulties in. We will adapt our communication school-home as needed, and for some children this means completing a daily communication book to explain what the child was doing that day.

All pupils at MVC are encouraged to take a full part in the life of the school and to develop and articulate their opinions. Pupils who have SEND play a full part in this. They take part in pupil voice activities, routinely evaluate their work in lessons, and regularly meet with their tutor to discuss progress and next steps in their subjects. Pupils who have SEND will additionally attend review meetings and contribute to both target

setting and the process of reviewing and reflecting on their learning and achievements. All students who have been identified as having SEND, will have pupil profile, which allows students to liaise with staff members to share their views of how they would like to be supported within the classroom.

Assessing and reviewing pupils' progress towards outcomes

All pupils, including those with SEND, are assessed on a regular basis, in accordance with the school assessment policy. Teachers formally assess and review progress and attainment at least twice a year. This is communicated to parents/carers by an interim or full report that is sent home. Additionally, annual parents' evenings are held when there is an opportunity to discuss progress, attainment and next steps.

If a student is identified as having a SEND and is not making the expected progress in a particular area even though initial department or pastoral support has been provided, then the child's needs will be assessed and Assess, Plan, Do, Review Cycle put in place. The provision put in place will be reviewed each half term / term with the child and their parents/carers and key school staff and any new needs updated, and a new plan will be put in place. At this stage the child will be placed on the school SEND register. If a child's needs have been met and no further additional provision is necessary, the child will be removed from the SEND register.

All students with an Education, Health & Care Plan (EHCP) have an Annual Review, where a discussion is held around the progress of meeting the outcomes stated in the EHCP

Supporting pupils moving between phases and preparing for adulthood

Staff at MVC are committed to working with students, their parents and families, and other institutions to ensure that we plan proactively to facilitate smooth transitions at key times in each pupil's educational career. We realise that transitions can be a challenging time for any child, and particularly for a pupil who has SEND. These transitions can include:

- Moving to MVC from primary school or another secondary school
- Moving from MVC to another provision
- Moving classes within school or changing teachers
- Moving from school to employment or further/higher education

Planning for transition from Year 6 to secondary school begins as soon as possible in Year 6 and often in Year

5. Where a child has an EHCP or where a significant additional need is otherwise identified, a member of the SEND team will liaise with the primary school to ensure that we understand the pupil's needs. During Year 9 careful guidance is provided for all pupils as they make appropriate choices before moving into Key Stage 4. Every pupil at MVC has an individual options interview with a senior member of staff which they attend with their parents. For a pupil who has SEND it is likely that this interview will be conducted by a member of the special needs team. Similar guidance interviews are held in Year 11.

We will share information with the school, college, or other setting the pupil is moving to.

Our approach to teaching pupils with SEN

All staff at MVC are committed to providing excellence for all. We have an outstanding track record in securing high quality academic outcomes for all pupils, including those with SEND. We provide high-quality teaching for all students. We routinely monitor the quality of learning and teaching through a rigorous schedule of quality assurance coordinated with a comprehensive staff training. It is our aim to ensure that pupils who have SEND benefit from this excellent teaching in mainstream classes as far as possible.

All teachers will be informed about your child's individual needs and will differentiate their lessons to meet these requirements. Class teachers are trained to do this. Every child who has identified special needs will have a Pupil Profile which is made available electronically to every class teacher through the school's management information system. They will use a range of approaches and adapt resources and activities, to enable your child to access the learning. Where appropriate they will be supported in the classroom by members of our large and expert team of teaching assistants (TAs) and Cabin Communication Support Assistants (CSAs) who are trained to provide support in learning whilst developing pupil independence.

All TAs also receive regular training on specific areas of SEN and ways of supporting pupils. Where it is felt it is the right thing to do, a student may be offered additional help and support outside the classroom. There is an extensive menu of interventions and additional support available, and should your child need this, it would be discussed with you. These are provided by both trained members of the school staff or experts from external agencies. Examples of some of the interventions we offer at MVC are:

- Zones of Regulation
- Social skills groups
- Supported break and lunchtime for social interaction facilitation
- Supported homework club

- Sensory Circuits, fine and gross motor skills
- SLCN interventions
- Adapted sports

What adaptations are made to the curriculum and the learning environment of children and young people with SEND?

We strongly believe that wherever possible pupils who have SEND should have access to the excellent teaching at MVC in as wide a range of subjects as is possible. To that end most pupils who have SEND follow the full mainstream curriculum. In Key Stage 3 a very small number of pupils may have a personalized curriculum to match their individual needs and abilities. This will often include additional literacy and numeracy support, and life skills work.

In Key Stage 4 some might study one fewer options than their peers to allow them to spend some time consolidating learning within their own provision or undertaking extended work experience or having one or two days at Cambridge Regional College and other post 16 provisions.

A very small number of pupils with significant challenges to their learning may follow a much more bespoke curriculum with AQA unit awards. Entry levels for KS4 qualifications will be identified in the best interests of each pupil by individual departments and are offered in maths and science.

