

Mexborough Academy

Brief description of the school

- Mexborough Academy is an average sized secondary school.
- Mexborough is an 11-18 Academy serving the town of Mexborough.
- The academy converted to become an academy school in the Wakefield Cities Academy Trust on 1st January 2015.
- Number of pupils on school roll: 796.
- Of which, number on roll in 6th form: 88
- The proportion of disadvantaged students supported through the pupil premium is larger than the national average. (The pupil premium is additional government funding to support students who are known to be eligible for free school meals or are in the care of the local authority).

How we identify if your child may need additional help and/or has special educational needs (SEN)

- The Y6 transition team work closely with primary schools within the Mexborough Pyramid. Information regarding students is shared regularly at pyramid and transition meetings. Students who have additional help and/or a special educational need are identified.
- The SENCO attends support plan meetings for all Year 6 students.
- The SENCO attends all year 5 and 6 annual review meetings.
- The progress of students is tracked through data captures and use of 4 Matrix. Tracking of data enables the identification of students who may need additional help and/or students who have a SEND.
- In regular data review meetings, students who may need support because of a SEND, are identified.
- A SEND referral can be submitted to the SENCO, if teaching staff and/or pastoral staff have concerns regarding a student.
- Parents/carers can contact the SENCO directly to raise any concerns.

How we involve parents and carers in meeting the needs of their child and in whole school developments

The new SEND Code of Practice states:

“6.64 Schools **must** provide an annual report for parents on their child’s progress. Most schools will want to go beyond this and provide regular reports for parents on how their child is progressing.

6.65 Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year’. (DfE: page 104)

The full document can be accessed through:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

At Mexborough Academy we:

- Hold statutory annual review meetings for those students with a statement for special educational needs.
- Hold interim or emergency review meetings when necessary for those students with a statement for special educational needs.
- Attend meetings in Primary Schools to address future needs of those pupils with SEND.
- Attend Team Around the Child/ multi-agency meetings when appropriate.
- We hold annual parents/carers evenings for all students and the SENCO is available to consult with parents of those on the SEND register.
- Parents are invited to attend careers interviews.
- Parents/carers of new students have the opportunity to complete a questionnaire.
- Home/school planners are used for everyday communication.

How we will involve your child in the planning and review of their support

At Mexborough Academy we aim to develop further the voice of the student, and to encourage active participation in planning, monitoring and reviewing their educational provision, which may include outside influences when appropriate. We will look carefully at how the Code of Practice details guidance on recording student views using one page profiles for example.

All students will be involved through:

- Discussions regarding their individual targets with teachers.
- Discussions with specialist staff such as the Hearing and/or Visually Impaired Service, Service for Children with a social and communication difficulty including Autism, Educational Psychologist, Occupational Therapist, Staff from Child and Adolescent Mental Health Service (CAMHS) etc. Families will be informed of these visits.
- Discussions with a careers advice worker when appropriate.
- Discussions with the SENCO.
- Discussions with educational support staff.
- Discussions with pastoral support staff.
- Attending their statutory review meetings if they have a statement for special educational needs (in the future Education, Health and Care plans EHC).
- Attending plan, do, review meetings.
- Students are welcome to attend parents' evenings.
- SEND students are on the school council.

How we match the curriculum, teaching and learning approaches if your child has SEN

High quality teaching, differentiated for individual students is the first step in responding to students who may, or may not, have SEND. In agreement with 'The Code' all staff agree that additional intervention and support cannot compensate for a lack of good quality teaching. The quality of Teaching and Learning of all students is supported through the lesson observation cycle; learning walks; book looks and the work shadowing and tracking of individual students.

All staff will have one to one meetings that address the impact of teaching and provision as well as identifying staff need and areas for Development Mexborough

Academy is working to ensure that the overall quality of teaching for all students is classed as good and better in line with OfSTED requirements.

Full school procedures will take into account the teaching and learning of all vulnerable students including those with SEND.

Full school development plans will include an action plan related to SEND and the Equality Duty. It is the aim that SEND is a constant thread throughout all mainstream policies and practices as well as being an individual area of provision.

The school will allow the SENCO to develop an overview of Wave One and Two provision as well as targeted support at Wave Three.

How we provide additional support if your child has learning needs

Wave Three

The SENCO alongside appropriate staff will identify students that require 'additional to' and 'different from' provision.

The school has a 'Nurture Group' that provides the opportunity for Year 7 and 8 vulnerable students to access basic skills learning in a specific base/classroom. Such identified students will spend a proportion of their time with one teacher and the same peer group. They will access other subjects in the usual mainstream lessons.

