



SEN information report: Slated Row School

Based on template from 'The Key'. The template is designed to meet the legislative requirements for SEN information reports, which are set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

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What types of SEN do we provide for?

The pupil has persistent, complex and long term learning needs which fall under one of the following indicators.

Indicator 1

If a pupil presents with no other significant difficulties their learning should be expected to remain below Year 3 expectation for the majority of their school life. The expected developmental ranges; in most curriculum areas, with a greater difficulty acquiring Literacy and Numeracy skills; for the pupils for their whole time in each Key Stage, are:

Stage		Typical developmental age	
Key Stage	Year Groups	From	To
EYFS* & KS 1	Reception* to year 2	9 months	36 months
KS 2	Year 3 to year 6	18 months	7 years old
KS 3	Year 7 to year 9	5 years old	9 years old
KS 4	Years 10 & 11	6 years old	9 years old
Post 16 (Sixth Form)	Years 12 +	6 years old	11 years old

* Reception/EYFS only at Slated Row

Indicator 2

The pupil has significant needs and inadequate progress is being made despite appropriate interventions (where adequate progress is defined by the SEN Code of Practice 6:49).

Indicator 3

The pupil has learning needs as well as significant needs where their life skills are well below age appropriate levels. For example:

- Reception & Key Stage 1 at least 2 years behind;
- Key Stage 2 from 3 to 5 years behind;
- Key Stage 3 from 5 to 8 years behind;
- Key Stage 4 & Post 16 from 6 to 9 years behind.

	<p>Indicator 4 The pupil has <u>learning needs</u> as well as significant needs in one or more of the following areas:</p> <ul style="list-style-type: none"> • Social communication and interaction difficulties. • Sensory or physical difficulties. • Emotional and social development arising from their learning needs. • Experienced an inclusive mainstream provision but is unable to cope socially or emotionally and this has caused stress. • Under-functioning in most aspects of school and social life. • Bereavement, loss, separation, attachment, neglect or abuse; with a poor family support network. • Poor communication or self-advocacy skills. <p>Indicator 5 Where appropriate, all reasonable steps have been exhausted to support the placement in mainstream and these have not been successful. Typically the child's needs would not be supported through a high level of additional resources (equivalent to at least 15 hours 1:1) for over a year.</p>
<p>How do we identify and assess pupils with SEN?</p>	<p>All pupils need to have an Education, Health and Care Plan to attend.</p>
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>The class teacher should be contacted or the Assistant Headteacher for the area of school.</p> <ul style="list-style-type: none"> • Lower, Middle & Upper School (Key Stage 3) – Mr J Austin • Key Stage 4 & Sixth Form - Mrs D Mutch
<p>What is our approach to teaching pupils with SEN?</p>	<p>We are a special school where the Education, Health and Care Plan of each pupil is followed. Please also see, Our Curriculum for more information.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>See information in 'our offer' regarding the pathways which is how we enable pupils to access the Curriculum through the environment, approaches and strategies. Also see our Curriculum which has been adapted to meet the needs of our pupils.</p>

<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>We offer opportunities for integration with mainstream peers through a range of events, such as, sporting matches and festivals, singing and drama activities.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Parents/Carers are key in the Education, Health and Care Plan Process. Also through surveys, parents evenings, coffee mornings and a range of events</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Pupils are key in the Education, Health and Care Plan Process, Speech and Language Therapists support the eliciting of the pupil voice where required. Also through surveys, student council, restorative class circles and more.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>See Assessment Policy and Pupil Outcomes Reports.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>Transition plans are based on each individual at each transition point. Visual support is given showing the types of activities and the people in the class to help them, plus timetables so pupils know what to expect. We transition to new classes in July to enable pupils to get used to new rooms and staff to ease the anxiety of returning to school. Events are held to explain the curriculum and share what different Key Stages do and to meet new staff.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>Transition into adulthood is a key outcome for pupils in Slated Row. The Foundation Curriculum has additional outcomes for safeguarding and developing good mental health. This goes on into the Higher Curriculum with further work on being a good citizen. In Key Stage 4 and Sixth Form all pupils follow a Life and Living Course which helps develop the skills for an independent life and those for employment. We have developed our own Life & Living Centre where pupils learn and apply these skills in a sheltered environment before or as well as work experience including internships. We have an additional year in Sixth Form that is seen as a 'Bridging Year' to life after Slated Row; during this year they will follow a pathway to support moving into College or the world of work as well as developing their independent skills. See our 'Key Stage 4 & Sixth Form Offer' document for more information.</p>

<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>This is achieved through our staffing ratios and our Wellbeing Team. Social, Emotional and Mental Health is a strand of the curriculum. Additional time is given for restorative circles or pupils to talk to adults out on a walk.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>School's expert teachers and leaders, including accredited trainers, therapists, Specialist Leaders in Education. Advice & training from leading experts in special education, including Prof. Barry Carpenter.</p>
<p>How will we secure specialist expertise?</p>	<p>School's expert teachers and leaders, including accredited trainers, therapists, Specialist Leaders in Education. Advice from the LA Educational Psychology Team when required. Professionals actively involved in Education, Health and Care Plans. Buying external experts.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>Through the school budget (top-up funding) and through EHCPs with the LA SEND Team. We also apply for support from Communication Trust for AAC devices.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>Health and Social Care are accessed through the EHCP process. The school works closely with the Complex Needs Nurse and Social Care Children with Disabilities Team to ensure pupils' needs are met. This includes resources, support out of school and training for staff and families. Working with BSH Group has led to internships for pupils leading to jobs and apprenticeships, as well as the resourcing of our Food Technology Kitchens and more. Work experience has been gained for a number of pupils with local companies. Future Wolverton have worked with the school to secure the 'Old School House' which is being developed into a B & B, café and hall for our students to run as part of their employability. Fundraising events with the Friends of Slated Row and bidding for grants enable additional resources and provision. The Short Breaks scheme funds additional after school and holiday provision.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>See 'School effectiveness' tab on the website: http://www.slatedrowschool.co.uk/website/school_effectiveness/83129</p>

<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>Any complaint is taken seriously and should initially be taken up with the class teacher to try and find a solution. Please follow the complaints policy: http://www.slatedrowschool.co.uk/website/policies/88488</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Class Teacher, Key Stage Leader, and any member of the Senior Team. Note: if it is a safeguarding issue: Mrs D Mutch (DSL). Jenny King is the school's SEND Caseworker from the LA.</p>
<p>What support services are available to parents?</p>	<p>Friends of Slated Row, a support network The Communication Team (Speech and Language Therapists) The Wellbeing Team LA SEND Case Work Team MK SEN IAS (formerly Parent Partnership) Global Mediation</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer The school works closely with the LA and has developed its provision to meet the requirements from the LA and the designation of Complex Needs.</p>

*This KeyDoc is featured in our article 'SEN information report: requirements'. To read the article, visit <https://schoolleaders.thekeysupport.com> and enter the reference number **11095** in the search box.*