



Outcomes
First Group

SEN Policy

Medway Green School

A Parents' Guide to Medway Green School

Our School at a Glance

- Co-educational
- Day school
- Age range: 11–16 years
- Type of provision: Specialist school
- Address: Medway Green School, School Lane, Wouldham, Rochester, Kent, ME1 3TS
- Telephone: 01634 968420
- Email: mgs-office@medwaygreenschool.co.uk

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

Medway Green School is a specialist school situated in Wouldham, near Rochester in Kent. The school opened in November 2019 and provides full-time, specialist education for children and young people aged 11–16 who experience social, emotional and mental health (SEMH) difficulties and associated needs, including autism spectrum condition (ASC), ADHD, ODD, and speech, language and communication needs.

Many of the young people who join Medway Green School have found it difficult to cope, function or achieve within a mainstream school environment. Our approach is structured, nurturing and highly individualised. We provide a broad, balanced and engaging curriculum designed to meet each young person's individual needs.

Young people attending Medway Green School may also have learning difficulties and/or low attainment associated with their emotional and behavioural needs. Some may have experienced historically low levels of engagement with education or significant anxiety in learning situations.

Before a place is offered

When a Local Authority (LA) consults the school about a potential placement, the Headteacher, Family Liaison Officer (FLO) and SEN team begin an assessment process. This normally includes:

- A visit to the school for parents/carers.
- A visit for the young person, accompanied by their parent/carer.
- A taster morning in class at Medway Green School.
- Information sharing with the young person's previous school or educational provision.
- Consideration of the young person's Education, Health and Care Plan (EHCP), where appropriate, and any relevant professional reports.

These steps help us understand the young person's strengths, needs, interests and potential barriers to learning, and help parents and young people decide whether Medway Green School is the right environment for them.

Starting at Medway Green School

If the school makes an offer and the Local Authority accepts the placement, an individualised induction process begins.



The FLO and SEN team will arrange discussions with relevant professionals and gather as much information as possible about the young person. This helps us build a comprehensive understanding of their needs before and during their transition into school.

Young people will usually begin with a reduced timetable during an initial settling-in period. The length and structure of this period will be determined on an individual basis.

During this time, young people will:

- Begin to build trusting relationships with key adults.
- Become familiar with the school environment and routines.
- Take part in carefully selected activities with peers to support social integration.
- Complete informal, low-pressure baseline assessments in English and mathematics.
- Begin to identify their strengths, interests, anxieties and barriers to learning.
- As the young person becomes more settled and the adults supporting them feel that they are ready, their hours in school will gradually increase.

We understand that parents and carers are often keen for their child to return to full-time education as quickly as possible. However, we are also mindful that too much, too soon can have a negative impact. Increasing a young person's hours therefore needs to be carefully considered and will be based on their individual readiness, wellbeing and progress.

Understanding your young person's needs

On entry to the school, the team around your young person will review their needs and carefully consider their EHCP. This information will be used to create a Provision Passport and establish Personal Learning Goals (PLGs).

These documents work alongside the long-term outcomes identified in the EHCP and provide clear, achievable targets and strategies to support your young person throughout their time at Medway Green School.

As many of our students have psychological, sensory, communication and emotional needs, our clinical team will complete an initial clinical overview during the first few weeks of their placement. Parents and carers will receive copies of relevant reports produced by the clinical team.

During the first six weeks, teachers and support staff will observe and record information about the young person's:

- Academic development.
- Communication skills.
- Social and emotional development.
- Behaviour and regulation.
- Relationships and interaction with others.
- Strengths, interests and areas of difficulty.
- Engagement with learning.

After approximately six weeks, the class teacher will record a formal baseline assessment on our school system. A key member of staff will also complete the Boxall Profile, an assessment tool used to help understand emotional and social development.

These baseline assessments will be shared with parents and carers and will help the team identify appropriate targets and support.

If the assessment process indicates that aspects of the EHCP may need to be reconsidered, we will work with parents/carers and the Local Authority to arrange further assessment or review. This may include involvement from an Educational Psychologist (EP) or referral to an appropriate therapeutic service.