Additional support for learning

We currently have 12 teaching assistants in our SSC provision and 18 teaching assistants in our Cabin provision. Level 2, 3 and 4 Teaching assistant staff in the SSC are trained to deliver interventions such as:

Zones of Regulation

- Friends for life
- Social skills
- Physiotherapy and speech therapy (as directed by the physiotherapist or Speech therapist)
- Word Aware
- Vocabulary Enrichment Programme
- Read Write Inc Fresh Start.

Teaching assistants will support pupils on a 1:1 basis when they have significantly higher needs than their peers and this provision is indicated on their EHC plan.

Teaching assistants will support pupils in small groups when it has been identified that these children need an additional intervention above the mainstream offer or in class as directed by the class teacher.

We work with a range of agencies to provide support for pupils with SEN such as the District Early Help Teams, SEND specialist services, school and external counselling, CAMHS, school nursing service etc.

Expertise and training of staff

Our SENCO has 11 experience in this role and has worked as a mainstream science teacher and Head of Year and now teaches literacy, emotional, life skills and AQA unit award programmes to students in Skills Base.

We have 6 higher level teaching assistants (HLTAs) in the SSC who are trained to deliver SEN provision as well as the SENCO. Our HLTA has completed foundation level CAMHS mental health. Our HLTA, SENCO and lead CSS in the Cabin are designated safeguarding officers.

We are very keen for all staff to complete regular CPD both through our Trust and externally.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Every pupil, including those who have SEND, will be taught in mainstream classes as far as possible and attached to a tutor group.

All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. A large range of extra-curricular activities are available at MVC. These are open to all students, including students with SEND. We provide some children with 1:1 assistance to access clubs and adapted sports events as needed, and school transport home from clubs can be booked by parents/carers.

We offer an additional supported homework club in the SSC where TAs are available to support children with their homework and liaise with teaching staff as needed.

Day and residential trips are open to all children and every pupil's specific needs will be evaluated if they wish to join such a trip. The accessibility of each trip is assessed on an individual basis. All reasonable steps are taken to ensure participation.

What support is available for improving emotional and social development?

MVC is committed to promoting outstanding personal development. Our personal development programme includes a coordinated timetable of social studies lessons, assemblies, tutor activities and focused dropdown days. Usually, pupils who have SEND will participate in all these activities. On occasion we may consider that certain aspects of the personal development curriculum (for example some aspects of SRE) are better addressed in smaller, more targeted groups for some pupils.

The SSC and Cabin provide opportunities for pupils who have SEND to spend break or lunchtime in a controlled environment, and these become structured social times when Cabin and/or SSC pupils can invite their friends from across the school to mix, under appropriate adult supervision. These are valuable opportunities for developing social skills.

We work hard to ensure that every pupil, including those who have SEND, knows that there are adults who they can talk to if they feel anxious for any reason. These might include school staff including their tutor, Head of Year, Pastoral Officers or the Safeguarding team.

Working with other agencies

MVC has developed effective working relationships with a wide range of external partners, professionals and agencies. These include the:

- SEN Education Psychology Service
- Hearing Impairment Service
- Visual Impairment Service
- Physiotherapy
- Occupational Therapy
- Child and Adolescent Mental Health Service
- Centre 33 and the
- School Nursing Service.

These and other relevant services are contacted when necessary and appropriate, according to a pupil's needs.

The school works closely with Cambridgeshire County Council and use the Early Help Assessment processes when appropriate to do so.

There are a variety of support services which are available for the parents of pupils with special educational needs. The school will ensure that parents can access appropriate support.

Key sources of information and support include:

SENDIASS: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offercare-and-family-support/send-information-advice-and-support-service-sendiass/>

- Cambridgeshire Local Offer: <https://www.cambridgeshire.gov.uk/residents/childrenand-families/local-offer/>
- Hertfordshire Local Offer: <https://www.hertfordshire.gov.uk/microsites/local-offer/thehertfordshire-local-offer.aspx>
- Essex Local Offer: <http://www.essexlocaloffer.org.uk/>
- Bedfordshire Local Offer: https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_local_offer
- Early Help Assessment: <https://www.cambridgeshire.gov.uk/residents/children-andfamilies/parenting-and-family-support/providing-children-and-family-services-how-we-work/earlyhelp-assessments>

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that MVC has discriminated against their children. Claims can be made about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

All parents are able to contact key staff at MVC by email. Appointments for phone conversations or meetings in person can also be planned. There are also a number of routine opportunities to meet staff including parents' consultation evenings and information events.

If you have any general concerns about your child's progress or well-being, your first point of contact should always be the form tutor or class teacher. If you have general questions about the SEND provision overseen by the SSC then please contact the school SENCO by emailing aghale@melbournvc.org

If you have a query concerning our Cabin provision for pupils who have ASC contact Vincent French, Lead CSS at VFrench@melbournvc.org including If you have questions about how to get a place in the Cabin.