

1. Our School

1.1. Maidenhill is a comprehensive school with 723 students on roll as of 30/09/24. The school is in Stonehouse on the outskirts of Stroud and provides education for young people from Stonehouse and surrounding areas: 28.16% of our students are currently on the SEND Register.

1.2. Maidenhill provides support for students with a wide range of Special Educational Needs and Disabilities (SEND) including those with; Communication and interaction needs: this includes students who have speech, language and communication difficulties and autistic spectrum conditions. Cognition and learning needs: this includes students who have specific learning difficulties e.g. dyslexia, dyspraxia and dyscalculia. Social, emotional and mental health needs: this includes students who have anxiety or ADHD. Sensory and/or physical needs: this includes students who have visual or hearing needs or a physical disability that affects their learning.

2. Who should parents contact at the school to discuss a concern relating to special educational needs?

Parents can speak to our SENDCo or Assistant SENDCo at our Parents' Evenings or by appointment. You can also contact your son / daughter's tutor or Head of Year if you prefer.

2.2. The school's Special Educational Needs and Disabilities Policy can be found on our website www.maidenhill.gloucs.sch.uk or a hard copy will be sent to you on request. Other related policies, such as our Equality and Diversity Policy are also on the website.

3. How does Maidenhill School know/identify that students have special educational needs?

3.1. The school refers to the Children and Families Act 2014, the SEND Code of Practice (January 2015) and the Gloucestershire Local Authority protocols around Education Health Care Plans, 'My Plan Plus' and 'My Plan'.

3.2. When a special educational need is being considered, the SENDCo will audit the needs of the individual student in order to assess whether there is a potential special educational need and use information gathered from one or more of the following: transition information from primary school; observations made by teachers or Learning Support Assistants in the classroom; reports prepared by professionals; assessments undertaken in class or by the Learning Support team.

4. How does Maidenhill School work with parents and students in order to involve them in the education of the student?

4.1. At Maidenhill we recognise the importance of developing a 'learning triangle' between the school, students and their parents/carers. This is especially important in the development of a provision that will successfully support students with special educational needs.

4.2. Maidenhill School develops partnerships with parents/carers in many different ways but Maidenhill always welcome suggestions as to how we can improve further. Some of the activities that parents are already involved in include parents' evenings, induction and information evenings and governors' meetings.

4.3. Parents and students receive termly data reports on the students' attitude to learning, attitude to Independent Study and Organisation on three occasions throughout the year. For students in Year 9, 10, 11 and at the end of Year 8, termly reports also include academic progress. There is at least one Parents' Evening a year where teachers, tutors, learning support staff, SENDCo and members of the school's leadership team are available to discuss any issues you may have. However, parents and students are welcome to talk to staff at any stage of the school year.

4.4. Additional meetings or parental contact also take place at specific times throughout the year to review progress and assess the impact of the support students have received and plan for the future. These may take the form of formal Education Health Care Plan reviews, further informal contact with either our SENDCo, pastoral team, or contact with Learning Support Assistants may take place intermittently throughout the academic year.

5. How Maidenhill will teach and support students with special educational needs so that they can access the curriculum?

5.1. All students have an entitlement to a broad, balanced and relevant curriculum. Maidenhill believes that all students with special educational needs should be taught wherever possible, with their peers in mainstream classes by subject specialists. These subject specialists will use a range of teaching methods and strategies to develop students' knowledge, skills and understanding. However, where access to the curriculum is impaired by low literacy levels, low working memory skills or other needs, students may be withdrawn from some lessons in order to provide one to one or small group tuition. These interventions are targeted and time limited.

5.2. Teachers are responsible for the progress of all students in their classes, including those with special educational needs. The school also employs a team of Learning Support Assistants (LSAs) to support students in the classroom by further differentiating the lesson content or providing the appropriate support, prompts or questions to maintain or accelerate academic progress. Within Maidenhill School, the English, Mathematics and Science departments have specialist Learning Support Assistants with additional skills and experience specific to those subject areas.

6. What is Maidenhill's curriculum and how is it adapted to meet the needs of students with special educational needs?

6.1. All Students, including those with special educational needs, are taught the National Curriculum in Key Stage 3 (Years 7-9). For students with specific needs there are also targeted withdrawal groups; lunch time support groups and other interventions and support through literacy and numeracy intervention groups, catch-up reading, Social Skills and 1-1 SEMH support.

6.2. In Key Stage 4 (Years 10-11) students are enrolled on GCSE and BTEC courses. To allow students to have a tailored curriculum that meets their individual needs a very small number of students may undertake alternative curriculum courses such as ASDAN or Integrative Education qualifications or the follow a slightly reduced timetable to enable specific support to be provided.

6.3. The school has a suite of Learning Support rooms and the Links Centre where our Student Support and Welfare team are based. These provide additional support for students with varying needs. These resources are accessible in both Key Stage 3 and 4. Within the suite of Learning Support Rooms is a Calming Room that students can access if they require some time out to regulate their emotions.

Students may be withdrawn from some lessons in order to be given access to one to one or small group tuition in our Learning Support Centre. These interventions will generally be targeted and time limited. Selected students are able to access the Learning Support area at break and lunchtimes. This provision is supervised and supported by Learning Support Assistants.

7. What expertise does Maidenhill School and its staff have in relation to special education needs and disabilities, and how does the school use other services to support students with special education needs?

7.1. The appointed SENDCo has extensive experience of working with students in mainstream schools and holds a Masters degree in Special, Educational Needs and the National SENDCo Award.