Monitoring progress

Teachers and support staff continually monitor academic progress, wellbeing and personal development. There are two formal points during the academic year when written progress information is shared with parents and carers: Following the autumn report, parents and carers will be invited into school for an Academic and Personal Review Day. This provides an opportunity for a detailed discussion about progress and includes the annual review of the EHCP, where appropriate.

Following the spring report, parents and carers will be invited to a Parent Consultation Evening, providing an opportunity to discuss academic progress, wellbeing and the ongoing effectiveness of the EHCP provision. Towards the end of the summer term, parents and carers will also be invited to a more informal school event, providing an opportunity to meet staff, view their young person's work and discuss progress against their EHCP targets.

Weekly communication

Parents and carers receive weekly feedback about their young person. This will include information about successes, achievements, progress and any significant behavioural or wellbeing concerns during the week.

Parents and carers are encouraged to contact staff if they would like further information or wish to discuss anything relating to their child.

Where parents/carers are dropping off their young person, members of staff will also be available, where possible, for brief conversations.

Multi-disciplinary support

Our Senior Leadership Team (SLT) regularly reviews the progress of young people who may be making limited progress academically, personally or emotionally. Where appropriate, additional interventions and support strategies will be put in place and communicated to parents and carers.

We also hold weekly Pupil Clinics. These meetings bring together members of the teaching, support and clinical teams to discuss a young person who may require additional support. The team considers:

- What is working well?
- What could work better?
- What are we learning about this young person?
- What additional strategies or interventions could be helpful?
- How can we best support their future progress and wellbeing?

This multi-disciplinary approach helps ensure that support is coordinated and responsive to the needs of each young person.

How will school staff support my young person?

From the moment a young person joins Medway Green School, we work to understand what will help them feel safe, settled and successful. Our initial settling-in and assessment period helps us develop a clear understanding of how best to support each young person and their family. Every young person has Personal Learning Goals (PLGs). These identify specific targets relating to learning, personal development and social and emotional development. Staff regularly monitor and review PLGs alongside the young person, identifying progress, strengths and any barriers. Parents and carers will be kept informed of significant updates. PLGs also contribute to discussions and decision-making at EHCP annual reviews.

Therapeutic support

Young people at Medway Green School have access to support from our clinical and therapy team. This includes:

- Psychotherapy.
- Speech and Language Therapy.
- Occupational Therapy.

The clinical team works closely with young people, parents/carers and school staff to ensure that identified provision is delivered effectively and reviewed regularly.

Key adults and wellbeing support

Young people have daily contact with their class teacher and the other key adults working within their classroom. All young people can also access members of our wellbeing team and youth coaches. Parents and carers can communicate with school through our home-school communication system. The class team will normally be the primary point of contact for day-to-day communication.

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

All young people at Medway Green School have access to a broad and balanced curriculum, adapted to meet their individual needs. Classes have no more than eight young people, with one teacher and at least one teaching assistant per class, depending on the needs of the young people within that class. We provide targeted interventions to support progress in literacy and numeracy, alongside a personalised curriculum. Young people have bespoke subject targets that reflect their individual starting points and learning needs.

Personal, Social, Health and Economic Education

Our PSHE, Citizenship and Relationships Education curriculum provides young people with the knowledge, skills and understanding they need to:

- Stay healthy and safe.
- Develop positive and worthwhile relationships.
- Respect themselves and others.
- Understand and respect differences.
- Develop independence and responsibility.
- Recognise and develop their own strengths and abilities.
- Prepare for adulthood and life beyond school.

The curriculum also develops highly transferable social, emotional, cognitive and communication skills. These support young people in developing increasing levels of:

- Self-awareness.
- Self-management.
- Self-esteem.
- Motivation.
- Resilience.
- Empathy.
- Tolerance.



- Independence.
- Our overall aim is to help young people develop the skills and confidence they need for learning, relationships, independence and life beyond school.

How will you and I know how my young person is doing?

All students at Medway Green School have an Education, Health and Care Plan (EHCP). The EHCP identifies their needs and sets out the provision, resources, approaches and multi-agency involvement required to support them.

The long-term outcomes identified in the EHCP are broken down into smaller, achievable targets through the young person's Personal Learning Goals (PLGs).

