



'Valued for being me'

Rachel Madocks School SEN Information Report

Introduction: Government Legislation requires us to publish a new report called the SEN Information Report (Clause 65 of the SEN legislation in the Children and Families Act 2014). This report is co-produced by The Headteacher, Governors, Parents and Carers.

Rachel Madocks School:

Is a special school currently providing for 99 young people with severe and profound and multiple learning difficulties between the ages of 2.5 and 19. The school prides itself on;

- A positive, supportive and caring environment where all pupils are encouraged to achieve their full potential.
- A small Post 16 unit with an emphasis on Life Skills, Community, Independence and prepares pupils for life after school.
- Ensuring that all pupils are equipped with the skills, attitude and knowledge that they will need for the future.
- Celebrating and recognising achievement at every opportunity.
- Promoting good behaviour for learning, positive self-esteem and encourages our pupils to become effective communicators.
- Making full use of the local community to enable all pupils to develop social skills and bring learning to life.
- Promotes effective working relationships between parents, carers and external agencies.

The following sections aim to answer any questions you may have about our school:

<p>1. What kinds of Special Educational needs does Rachel Madocks make provision for?</p>	<p>Rachel Madocks is a community maintained all age Special School. We have provision to meet the needs of children with Severe, Profound and Multiple Learning Difficulties and a high proportion of pupils with Autism. Pupils may also have physical difficulties, and multi-sensory impairments. All pupils require support with their communication through Makaton, PECS, PODD, AAC or any other appropriate aid.</p>
<p>2. How would Rachel Madocks identify and assess my child's special educational needs?</p>	<p>Your child, as all children in the school, will have an Education, Health and Care Plan. This is reviewed annually where progress is discussed and any additional needs or changes to the document are then made. In addition children are constantly observed and progress noted. Pupils are assessed against their own prior learning. The only time a child without an EHCP comes to our school is when they are in our Nursery, and/or younger than five years of age. A formal meeting is held three times a year with teachers and senior leaders to monitor progress. The school works closely with Therapists and external agencies such as social services to identify the holistic needs of every child.</p>
<p>3. How does the school evaluate the effectiveness of provision for pupils with special educational needs?</p>	<p>We have a robust system of reviewing our provision against the new Ofsted framework of self-evaluation and through the school SIP. This includes looking at:</p> <ol style="list-style-type: none">1. Quality of Education2. Behaviour and Attitudes3. Personal Development4. Leaderships and Management5. Early Years6. Post 16 <p>Governors are involved in this process. They receive regular reports and look at progress and attainment of all pupils in the school. Data is collated and analysed within a timed</p>

	<p>framework. Governors are involved in the strategic planning of the school to ensure pupils needs are met and pupils are able to reach their full potential. The school uses the engagement model and Evidence for Learning (EFL) in order to track individual needs.</p>
<p>4. How do I know how well my child is doing at school?</p> <p>How will staff support my child?</p> <p>How will the curriculum be matched to my child's needs?</p>	<p>You will be involved in discussions related to your child's progress and expectations at Annual Review meetings. We will jointly formulate an Individual Education Plan (IEP) which is updated on a termly basis. In addition you are invited to two Parent/Carer evenings to discuss your child's progress with their teacher. We communicate with you regularly through our Home/School books, letters, telephone, our school Facebook, school website page and text messaging. Progress is measured through our Evidence for Learning tool and the engagement model.</p> <p>We value information and communication in the Home/School books from you to keep us informed about important events in your child's life.</p> <p>We produce an Annual Report which you receive in July as a summary of your child's activities and progress across the year.</p> <p>Your child will have long and short term objectives and an IEP. Learning is differentiated on an individual basis according to their need.</p> <p>The staffing ratio is high and appropriate to the needs of the pupils within each class where staff are also regularly trained in various areas such as medication, epilepsy and manual handling.</p> <p>School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists, the specialist school nursing service and specialist teacher advisors for hearing and visual impairments where and when appropriate.</p> <p>Our curriculum is broad and relevant to the needs of our learners. We enhance our core curriculum through a variety of activities. We hold regular Theme days to support Religious Education, Modern Foreign Language days and other curriculum focus days such as Wellbeing and Black History day. We enable the pupils to access regular trips out into the local community if appropriate. Our curriculum is differentiated according to the needs of your child. Your child will not be entered for end of key stage tests, but will be</p>

