

SEN INFORMATION REPORT

The governing bodies/ management committees of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The SEN Information Report must include the following information and be cross referenced to the School's SEN Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The kinds of special educational needs that are provided for in school
<p>Maple is a split site 'Pupil Referral Unit' which serves the whole of the Doncaster area. All the pupils who attend the Centre have medical needs or ASD. There are seven areas of Maple;</p> <p>At the Cedar Road site, Balby, DN4 9HT</p> <ul style="list-style-type: none">• JASP (Joint Agency Support Provision). This is for pupils with severe and enduring mental health disorders• The Young Parents Centre. This is for school age mothers and mothers to be and their babies.• Young Parents Centre Nursery. The Young Parents' Centre nursery is Ofsted registered and staffed by qualified and experienced nursery staff for babies of those attending Young Parents Centre or in transition from Young Parents Centre. Child care fees are fully funded through Care 2 Learn.• Link Education Centre, which caters for children who are too ill to attend mainstream but are not in hospital.• The Mulberry Centre which caters for higher functioning ASD (Autistic Spectrum Disorder) pupils. <p>At Doncaster Royal Infirmary, Armthorpe Road, DN2 5LT</p> <ul style="list-style-type: none">• The Hospital School, which caters for children who are in hospital. This is situated in the Women and Children's hospital, Floor 4• Home tuition. This is for pupils who are too ill for mainstream or Link and need to be educated at home. <p>The PRU aims to help pupils prepare for return to mainstream school or for the requirements of education, employment or training Post 16</p>
The name and contact details of the SENCO and further contacts where parents/ carers may have concerns
Lois Cherrington (SENCo)

Mulberry Centre
Maple Medical PRU
Cedar Road
Balby
Doncaster
DN4 9HT
Telephone:01302 572796
Email: lois@maplemedicalpru.co.uk

Other contacts within DMBC;
Educational Psychology Service: Contact number: 01302 737291 or email
psychology@doncaster.gov.uk

The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or
737211 or email sen@doncaster.gov.uk

Parent Partnership Service: Contact number 01302 736920 or email
parent.partnership@doncaster.gov.uk

Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email
apws1@doncaster.gov.uk

Virtual School for Children Looked After: Contact number: 01302 737242
CiCEducationService@doncaster.gov.uk

Children with Disabilities Team: Contact number: 01302 735885 or email
dcr@doncaster.gov.uk

Aiming High for Disabled Children (Inc. Together Information Exchange, Short
Breaks/Direct Payments): Contact number: 01302 862332

Education Standards & Effectiveness Officer – SEN/D: Contact number: 01302
735978 or email Darren.dickenson@doncaster.gov.uk

Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302
734225 or email emtas@doncaster.gov.uk

Policies for identifying children and young people with SEN and assessing their needs

At Maple Medical PRU we have a number of policies in place which contribute and guide our provision for all pupils. Many of these policies have been created with pupils input and feedback. All of our school policies are available on our school website.

Parents / Carers and pupils are invited to comment on any school policy by emailing the school.

Here is a list of relevant policies in school to support the learning and provision for all our vulnerable pupils and pupils with Special Educational Needs; Additional educational needs

Absconding

Admissions

Anti-bullying

Attendance

Accessibility Plan

Behaviour

Child protection

DDA relations to exams

Disordered Eating

Emergency plans

Equal opportunities

Health & Safety

Medication

Physical intervention

Self-injury

Young Carers

All pupils at Maple have an SEN support plan which is shared with pupils and reviewed regularly. In addition, pupils with an EHC plan, also have an annual review which is monitored by the Local Authority.

In addition, pupils are regularly monitored and progress noted. Any concerns are discussed with the SEND Co-ordinator and then further assessment if required can be carried out. Parents can also raise any concerns they have with the PRU.

At Maple we are inclusive and believe all pupils have the right to a balanced and broad curriculum tailored to their individual needs.

We value all our pupils equally and we ensure, where possible, all pupils remain dual registered with their mainstream school in order to receive curriculum support where appropriate and to ensure a smooth transition back into mainstream when appropriate.

Pupils are assessed against their own prior learning, baseline assessments and in accordance with their medical needs.

Monthly Senior leadership meetings have data tracking as a regular agenda item and progress is reported half termly at Management Committee meetings. The Management also receive an annual report on SEND. There are also regular updates on progress of this group at Management Committee meetings throughout the year.

The PRU works closely with CAMHS, Medics, health professionals, Early Years, Therapists, Educational Psychologists, ASCETs to identify the holistic needs of every child.

