



Support for Pupils with Education, Health Care Plans

Review Date	May 2022
Owner	Headteacher

A Parents' Guide to our School

Our School at a glance.

- ❖ Co-educational
- ❖ Day School
- ❖ 5-14 Years
- ❖ Medway Green School. School Lane, Wouldham, Rochester, Kent. ME1 3TS
- ❖ mgs-office@medwaygreenschool.co.uk

How does the school know when a young person needs extra help?

Medway Green School is a special school positioned in Wouldham near Rochester in Kent. The school opened in the November of 2019 and is a full-time, specialist, co-educational provision for children and young people aged 5 to 11, who experience SEMH difficulties and associated conditions such as ASC, ODD, ADHD and speech language and communication. These children and young people often cannot cope, function or achieve within a mainstream environment. Medway Green School provides a structured, nurturing approach, with pupils accessing a broad, balanced and engaging curriculum to meet their significant needs. Pupils attending Medway Green School may have learning difficulties and/or low attainment that are associated with their emotional and behavioural difficulties. They may have experienced historical low levels of engagement or underlying anxiety within learning situations.

When a Local Authority consults the school about a placement for a child, the Headteacher and the Wellbeing Team will begin an assessment process, which includes the following:

- A school visit for parents.
- A visit for the child accompanied by parent.
- An observation in the present school setting or at home.
- A taster morning in class at Medway Green School.

If the school makes an offer and the LA accepts it, then an induction process begins. This typically begins with the Wellbeing Team arranging interviews to accumulate as much information as we can about the young person. We then begin with a reduced timetable over a settling in period, which will be a set length of time from the student's first day in school. During this time, youngsters will begin to build trust and relationships with the key adults that work with them. This will include some activities / games with peers in the class to help with social integration. They will undertake some stress free baseline assessments in Maths and English to give the teaching team an idea of their level of academic development.

When the adults that work with the young person feel it is time to increase the hours spent in school, we will increase them as appropriate. Although parents and carers may be extremely keen to get their children into full time education, we are very aware at Medway Green School that too much, too soon can have a negative impact. Therefore, the increasing of hours and potential stresses and anxieties needs to be carefully considered.

On entry to the school, the team around your child will review needs, consult the EHCP to inform and write a Wellbeing and Support Plan (WaSP), and write an Individual Education Plan (IEP). These documents will have a series of targets and strategies to support your child through their journey with us. These will be reviewed at regular intervals throughout the academic year. As nearly all of our students present with sensory needs, all students will be assessed by our Occupational Therapist (OT) within the first few weeks of joining. Parents will receive a copy of the report that the OT produces. We will also arrange for assessments for other therapies where it is appropriate e.g Speech and Language.

Over the first 6 weeks, teachers and adults will observe and record information about academic levels and personal, social and development levels. After approximately 6 weeks, or a full term, your child's class teacher will have a strong grasp of your child's academic levels which will in turn ensure that planning of learning included individualised tasks and or teaching. A key person involved with your child will also score them against the Boxhall Profile, which is an online assessment tool for measuring emotional, social and personal development. These baselines will be shared with you. If in the process of creating a baseline for a young person we feel that elements of the EHCP may need reassessing, we will also arrange for this. This may include an assessment by an Educational Psychologist (EP) or referral to different types of therapy.

Teachers and support staff are constantly monitoring academic and wellbeing progress. However, there will be three points in the year when attainment and progress will be reported to parents. These will be in November, March and July. After the autumn report, there will be an academic and personal review day when parents and carers will be invited into school for a substantial discussion, which will include an annual review of the EHCP. After the Spring report, parents will be asked to make an appointment at parents' evening. This appointment will include an interim discussion and review of the EHCP. To compliment these, parents will be invited to a more informal occasion at the school towards the end

of term six in order to meet the staff, view work and discuss progress against targets on the EHCP.

Parents will receive weekly feedback about their child through an email, which will detail any behavioural concerns and any rewards that a child may have earned during that week. Parents are encouraged to talk to staff if they wish to know any further information. If you are personally dropping off your child, then members of staff will be available in the car park for discussions if desired.

Staff teams meet regularly to discuss students who are making little progress, academically, personally, or both and will put interventions into place. These will be communicated to parents as and when necessary.

How will the school staff support my young person?

From the moment young people join our school we look to identify how we can best support them. Our initial six week settling in and assessment period helps us form a clear idea on how to best support and encourage our young people and their families.