<p>How is the decision made about the level of support my child needs?</p>	<p>assessed against the schools new assessment framework; Evidence for Learning. This includes the frameworks for formal accreditation such as ASDAN, but also our own curriculum using Milestones and Standards that utilise MAPP (Mapping and Assessing Personal Progress) to measure all levels of progress.</p> <p>Your child will initially have their needs identified through their Education and Health Care Plan. This is constantly reviewed and, using our expertise and experience we will identify when and where additional support may be needed through the annual review process, in-house monitoring and evidence and discussions with the appropriate therapies/services.</p>
<p>How will my child be included in activities outside the school curriculum, including trips?</p>	<p>Rachel Madocks is an inclusive school, and all pupils are encouraged to fully participate in whole school events and activities, on and off site. The extent to which every pupil is able to participate will vary according to their level of need, but activities and expectations will be carefully differentiated in order to support every pupil. As a school we place huge value on the importance of a balanced and varied curriculum, and on curriculum enhancement activities. We try to include mainstream schools such as Cowplain and HTC and other outside care providers such as Chaos, so that we can be part of the local community.</p> <p>All visits and off site activities are fully risk assessed, and carefully planned via Evolve. Pupils are also able to take part in regular class trips and visits, and parents and carers are communicated with on a regular basis to ensure they are fully aware at all times of any off site activities.</p> <p>Opportunities to experience residential educational visits are offered to our secondary pupils. We hope that all pupils will access at least one residential during their time with us.</p>
<p>What support is there for my child's overall well-being?</p>	<p>The well-being and emotional health of your child is as important as their academic progress. Every class teacher will plan for the development of their pupils, and our broad and varied curriculum ensures the full social and emotional development of every pupil. The high staffing levels in each group help to support and develop the emotional well-being of every pupil in the group. Any individual personal care needs are met on a daily basis by staff in the class team discreetly and with dignity, fostering independence whenever possible.</p> <p>We work in close liaison with Health services, depending on the individual needs of the pupil, jointly overseeing health care plans and the administration of medication and health management procedures. All our staff are experienced and well trained to support these procedures.</p> <p>We work closely with Social Care and the Children with Disabilities Team.</p>

	<p>Pupils are also supported through the development of their individual behaviour plans, communication passports and regular communication through their Home/School book. The school has also achieved the Wellbeing Award for SEN schools. This is led by the headteacher, our Senior Mental Health lead, and a separate wellbeing lead. The school also has access to a mental health worker to support identified pupils within the school. The Wellbeing Lead is able to support the team of staff trained in various interventions, for example Music Interventions, Reiki and ELSA and assess progress. We also have links with the University of Roehampton, Portsmouth and Royal Central school of speech and drama in London where we support annual placements for Drama Therapy, Play therapy, Psychotherapy and/or Art Therapy. We are fortunate to also have a cranio-osteopathist who supports the children onsite on a weekly basis. The school uses Pets as Therapy dogs which are utilised for communication and one to one sessions where appropriate. Larger therapy dogs are also used for more complex children for emotional regulation and wellbeing. Alongside this we also have a specialist Sensory integration OT who comes on a weekly basis to support individuals.</p>
<p>5. What training is provided for staff supporting children and young people with SEN?</p>	<p>All staff receive a comprehensive and ongoing training programme designed to ensure they are fully equipped to meet the needs of pupils with a very wide range of complex special needs. All new staff take part in a detailed 10 week Induction Programme and are closely supported throughout their first year by senior staff and department leads. All staff receive regular training in Team Teach (positive behaviour management), manual handling and Makaton. Our on-site school nurse provides relevant training including, epilepsy and medicines management. Some staff train as MIDAS drivers, First Aiders and many complete water safety training.</p> <p>School staff complete five days of annual training and this time is carefully planned for to make sure it is used to extend and develop staff knowledge and skills further, and also to work on key areas of the school development plan.</p> <p>We also have a strategic communication team lead by the assistant head, which includes a PECS trainer and staff highly experienced in PDD to ensure that communication is up to date and relevant to each child,.</p> <p>All our teachers are qualified and have undertaken specialist further professional development. This includes Autism specific training, Makaton, hearing and visual impairments, specialist ICT (Information and Communication Technology) applications and communication approaches such as PECS (Picture Exchange Communication System). Where experienced LSAs lead on a more frequent basis they also have appropriate and relevant experience and/or accreditation.</p>