The class team reviews these targets every half term, alongside the SEN team. Progress is discussed and, where appropriate, new targets are identified.

All staff who work with your young person contribute to supporting them to achieve their PLG targets.

We also set and review subject-specific targets each term. Young people receive regular, accurate and targeted feedback so that they understand what they need to do next to improve and make progress.

Parents and carers receive:

- Weekly feedback.
- Two formal written reports each year.
- Opportunities to meet with teachers and other staff.
- EHCP annual review discussions.
- Parent consultation opportunities.
- Informal opportunities to visit school, meet staff and discuss progress.
- Additional communication can be arranged where a young person's needs require it.

What support will there be for my young person's overall wellbeing?

We are committed to working closely with families and other professionals to ensure that the needs of every young person are understood and supported.

Our work with other agencies is frequent, sustained and responsive to the needs of individual students and their families.

Depending on individual need, professionals and services may include:

- Speech and Language Therapists.
- Occupational Therapists.
- Psychotherapists and other clinical professionals.
- Educational Psychologists.
- CAMHS.
- Social Services.
- NHS services.
- Early Help.



- Youth Offending Team (YOT).
- Kent Police.

These professionals work alongside school staff to support young people, develop strategies, provide advice and guidance, and offer training where appropriate.

Supporting staff to respond effectively

Staff have dedicated time to record incidents, concerns and observations and to discuss issues with key colleagues and senior staff. Relevant information is shared through daily staff briefings so that concerns, actions and appropriate strategies can be communicated consistently across the team. Where appropriate, concerns are referred to the clinical team. They may provide advice, recommend strategies, deliver staff training or work directly with identified young people.

Student voice

We encourage every young person to have a voice in decisions that affect them. The School Council meets regularly and provides an opportunity for young people to raise issues, share ideas and contribute to school life. Anti-bullying is a standing item on the School Council agenda, helping us ensure that young people have a safe and appropriate way to raise concerns.

What specialist services and expertise are available?

Our clinical team provides support at a number of levels, depending on each young person's needs.

Universal support

All young people have access to these approaches, which are integrated into the learning environment:

- Level Up – emotional regulation programme.
- Sensory circuits.
- Fine motor support.
- Gross motor support.
- Group support

Enhanced group interventions may be delivered by a therapy assistant and can include:

- Social skills.
- Social communication.
- Cooking groups.
- Level Up.
- Interception support.
- Individual support
- Individual interventions may be delivered by therapists or therapy assistants, based on the young person's EHCP, clinical assessments and identified needs. Our approach is personalised, and support is reviewed regularly to ensure that it remains appropriate and effective.

Specialist

- We have access to specialist professional advice and support, including:



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- Educational Psychology.
- Speech and Language Therapy.

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- Occupational Therapy.
- We also work closely with external agencies, including:
 - CAMHS.
 - Social Services.
 - Early Help.
 - Youth Offending Team (YOT).
 - Kent Police.
 - NHS services, including services provided through the relevant NHS Trust.

What training do staff supporting children and young people with SEND have?

At Medway Green School, we have a thorough recruitment and selection process, with safeguarding at the forefront of our considerations.

Our Senior Leadership Team has considerable experience of teaching and leading in specialist schools across Kent and Medway. Staff have undertaken significant training relating to the needs of young people who attend Medway Green School.

Teaching and support staff are selected because they demonstrate a strong commitment to inclusion and to supporting young people with additional needs. Our team brings a diverse range of experience, knowledge and skills to the school.

Safeguarding and specialist training

As part of our induction process, staff complete key safeguarding training before or at the beginning of their employment. During their first week, they receive further safeguarding training with the school's Designated Safeguarding Lead.

Staff also receive training relating to areas such as:

- Autism spectrum condition (ASC).
- ADHD.
- Trauma-informed practice.
- Behaviour support.
- Emotional regulation.
- De-escalation.
- Safeguarding.

All staff receive CPI training, which equips them with skills to de-escalate and diffuse potentially confrontational situations. Where physical intervention is ever necessary, staff are trained to respond safely, professionally and proportionately. Physical intervention is used only when necessary, as a last resort and in accordance with school policy and relevant guidance.

