Michaela Community School

SEN Information Document

1. What kinds of special educational needs do we provide for at Michaela?

We are a non-selective, co-educational school in the London borough of Brent. We believe that all children, regardless of need, can be successful academically if they are provided with adequate support. We cater for pupils with a range of special educational needs including (but not limited to) those identified as having:

- MLD (Moderate Learning Difficulties)
- SpLCD (Speech, Language and Communication Difficulties)
- BESD (Behavioural, Emotional and Social Difficulties)
- ASD (Autistic Spectrum Disorders)
- Dyslexia

2. What are our objectives for SEN pupils?

What we want for our SEN pupils is simple:
100% of pupils read at chronological age or above 100% of pupils master at least 80% of subject content

Our entire system of support is orientated around these objectives. Every intervention that we make will help to ensure that every child meets these standards. It is our belief that if children achieve these objectives that they will have the skills and knowledge they need to compete with their peers within school and beyond.

3. How do we identify and assess pupils with special educational needs?

All pupils are screened at the beginning of year 7. The assessments provide us with robust data about each child's current ability in reading, writing and numeracy. Children highlighted as being below the expected level in these areas are given further testing to ascertain precisely where support is needed. For example, this may include decoding screening or dyslexia screening.

Children who are below the expected level in English and mathematics are not automatically identified as having Special Educational Needs, but are provided with the teaching they need to make the progress required. It is only after a persistent problem that requires additional support has been identified that a child may be said to have SEN.

4. How do we know our provision for pupils with special educational needs is effective?

We assess and monitor progress towards achieving our objectives in the following ways:

Objective	Assessment and Monitoring
100% of pupils read at chronological age or above	• Biannual reading age testing (New Group Reading Test) • Half-termly vocabulary test (In-house) • Half-termly decoding test (Ruth Miskin Fresh Start)
100% of pupils master at least 80% of subject content	• Annual nationally standardised testing (Progress in English, Progress in Maths) • Weekly Multiple Choice Quizzes (In-house) • Half-termly subject intervention cycle • Weekly Teaching Fellow focus pupils

5. How do we use assessment data?

The results from our baseline, weekly, half-termly, biannual and annual assessments inform teaching and learning strategies, grouping and intervention.

Baseline assessments and **annual** assessments inform pupil grouping and differentiation.

Half-termly **decoding** and **vocabulary** assessments inform reading intervention programmes.

Weekly **Multiple Choice Quizzes** inform half-termly intervention cycles; pupils mastering less than 80% of content receive additional support as appropriate, with English and maths taking priority.

Teaching Fellows regularly update the Director of Inclusion on qualitative aspects of learning, such as focus in class, quality of written accuracy, quality of responses to questioning, behaviour, emotional state, and motivation. This information is used to determine whether pupils require additional support in any of these areas.

6. How do we teach pupils with special educational needs?

Our approach to teaching is underpinned by the latest research into how the mind learns. Combining the best of traditional pedagogy with the most recent innovations from cognitive science, teachers prioritise memorisation and practice in lessons. Pupils with special educational needs benefit enormously from these approaches, as the structured setting, clear explanations and carefully sequenced sets of examples aid understanding. Furthermore, pupils with special educational needs benefit from extended practice as this supports retention of fundamental subject content.

Teachers have been trained to utilise three mechanisms for maximising learning for pupils with special educational needs.

Before lessons, teachers **pre-empt** misconceptions and areas individuals are likely to find difficult.

During lessons, teachers provide pupils with **a series of examples and non-examples** to clarify and solidify concepts and processes.

During lessons, teachers support pupils to remember content through consistent use of **practice drills.**

Teachers make use of robust in class assessment to ascertain the extent of pupils' understanding. Teaching Fellows monitor pupils with slower processing speeds and low literacy levels and feed back to the teacher and Director of Inclusion as appropriate.

How do we adapt the curriculum for pupils with special educational needs?

Pupils identified requiring additional support during baseline testing are placed in our bottom stream. These pupils receive the same curriculum content as those in other streams, but teachers build in more time for practice ad consolidation to support memorisation. If pupils fail to master content in weekly quizzes, they receive additional support in intervention time.

7. What additional support is available for pupils with special educational needs?

Meeting the needs of pupils with SEN is a whole school responsibility and priority. Teachers have been trained to understand the needs of every pupil and to systematically and thoroughly review the progress each pupil is making during lessons and over time.

The Director of Inclusion, Senior Team, and governing body review and monitor progress of pupils with SEN. The Director of Inclusion oversees the implementation of interventions.

Every pupil completes a mastery quiz in every subject every week. This provides the teacher with clear visibility of pupils' understanding of their subjects. Pupils identified as achieving less than 80% in mastery quizzes receive additional support each week. This can accumulate to up to two hours of additional learning time each week. These sessions are led by teachers and are focused on the key areas of weakness highlighted by mastery quizzes.

Pupils with greater difficulties receive further support if necessary. This is tailored to each pupil, but may include:

- Additional one to one or small group literacy and numeracy support
- Teacher Fellow support in lessons and tutor time
- Read Write Inc. Fresh Start
- Read Write inc. Spelling
- Additional small group support sessions after school
- Small group communication classes for pupils with language communication difficulties

- Support from external providers, such as Brent Outreach Autism Team (BOAT), Educational Psychologist and Children and Adult Mental Health Services (CAMHS)

Where necessary, individual learning plans are created for pupils in need of the highest levels of support. These are created in consultation with parents and pupils and are tailored to individual pupils' needs.

8. How do we consult parents and young people?

Parents and pupils are consulted regarding individual learning plans. Progress of pupils with an Educational Health Care Plan is monitored by the Director of Inclusion, who feeds back and reviews progress in consultation with parents on a regular basis.

9. Where can I find more information about special educational needs in the local area?

The Director of Inclusion at Michaela Community School is Katie

Ashford. Email: kashford@mcsbrent.co.uk

You can find more information about SEN in the local area here:
http://brent.gov.uk/services-for-residents/family-and-schools/the-brent-local-offer/send-local-offer-directory/special-educational-needs/

Approval by Governing Body and Review Date

This policy and plan has been formally approved and adopted by the Local Governing Body at a formally convened meeting.

Signed: _____

Chair of Governing Body

Date: 3 July 2017

Review Date: 3 July 2018

End of Statement