Identified students will be assessed under the Government regulations to determine if they are eligible for access arrangements in controlled assessments and exams. This could mean that some students would have extra time, a reader or a scribe for example.

The school employs Learning Support Assistants (LSAs) who support identified students within mainstream classes. These LSAs act as a good link between the SENCO and class teachers. They also become very aware of individual student need and will meet with the SENCO to share concerns and good points.

Other examples of specific provision are:

- Rainbow Reading for those with a reading score below 8 yrs.
- Safe Haven for those vulnerable at break and lunch times.

The school was rebuilt in 2009 and has good accessibility.

Entrance to the school is well signposted and easy for those with mobility difficulties.

How we provide additional support if your child has social and communication needs

Mexborough Academy provide additional support for students with social and communication needs by:-

- Employing a specialist ASD teaching assistant
- Work closely with Autism Specialist Teacher
- Safe haven identified
- Safe staff identified
- Reasonable adjustments to behaviour policy and behaviour reports
- Reasonable adjustments to isolation procedure
- PEEP (personal emergency and evacuation plan) in place as required
- Aiming High referrals for students on the autistic spectrum

- Travel training programme for students on the autistic spectrum in conjunction with ASCETS.
- Signposting to local offer and events within Doncaster
- 'Safe room' identified for very vulnerable student
- Meet and greet in a morning

How we provide additional support if your child has physical, sensory and/or medical needs

Mexborough Academy meet the needs of students with physical, sensory and medical needs by:-

- Accessibility plan in place and reviewed every 3 years
- Health care plans in place
- PEEP (personal emergency and evacuation plan) in place as required
- Work closely with Visually Impaired Specialist Teacher
- Visually Impaired Specialist Teacher support
- Work closely with Hearing Impaired Specialist Teacher
- Hearing Impaired Specialist Teacher support
- Visually impaired Specialist Teacher audit of facilities
- Aiming High referrals
- Specialist equipment provided – e.g. Specialist chairs
- Resources adapted to meet needs
- Liaison with Heatherwood Special School – outreach support
- Work closely with the therapist teams
- Small group PE or TA support within PE
- Meet and greet in reception before school
- Liaison with Maple Medical Pru including in-reach services
- Liaison with transport for student services

How we provide help to support your child's emotional health and well being

The most vulnerable students have the opportunity to access 'The Zone' to allow them to feel quiet and safe.

The school employs 'key worker' to support vulnerable students and those who are below their target attainment and progress measures to help break barriers to learning.

Heads and Deputy Heads of Year concentrate on 'the whole' student and work closely with families to ensure that any concerns are addressed and that students become happy in their learning environment.

A member of the senior leadership team is responsible for implementing the behaviour and anti-bullying policy.

We identify vulnerable students in Year 7 and Year 8 to access the 'Nurture Group'. These students will be vulnerable for different reasons.

We refer to the appropriate outside agencies such as Child and Adolescent Mental Health Service, when appropriate.

We attend all Team Around the Child meetings and encourage them to be held in school.

We follow safeguarding and child protection procedures when appropriate.

The SENCO and pastoral staff work closely together.

How we promote developing independence

Mexborough Academy promote independence by:-

- Travel training programme in conjunction with ASCETS
- Bespoke basic skills intervention programmes – e.g. table manners
- Encourage independence through assess, plan, do, review meetings
- Key Workers – organise bespoke work experience opportunities in Year 10 and 11

How we measure and review your child's progress against their targets and longer term outcomes

In line with the new SEND Code of Practice all students will be made aware of their assessment targets and the outcomes for which they are aiming. The school strives to improve students' literacy and numeracy skills, and targeted students are assessed using a standardised reading test every year up to them being in Year 9. Students receiving additional literacy and/or numeracy interventions are assessed to evaluate the effectiveness of the intervention and determine the next step.

The provision map will develop to allow the SENCO to evaluate the impact of interventions in relation to good value for money.

Published tests such as dyslexia screeners are used on identified students.

The school uses internal assessment data to show progress of groups of students against national expectations (i.e. by gender, SEND/non-SEND, ethnicity, Children who are looked after, Pupil Premium etc.) Progress is measured at least termly in line with the whole school academic tracking systems. The SENCO will look at the relationships between those on the SEND register and other vulnerable groups. The data manager links closely with the SENCO to ensure that progress and attainment reports are fit for purpose with regard to those on the SEN register. At present the 'SIMS' and 'DISCOVER' data management systems are used.