7.2. All teaching and pastoral staff are aware of the different categories of special educational needs and receive advice on how to support these in the classroom. New members of staff are trained on special education needs through a well-planned induction programme and teachers, through in-service training sessions, receive regular updates on developments in special educational needs.

7.3. Maidenhill's Learning Support Assistants also have a number of specific additional qualifications related to supporting students with SEND e.g. Dyslexia, Speech and Language and ASD.

7.4. Where the needs of a student require expertise that is not available in the school, Maidenhill uses, (via a traded services agreement), Gloucestershire Local Authority to provide access to

professional services such as the: Speech and Language Therapists (SALT), Occupational Therapy (OT) and Advisory Teachers on specific areas of special educational need. Additionally, the school commissions the services of an Educational Psychologist as and when required. This is undertaken in full consultation with parents.

7.5. We also utilise other services such as the Children and Adolescent Mental Health Services (CAMHS), Young Minds Matter and Teens in Crisis (TIC) to support students who may have emotional, social or mental health needs or require support to help them overcome other learning difficulties. Again, this is undertaken in full consultation with parents.

8. How does Maidenhill school measure and evaluate the outcomes and impact of the support provided to a student; as well as evaluate the effectiveness of the provision made for students with special educational needs?

8.1. Maidenhill routinely track the progress of all students. Progress in reading and comprehension ages, and other skills are tested and measured as a standardised score. Currently in Key Stage 3, the school uses its own personalised flightpath to track and establish the rate of progress students make in subject specific areas and this is measured against national expectations. In Key Stage 4 we use prior attainment data to estimate expected academic grades for all students and measure success against these.

8.2. During the annual review process, staff responsible for students with special educational needs consider the progress of each student in order to assess the impact of the support they have received and plan for the future. This may take the form of an Education Health Care Plan. Reviews are led by the SENDCo or Local Authority where appropriate.

8.3. The progress of students with special educational needs is regularly monitored by the SENDCo, Subject Leaders and members of the Senior Leadership Team. There is an annual report to Governors who, along with the Link Governor for special educational needs, carefully monitor and evaluate the effectiveness of our provision for students with special educational needs.

9. How are students and young people with special educational needs and disabilities helped to access activities outside the classroom?

9.1. Students with special educational needs are actively encouraged to engage in the full range of extra-curricular and enrichment activities offered by the school. In addition to the statutory curriculum the school provides a wide range of additional activities including a variety of sports clubs, arts clubs, drama clubs and many others. In addition, there is Study Support an afterschool provision which is run by Learning Support Assistants and targeted at those students who require support with their homework tasks.

9.2. The school is aware of the duties required of it by the Equalities Act 2010 and follows Gloucestershire Local Authority Guidance for risk assessment protocols when planning a visit, excursion or trip. This guidance assists the school to assess risks and support any planning required to enable students with special educational needs to participate in a visit, excursion or trip.

10. How does the school provide support to improve the emotional and social developments of our students with special educational needs students?

10.1. Maidenhill's Student Welfare and Guidance and Learning Support Teams provide a comprehensive range of support. Each student has a form tutor who they see each day. Students are able to access further support from their Heads of Year. There is also additional support from our, Educational Welfare Officer, school counsellor and school nurse. Students can also access support through their student leaders and raise concerns through the School Council.

10.2. The five Heads of Year are dedicated non-teaching staff who provide students with access to support throughout the school day.

10.3. The schools weekly assembly programme reflects social, moral, spiritual and cultural aspects of learning. All students have access to CRS (Citizenship, Religion in Society) through Religious studies and Personal, Social, Health Education lessons and Citizenship. The school has anti-bullying and positive behaviour policies.

11. How does Maidenhill prepare the school to welcome and support students with special educational needs and how do we arrange and support a transfer to another school/educational establishment?

11.1. To support the process of transition into the school, the SENDCo or Assistant SENDCo attend Year 5 and Year 6 Education Health and Care Plan Reviews (for those students intending to come to Maidenhill School); Maidenhill host open mornings and an open evening for students in Year 5 and Year 6 in the Autumn term of each academic year; Maidenhill meet with students in their primary schools as part of the induction programme; Maidenhill hold a Discovery Day for all upcoming Year 7 students in July, in addition to a parent's meeting. Maidenhill provide additional time during Year 6 summer term, when students with SEND come and spend some time in school before starting in Year 7. The Year 6/ 7 Transition coordinator or Deputy Head teacher visits our feeder primary schools to meet with the Year 6 teacher to discuss the needs of all students, including those with special educational needs. The SENDCo or Assistant SENDCo may visit primary schools to liaise with the primary SENDCo and meet students.

11.2. To support the process of transition into post 16, all students attend careers interviews with an impartial careers consultant, have supported visits to a range of local providers and additional support through the application process. Students with an EHCP will be seen in Years 9, 10 and 11 by the careers consultant. Some students with special educational needs may also have more formal transition plans that may include accompanied visits to post 16 providers.

12. Dealing with Complaints

12.1 Where a concern exists, students or their parents should raise it with our SENDCo in the first instance. If the SENDCo is unable to resolve the concern satisfactorily, it should be referred to the Deputy Head teacher Mr Rome.

12.2 If the Deputy Head is unable to resolve the concern, students or their parents should follow the schools Complaints Procedure which can be found on the school's website.

12.3 As a school we signpost independent and free advice. SENDIASS is a support group facilitated by Gloucestershire Local Authority which works on behalf of parents and students.

13. Local Offer

13.1 The Local Offer can be found on our website www.maidenhill.gloucs.sch.uk

13.2 The Local Authority's Local Offer can be found on their website www.gloucestershire.gov.uk