Continuing professional development



needs, including:

- Behaviour and emotional regulation.
- Attachment and relational needs.
- Autism.
- Dyslexia.
- Dyspraxia.
- Dyscalculia.
- ADHD.
- ODD.
- OCD.
- Relationships and sex education.
- Drugs awareness.
- Communication and sensory needs.

This ongoing training helps ensure that staff continue to develop the knowledge and skills required to support our young people effectively.

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

We want young people to have opportunities to learn, socialise and develop confidence both within and beyond the school environment. As Medway Green School continues to grow, we aim to provide an increasing range of off-site and enrichment opportunities. Young people currently access a range of off-site activities, including opportunities linked to the curriculum, personal development and positive engagement. As our curriculum develops, further opportunities will be identified to enrich learning. This may include day trips, educational visits and, where appropriate, residential experiences.

Keeping young people safe

All off-site activities are carefully planned and risk assessed through our External Visits Coordinator. Before a young person takes part, their individual needs, Wellbeing and Support Plan and relevant risk assessments will be considered. Forest School activities, PE and outdoor learning are also available as part of our curriculum offer. Individual risk assessments are completed where appropriate. If a young person's risk assessment indicates that it would not currently be safe for them to take part in a particular off-site activity, alternative provision will be put in place. Staff will then work with the young person to understand and reduce the identified risks, with the aim of enabling them to access similar opportunities in the future wherever possible.

How accessible is the school environment?

We aim to ensure that the school environment is accessible and inclusive. All areas of the school are wheelchair accessible. Accessible toilets are available. Designated disabled parking spaces are available within the school car park. If your young person has specific accessibility requirements, please discuss these with the school so that we can identify any additional support that may be required.

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



the Local Authority to identify appropriate next-step provision that can meet the young person's needs. Once an appropriate destination has been identified, the team around the young person will work with them and their family to develop an individual transition plan. Depending on the young person's needs, this may include:

- Visits to the new setting.
- Meeting key staff.
- Taster days.
- Supported visits.
- Opportunities to practice new routines.
- Preparing for changes in expectations and environment.
- Identifying strategies to manage anxiety and uncertainty.
- Parents and carers will be involved throughout the process, and other professionals, such as social workers, will be included where appropriate.
- A named member of staff from Medway Green School may continue to support the young person during the transition by communicating with key staff at their new provision and, where appropriate, visiting them once they have moved.

Throughout their time at Medway Green School, young people have opportunities to develop social skills, emotional coping strategies, independence and confidence. Where appropriate, this includes opportunities to access activities and provisions beyond the school environment so that young people can gradually develop the confidence and skills required for their next stage of education and life.

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

Medway Green School aims to provide the provision identified in Section F of your child's EHCP. This provision is reviewed in detail during the EHCP annual review. There are also additional opportunities throughout the academic year to discuss and review provision and progress. If the school believes that an urgent change in provision or a significant reassessment of need is required, an early annual review may be requested. Where appropriate, this may involve other relevant professionals to ensure that the provision remains appropriate to the young person's needs. Our approach is person-centered, and decisions about support are based on the young person's individual needs, progress, wellbeing and ability to access learning.

How do you communicate with parents and carers?

At Medway Green School, we believe that strong partnerships with parents and carers are essential to achieving the best possible outcomes for young people. Parents and carers receive regular communication from the school, including weekly reports from the class team. These provide information about:

- Progress.
- Behaviour and emotional wellbeing.
- Achievements and successes.
- Any significant concerns.
- Areas where additional support may be required.
- We provide two written reports each year, covering academic, personal and wellbeing progress.



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There are also several opportunities throughout the year for parents and carers to meet with teachers and other staff to discuss progress. These formal opportunities are a minimum commitment. We value ongoing communication with families and encourage parents and carers to contact us whenever they have questions, concerns or information they feel would help us support their young person. We are happy to communicate in person, by telephone or by email, depending on the nature of the conversation.

Who can I contact for further information?

If you would like any further information about Medway Green School, please contact the School Office.

Medway Green School
School Lane
Wouldham
Rochester
Kent
ME1 3TS

Telephone: 01634 968420

Email: mgs-office@medwaygreenschool.co.uk

We look forward to working in partnership with you and your young person.



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