The SENCO and senior leaders will evaluate the Government's 'RaiseOnLine' report to establish how the identified SEND students have progressed and attained against National averages and expectations.

All students currently with a Statement of Special Educational Need will transfer to EHC plans within the next three years in accordance with guidelines laid down by the Government and Local Authority, with specific year groups prioritised.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

The school was rebuilt in 2009 and has good accessibility.

- Entrance to the school is well signposted and easy for those with mobility difficulties
- There are five accessible toilets
- All second floors can be accessed via a lift
- The school follows safe practices in relation to administering medicines for those who need regular medication on site to enable them to access their learning
- The school plans to address their practice in line with the new guidelines: *'Supporting pupils at school with medical conditions'*

How we include children with SEND in the life of our school

The school provides extra-curricular opportunities for students such as sport and music. It believes in equal opportunities and supports those with SEND if they choose to engage. The expressive arts department directs school productions of which SEND students are involved. Reasonable adjustments are made on sports day so all students can participate. Adjustments can be made to support the PE curriculum.

There is a student council in place. If it is found that students do not vote for those with SEND to be part of the council over time, then favourable adjustments would be made and a student with a disability would be given the opportunity to be on the council if they wished. At present SEND students have been voted on to the school council by their peers.

The school adheres to policy and the Equality Duty when taking students on out of school visits.

All students with SEND have the opportunity to access careers advice alongside their peers and would visit appropriate post 16 provisions/ educational settings to allow them to make informed choices.

All students with SEND engage in one to one and group conversations with staff in relation to target setting equal to that of their peers and then more refined targets will be set for SEND when necessary.

Vulnerable students are supported to allow them to have their lunch and break times with their peers. The most vulnerable will have the opportunity to access 'The Zone' to allow them to feel quiet and safe.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

A programme of professional development/staff training has been organised in relation to different SEND need types, to allow staff to feel confident that they are providing a rich and varied learning environment for students and that reasonable adjustments are made.

The SENCO and senior leaders aim to empower staff so that there is a good level of understanding related to individual students as well as general needs and conditions.

Recent training has included:-

- Understanding Autism and appropriate strategies
- Attachment training
- Team Teach
- Testing for Schools
- Whole school - differentiation

External support and expertise we can call upon to help us to meet children's needs

Mexborough Academy has very close relationships with the local authority, social care and health services.

These include:

- Educational Psychology Service
- Occupational Therapist

- School Nursing team
- Physiotherapy service
- Social Care
- Visual Impaired Service
- Hearing Impaired Service
- Speech and Language Therapists
- Autism/communications Team ASCETS
- Families First/ Safer Families services etc
- CAMHS
- SAIDSEND

How we prepare children to join our school

Mexborough Academy help prepare children to join our school by:-

- The transition Coordinator works closely with the SENCO to discuss Year 6 SEND students
- SENCO involvement at Year 6 assess, plan, do, review meetings
- SENCO involvement at Year 5 and 6 annual reviews
- Student and parent visits to Mexborough Academy in Y6
- Bespoke enhanced transition plans for vulnerable students
- Whole school Y6 transition day
- Numeracy events for Y6 students
- One page profile developed with student input
- Liaison with SEN external agencies
- Summer School

How we prepare children to move on from our school

Mexborough Academy Commissions an independent careers adviser that meets with all students as well as those with special educational needs and/or a disability (SEND). More time may be spent with the most vulnerable or meetings may take place earlier in the academic year in order to plan ahead.

Some SEND students may wish to attend our Sixth Form where at present we have a variety of courses available at different levels.

Some students may wish to attend Doncaster College or Dearne Valley College.

Examples of Post 16 transition into the working environment in the past have been hairdressing, catering and assistant site manager. Links have been made with the SENCO's at the colleges to enhance transition.

The SENCO liaises closely with Doncaster LA SEND services to ensure that the school is aware of post 16 opportunities.

The school will use central specialist services to help with independent living skills such as independent travel training.

How we deploy our resources to meet the needs of children with SEND

Mexborough Academy deploy resources to meet the needs of children with SEND by:-

- SENCO in role
- Teaching assistants to support SEN students in lessons
- Teaching assistants to deliver intervention programmes

- TA/HLTA reading intervention programme
- HLTA to deliver literacy and numeracy intervention programmes
- Rainbow Reading literacy intervention computer programme
- Accelerated Reading literacy intervention computer programme
- My Maths numeracy computer programme
- Handwriting intervention programme
- Links with Leeds University for REACH literacy intervention programme

Contacts for more information

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