	<p>Our Learning Support Staff also have a range of expertise - including Physiotherapy, sensory, tube feeding, Makaton, Autism. This is not an exclusive list and on-going professional development is key to ensuring staff of all categories remain updated and skilled.</p>
<p>6. How accessible is Rachel Madocks School?</p>	<p>We are an accessible school with many facilities to ensure safe moving and handling and independence. We have dedicated disabled parking bays and toileting facilities with most of our rooms having overhead hoists. We have a Sensory Studio, Soft Play room and Hydrotherapy Pool. Our rooms are all labelled with tactile object cues, symbols and auditory cues to aid pupils understanding of their location within the school building. Our grounds are inclusive and we have a range of outdoor play and learning activities.</p>
<p>7. How are parents and carers involved in the school?</p>	<p>As with any prospective parents, we will welcome you and your child to have a tour of the school and a conversation with the Headteacher or one of our Assistant Heads. We arrange transition visits prior to your child starting at our school, as well as visiting the family home as part of the introduction process for our very young children. We produce half termly newsletters for families detailing elements of our pupils work and achievements. You are able to visit our website or Facebook and website page for information of forthcoming events and details about many aspects of school life and items related to our local area. The website is updated regularly and carries information statutorily expected of us by the local authority and Ofsted. We have a number of parents on the Governing Body and all parents are invited to stand for election when there is a vacancy. We also hold a half termly parent forums that have a particular focus where there are opportunities to meet other parents and participate in various activities. We try to hold a variety of events and shows to involve parents into our school community.</p>

<p>8. How do parents/carers and children get involved in their education?</p>	<p>You will be invited to two Parents' Evenings each year and relevant staff will also meet with you at your child's Annual Review. You are encouraged to write a report as part of your contribution to the Annual Review. Your child will make their own contribution to the meeting and may be present to give a presentation.</p> <p>Pupils who are able to are given the opportunity to complete the annual pupil questionnaire to give their views about the school, and their progress.</p> <p>We arrange clinics at school for you to see your child's paediatrician, dental nurses, therapists, podiatrists, orthotists and wheelchair specialists.</p> <p>We celebrate some festivals at our local church, hold a Christmas Play, and classes invite parents to their assemblies where appropriate, and we have other events all of which you are warmly invited to attend. For further information our website is regularly updated with upcoming events and we produce a half termly Newsletter to keep you updated of the exciting things your children have been learning.</p> <p>We write to you in your child's Home / School book or ring you if needed. We also use a text messaging service for important messages and announcements such as school closures and utilise SchoolMoney to make it easier for parents to pay for uniform, school dinners etc. We encourage families to tell us their news and keep in touch via your child's Home/School book.</p> <p>We liaise with you regarding reading homework or work as appropriate for your child and your family circumstances.</p> <p>Some children are involved in the running of the school through the School Council and Rights Respecting Schools.</p>
<p>9. What do I do if I have a concern about the school provision?</p>	<p>In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the departmental leads or the Headteacher.</p> <p>In the unlikely event that your concern is not resolved then please contact our Chair of Governors.</p> <p>You can request a copy of our Complaints Policy which is also available via our website. Here you will be able to see the procedures in place if you were to feel it necessary to make a formal complaint.</p> <p>If your concerns cannot be addressed by the school or Local Authority, ultimately you have recourse to the Secretary of State for Education.</p>

<p>10. How does the school prepare my child for joining the school or transferring to another provision?</p>	<p>Rachel Madocks has a thorough transition programme which includes a social story if appropriate and/or visits to the provision to help pupils and their families with moving. We attend annual review meetings of year 6 pupils where possible who transfer to us at year 7 and we plan joint activities with our feeder special needs primary school. We hold an initial meeting with parents 6 weeks after their child starts at our school. We give each prospective family a copy of our forms and relevant information, so you can see more about our ethos.</p>
<p>11. Where can I get further information about services for my child?</p>	<p>The information in this report forms part of Hampshire's Local Offer. Further information can be accessed by the Local Offer website at this link Family Information and Services Hub (hants.gov.uk)</p>

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