All young people at Medway Green School will have an Individual Education Plan (IEP). These documents will identify specific targets related to improving their learning and their social and emotional development. Teachers and Teaching Assistants will monitor and update these documents on a regular basis alongside the child or young person identifying progress and barriers. Parents and carers will be kept informed of any updates. The IEP will inform any decisions made at the annual review meeting.

Children who attend Medway Green School will have access to therapeutic support through our therapy team. This includes Speech and Language therapist, Play therapist and Occupational therapist. The team work directly with the Children and their parents/carers to ensure that children receive the provision identified in the annual review and that this is regularly reviewed.

Students have daily contact with their class teacher and other key adults working within the classroom. All children have access to a member of the wellbeing team. Communication can be made at any time through the home / school contact book with the class teacher being the primary contact point.

How will the curriculum be matched to my young person's needs?

All students at Medway Green School have access to a broad and balanced curriculum. One teacher and at least one teaching assistant per class depending upon the children's needs facilitate learning at Medway Green School. Class sizes are no bigger than eight children or young people.

At Medway Green School we run interventions to enable students to make progress with their literacy and numeracy skills. All students have bespoke subject targets linked to the national curriculum.

Our PSHE, Citizenship and Relationships Education gives pupils the knowledge skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility and make the most of their own abilities and those of others. Our curriculum will encompass highly transferable social, emotional, cognitive and communication skills which, as a whole, will enable students to develop ever increasing levels of self-awareness, self-management, self-esteem, motivation, resilience, empathy and tolerance; in short independence for learning and life.

How will both you and I know how my young person is doing and how will you help me to support my young person's learning?

All students at Medway Green School will have an Education, Health and Care Plan. This document outlines the needs of your child and recommends the provision, resources, approaches and multi-agency involvement required to meet those needs. The overall objectives of the Education, Health and Care Plan are broken down into smaller targets on the young person's IEP. Your child's Class teacher reviews these every half term. Progress against the targets is reviewed and where appropriate new targets are set. All subject staff who teach your child are working on enabling your child to meet their IEP targets.

We also set and review subject targets each term. Staff at Medway Green School will inform your child exactly what they need to do next to improve and make progress. This will be done with regular, accurate and targeted feedback either verbally or written. Staff will write twice yearly reports for parents and carers in addition to weekly feedback and will contact parents on a daily basis if requested. Annual Review meetings, Parent Consultation evenings and informal coffee afternoons are held once a year providing more feedback on the child's progress towards the targets set.

What support will there be for my young person's overall well-being?

We are committed to multi agency working to ensure that the needs of every child and young person are met. Our work with other agencies is frequent, sustained and responsive to student and family needs. Professionals such as speech and language therapists, occupational therapists and play therapists and agencies such as CAMHS, Social Services and the NHS support the work of the school on a regular basis. These agencies work with us to support students, to devise strategies and offer training and advice whenever necessary.

Staff are given daily dedicated and substantial time for the recording of incidents and concerns and to be able to have discussions with key people / senior staff where necessary. This feeds into daily morning briefings where concerns and actions are shared with the staff team. Where appropriate, the concerns and actions are referred to the therapy team who will work with staff and advise as to strategies and approaches, provide training around these and work 1:1 with identified students. We offer access to a number of therapeutic interventions including OT, Play Therapy, Sulp, Lego Therapy and counselling.

We encourage students to use their student voice to raise any concerns or issues that they have. The School Council meets weekly and brings any issues to the fore. Anti-bullying is a standing agenda item.

What specialist services and expertise are available at or accessed by the school?

All of our staff have undertaken specialist training and development and are skilled in behaviour management and de-escalation techniques.

In school we have access to time from the following professionals:

- Educational Psychologist
- Speech and Language therapist
- Occupational therapist
- Play Therapist

We also work closely with other agencies to meet students' needs, including:

- CAMHS
- Social Services
- Early Help
- YOT
- Kent Police
- NEFLT NHS Trust - Medway

What training are the staff supporting children and young people with SEND had or are having?

At Medway Green School, we have a very thorough selection process with safeguarding at the forefront of all considerations. Our Senior Leadership Team has been appointed on the basis that they all have considerable experience teaching and leading in special schools in Kent and Medway. They have all undergone significant amounts of training over the years specifically relating to the needs of students at Medway Green School. All appointments to our teaching and support teams have been selected because they have demonstrated a passion for inclusion and commitment to supporting the young people at the school. Our team have a very diverse range of experiences and skills that have a positive impact on the learning and development of our students.

All staff at Medway Green School have received MAPA training. MAPA is a proven and effective training method, which equips staff with the skills to diffuse confrontational situations before they escalate into physical violence or damage to property. MAPA also trains staff to be able to physically restrain in a professional and safe manner should the need arise.