If parents/carers have a complaint concerning provision for their child they should discuss this with the appropriate Senior Leader. If this proves unsuccessful the matter should be referred to the SENCO or Head teacher. Should the matter still be unresolved they should contact the responsible person on the Management Committee. If the complaint remains unresolved the Chair of the Management Committee should be involved and finally the complaint should be taken to the Local Authority and or Secretary of State.

Arrangements for consulting parents of children with SEND and involving them in their child's education

Maple Medical PRU offer:

- Regular Parents meetings with the class teachers
- SEN support plans are reviewed regularly parents/carers are consulted either by phone, email or invitation to attend meetings (where applicable) as part of the 'Assess, Plan, Do, Review' process to obtain their views and help shape provision for pupils
- Learning Mentors – dedicated member of staff to work with parents and support staff
- 'Open-door' policy with all staff
- Termly newsletters to inform parents/carers of recent PRU events.
- Our website contains information about how parents can help their children with their learning, as well as links to other informative sites.

- School policies are on the school website, including Special Educational Needs and Behaviour. We are happy to give parents a paper copy of these or any other policy on request.
- Communication via telephone, text or email.

For pupils attending the Hospital School, we liaise with the Mainstream school for guidance and discuss with parents and pupils on the ward.

Arrangements for consulting young people with SEND and involving them in their education

- Pupil's voice is gathered via one to one informal conversations with a SENCO or other staff involved and One Page Personal Profiles.
- All pupils have access to Learning Mentor session
- All pupils are involved and consulted in the SEND support plan cycle, to shape their provision
- All pupils are invited to reviews e.g. Annual reviews, SEND support plan reviews, transition reviews.

Pupils attend regular staff/pupil meetings.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

- Data is collected in initial meetings about current working levels and targets from their named mainstream school
- Baseline assessments are carried out in all subjects on entry
- Progress is regularly reviewed at staff meeting to ensure all pupils are making good progress. Early intervention ensures strategy can quickly be put into place where necessary.
- Further Assessments are made when concerns are expressed about special educational needs by parents, teachers or parents/carers.

- Any necessary interventions are reviewed as appropriate.
- Parents/Carers and young people are involved in these processes as described in the “arrangements for consulting” section.
- Regular book scrutinies and lesson observations carried out by the SENCO and other members of the Senior Management Team will take place to ensure that the needs of all pupils are met and that the quality of teaching and learning is high.
- Work records are sent to pupils own schools from the hospital if a pupil has been an inpatient for more than 2 days.

Parents/ carers are invited to class in Hospital School and verbal feedback is provided at the end of each session if parents are available

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

Through discussions at initial meetings with pupils, parents, mainstream staff and other professionals, we identify short/medium/long term desired outcomes and consider a pupils long term aspirations. Re-integration plans are often negotiated from the offset.

We liaise closely with pupils named mainstream school to ensure a smooth reintegration when appropriate. Meetings, visits and preparation for pupils take place. Phased return plans are often put into place.

Transition of pupils at Y11 to further education or training is supported by the Learning Mentor and each pupil has a named worker from the Participation and Transition service. Also there is peer support from CAMHS during the summer period prior to commencing post 16 destinations.

We continue to offer transition support to vulnerable Year 12 pupils during the first term.

Approach to teaching children and young people with SEND

All teachers are teachers of SEND.

- Information is available for staff to access regarding the individual needs of SEND pupils and ideas for strategies to support are offered by the SENCO where appropriate.

- There is a graduated approach to supporting pupils depending on their level of need.
- All pupils have both personalized, pastoral and curriculum targets which are reviewed regularly (minimum termly)
- PRU staff are supported by CAMHS workers, medical professionals, health professionals, school nurses, Educational psychologists, ASCETs and other professionals where and when appropriate.
- Pupils with SEND are inclusively educated within an age appropriate classroom with their peers most of the time
- Teaching and resources are differentiated within the classroom to ensure pupils are able to achieve objectives
- Small groups ensure each pupil has an individualised timetable adapted to their needs
- Classroom and timetables support pupil's independence

If additional support is identified as necessary, pupils take part in planned, evidence-based intervention and are provided at a time to suit need

- Support is personalized and targeted
- Adults working with a child with SEND communicate regularly to ensure a consistent approach to teaching and learning

A range of extra-curricular activities and residential activities to enhance a variety of skills (sport, art, social skills, maths, literacy)

How adaptations are made to the curriculum and the learning environment of children and young people with SEND; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

- Staff at Maple Medical PRU use their “best endeavours” to support pupils with SEND.
- They use information and data about pupils in and out of their lessons to differentiate resources and personalise learning.
- We get advice from specialists such as OT, Physio, visually impaired team if a pupil requires specialist adaptations/equipment.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

Regular training, which is disseminated amongst staff

Long standing members of staff ensure expertise in specialised areas

Support from Outside Agencies to deliver whole staff training e.g. CAMHS, educational Psychologists,,RDASH training

Work shadowing at Special and mainstream Schools such as Heatherwood, Northridge and Becton school.