As well as carrying out assessments and working one to one, the Therapy Team work with staff to equip them with the skills to deliver therapeutic interventions to students as part of their weekly provision. There are staff on the team who are undertaking counselling training and a member of the support staff is a fully trained Play Therapist who provides valuable insight and strategy to other members of staff.

As part of our induction process, staff undergo key safeguarding awareness training before they begin employment and within the first week they will also undergo further safeguarding training with the school Designated Safeguarding Lead as well as training around ASC and ADHD. During the first year of appointment, all staff are required to complete numerous short modules that relate specifically to our environment.

As part of Medway Green Schools on-going continued professional development program staff will work with professionals on a wide range of issues including behaviour management, attachment disorders, autism, dyslexia, dyspraxia, dyscalculia, relationships and sex education, drugs awareness and behaviour conditions such as ADHD, ODD and OCD. Staff will also undergo training in programs that underpin learning such as

Read Write Inc., Numicon and Accelerated Reader as well as communication specific training such as PECS.

How will my young person be included in the activities outside the classroom including school trips?

As Medway Green School grows in size and number, we intend to offer an ever-increasing number of opportunities for young people to engage in off-site activities. Currently, students have access to a range of off-site activities that are rewards for excellent behaviour and attitude throughout the week. As the curriculum grows, opportunities to enrich educational provision will be identified. There will also be opportunities for children to experience residential activities. All off site activities will be thoroughly risk assessed through our External Visits Coordinator and each students Wellbeing and Support Plan will be assessed before a place is offered.

Off site, Forest School activities are offered to all students as part of the curriculum offer as well as PE and opportunities to learn outdoors. This includes one day per week at Curly's Farm. Each of the activities will be individually risk assessed.

Where an individuals risk assessment indicates that it would not be safe to take them off site, alternative provision will be put in place for the duration of that activity. Staff will work with the young person over time to reduce the risks and hopefully allow them access at a future point.

How accessible is the school environment?

All areas of the school are accessible to wheel chairs. We have accessible toilets and designated Disabled parking spaces in the small car park.

How will the school prepare and support my young person to transfer to college or the next stage of education and life?

Medway Green School works closely with the Local Authority to ensure that the child or young person is offered provision that can meet their needs. When the appropriate next step has been identified as appropriate provision the team around the child will plan a transition process. This will include parents / carers (social workers if appropriate), the Tutor, TAs and wellbeing team arranging a series of activities to prepare a young person for the next step. This may include, site visits, meeting of key people, taster days, all designed to address concerns and anxieties the young person and parents might have. The transition plan will also include

support from an identified person from Medway Green School who will visit the young person and communicate with key people once the young person is at their new provision.

Throughout their time at Medway Green School children will have many opportunities to build on their social skills and develop emotional coping strategies all leading to the ability to engage in the next stage of their education. This will include attending off site provisions and having the confidence to function out of school and in public, where appropriate.

How are the school's resources allocated?

The greatest resource that the school has is the people. Therefore, the lion's share of the resourcing is taken with the employment of carefully selected staff who have the aptitude and skills to work with challenging behaviours. This enables the children to be educated in small classes with a high adult to child ratio. Resourcing in terms of therapy is prioritised and allocated according to need and the allocation of budget to this is significant as is the allocation of funds towards CPD. The curriculum is a key area for resourcing and there has been significant investment in Literacy interventions such as Read Write Inc. and Accelerated Reader for those who are behind.

How is the decision made about what type and how much support my child will receive?

Medway Green will aim to put in place all the provision that is set out in Section F of your child's EHCP. This is reviewed in depth at the annual review meeting there are two further opportunities to discuss and review this provision throughout the academic year. If the school feels that an urgent review is needed this will take place in the form of an early annual review to ensure that the correct provision is in place. This would usually involve an Educational Psychologist and other key professionals

How do you communicate with parents and carers

At Medway Green School we believe in working in partnership with parents and carers to achieve the very best outcomes for students. All students will have a home/school book, which can be used by staff or teachers to communicate between school and home on a daily basis. In addition to this, teachers send home a weekly report detailing their child's progress, behaviour over the week and communication which level of rewards they have achieved.

Medway Green School provides three written reports per year which includes information on each child's academic and personal / wellbeing progress. There are also three opportunities per year to see teachers and other staff to discuss each child's progress. All of this is a minimum commitment to you, the parent. Our relationship with Parents and Carers is a key part of our provision and we welcome communication at any time. We are always willing to discuss your child in person or by phone / email.

Who can I contact for further information?

Please contact the School Office:

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