All of our teachers are qualified and have undertaken specialist further professional development such as TEAMTEACH, mental health training, Sexual exploitation training.

Specific training to meet specific needs is obtained and is also part of the PRU' s anticipatory duty towards meeting the needs of every child

Staff access a range of training from 'Buy Doncaster' and discuss more specialised training at their biannual appraisal/ CPD meetings.

Staff from the hospital shadow staff at other hospital schools including Sheffield and Hull. They also attend the annual regional training day for hospital schools.

Evaluating the effectiveness of the provision made for children and young people with SEN

The progress of all pupils is tracked every half term by teaching staff. The progress of the SEND cohort is also tracked independently by the Head teacher. The effectiveness of intervention is monitored as appropriate.

The SLT hold termly learning walks/ observations and work scrutinies to review effectiveness of provision

The Headteacher produces an annual summary report with regards to progress for pupils with SEN

Parents and Pupils views are sought verbally and through annual surveys

We attend multi-agency meetings as required

In Mulberry, we carry out formal observations of children to monitor their social, communication and independence development.

Progress is reviewed termly with pupils, parents and relevant staff through, for example Parent Consultation Meetings and Pupil SEND support plan meetings

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

All pupils who attend Maple medical PRU have additional needs that prevent them from currently attending their mainstream school.

All pupils at Maple Medical PRU are encouraged to participate in a wide range of academic and extra-curricular activities, whenever possible.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

- There is an extensive pastoral system and close collaboration with external agencies which ensures pupils are supported in their emotional and social development.
- We are also proactive in our PSHE curriculum and morning meetings/ assemblies targeting certain issues.
- We have gained the Anti-Bullying Charter award and ensure that through mutual respect and open lines of communication bullying is not tolerated.

- We are working towards recently achieved the advanced Healthy Living, Healthy Lives award (supports social, communication and physical development)
- We offer targeted extra-curricular activities, such as Shared Lunch (supports social development), Homework club (support independent learning), Baby literacy (social skills and bonding for mums and babies) and Forest schools.
- Suitable arrangements are made for pupils to access other curricular activities e.g. additional 1-1 support to complete GCSE through school or use Maple to sit GCSE exams which have been studied at mainstream schools
- We have recently gained the Doncaster Autism Charter Mark and are now working towards achieving the Inclusion Charter Mark..

If your child still needs extra support, with your permission staff will access further support through the Early Help Hub.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

At Maple Medical PRU, we embrace additional support from external agencies in order to assist the PRU in meeting the needs of pupils and their families, and aiding the transition back into schools. Examples of some of the external provision utilised at Maple are listed below.

Local Authority Provision delivered in Maple;

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- SAIDSEND (Formerly Parent Partnership)
- PAFs
- EMTAS
- Outreach Support from the Special Schools or Pupil Learning Centre's

- Stronger families

Health Provision delivered in Maple;

- CAMHs
- Midwifery services
- Speech and Language Therapy
- School Nursing
- Occupational Therapy
- Physiotherapy
- Diabetic specialist nurse

Other External Agencies;

- Family Hub
- Safe@last
- Housing services
- Open Minds
- Project 3

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

At Maple Medical PRU, we aim to provide an inclusive, supportive and positive learning environment. The provision made for all pupils, including those with SEN, is carefully planned and mapped out with a focus on enabling pupils to achieve their full potential, planned outcomes and transition back into mainstream education, employment or training.

If you feel that you would like to discuss the provision in place for your child then please contact the SENCO, Lois Cherrington. If you still need to discuss concerns, then you can ask for further appointment with the Head teacher, Kath Formby. In addition to this, further guidance can be found in the Complaints policy available on the Maple website. www.maplemedical.org.uk

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published
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To view the Doncaster's 'Local Offer' please view;
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http://www.doncasterchildrenandfamilies.info/disabilities.html

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEND.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEND support, and to enable the Local Authority to identify pupils who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND Information Report.