



*"The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning". Ofsted 2013*

## **Approach to teaching students at Melland High School**

The school's approach to teaching our students with SEND can be exemplified by our school rules and values:

### **Show respect for all pupils and all adults by:**

- speaking to people in a polite way;
- using peoples' correct title;
- respecting other peoples' property;
- helping others;
- showing consideration for others;
- always trying your best;
- avoid physical hurt.

### **Show respect for the school environment by:**

- moving around school in a sensible way;
- keeping classrooms tidy;
- putting litter in the bins;
- taking care of the buildings and the grounds.

### **Show respect for the whole school community by:**

- valuing our differences – age, gender, race, disability, sexuality and background;
- making everyone feel supported and cared for;
- making everyone feel included;
- making everyone feel their contribution is valuable;
- making everyone feel important.

In order to fulfil our mission statement of working together to achieve quality of education and equality for all, we aim to provide a safe and structured environment in a climate of mutual and self-respect, promoting rights and responsibilities for all.

[For more details see Behaviour and Discipline policy](#)

Melland High School has three departments:

### **Key stage 3, Key stage 4 and 6th form**

Within these departments, students are organised in mixed ability tutor groups, broadly according to age/key stage, providing an inclusive setting for registration, tutor periods and daily collective acts of worship and RE. Within these tutor groups, their teacher and teaching assistants will have a strong pastoral role. Opportunities for students to work on the development of spiritual, moral, social and cultural aspects of learning are provided as well as the promotion of British Values. In addition Key stage 3 tutor group sessions include ML and aspects of the humanities curriculum. In KS 4 and 6<sup>th</sup> form pupils engage in activities in preparation for work or college and future life.

Education Health and Care Plan outcomes where appropriate are worked on with pupils during tutor group lessons.

Students are taught within ability groups. These groups provide a different curriculum appropriate to individual students' needs.

All students have key curriculum and personal targets. There is continual evaluation of these targets which informs all planning and monitoring of the effectiveness of teaching and learning and pupil progress. Education Health and Care Plan outcomes where appropriate are worked on with pupils during lessons.

### **Key Stage 3**

All National Curriculum subjects are taught to all pupils aimed specifically at their individual levels of learning, where each pupil receives a broad, balanced, relevant and differentiated curriculum. All learners follow the National Strategy and new secondary curriculum at Key Stage 3 in all core and foundation subjects.

### **Key Stage 4**

As students make the transition from Year 9 to Year 10, the curriculum changes to allow more flexibility and choice within the subjects offered. This supports the social development of the students and helps them to become as independent as possible in preparation for adulthood.

The curriculum for Key Stage 4 students is also enriched through the continuing development of accreditation through OCR- Cambridge Progression in English, maths, ICT and PE, Arts Award and City and Guilds in Media technology.

### **6<sup>th</sup> Form**

Students join the 6th form department at age 16, and may remain here for 3 years, leaving school at the age of 19. Some students may be more suited to a college placement at 18. At Melland we have five teaching groups currently in the 6th form. During the three years that students spend in the 6th form there is a strong emphasis on developing skills and understanding that will equip them for their adult life. Courses are delivered with flexibility, so that students' learning needs are met, and each student can access all areas of the curriculum.

The curriculum for 6<sup>th</sup> form students is also enriched through the continuing development of accreditation through OCR- entry level in functional English, Maths & Life and Living Skills, Arts Award and City and Guilds in Media technology.

Activities in the 6<sup>th</sup> form reflect the age and changing needs of our post 16 students. Throughout 6<sup>th</sup> form the learning emphasis is placed on developing students' thinking skills, independence, confidence and improving their ability to apply their knowledge to situations outside school. Within the curriculum there are a wide range of opportunities for students including internal and external work experiences, partnerships with local community organisations and educational visits. In the final year there is a focus on transition so that students move with confidence to an appropriate post school placement, supported internships or employment.

### **Adaptations to the curriculum and learning environment**

Throughout each day students are taught their lessons within ability groups. These groups each provide a different curriculum appropriate to individual students' needs. Each group covers all appropriate National Curriculum subjects but the balance of the curriculum will vary from group to group. One page profile and additional pupil assessment information ensures that they learn in an environment suitable to meet their individual needs and reach maximum potential.

### **PMLD - Experiential Learners**

These students will be taught in smaller groups with consistent staffing. Students in these groups are likely to require a high level of staff input to access the curriculum, and access to multi - sensory teaching. We have a range of specialist teaching environments to support learning for this group, including specially designed sensory room and a hydro therapy pool.

Students are also likely to require a high level of physiotherapy and / or medical input.

*See MHS Pre-formal Curriculum*

### **Supported Learners & Complex needs**

These pupils may have additional complex needs including communication, social interaction and sensory integration difficulties; they may require a distraction free learning environment, which takes account of their need for support, structure and clarity. Students work in small groups with consistent staffing.

Where appropriate, some students will follow an individual timetable, using structured teaching. Students work in small groups and their weekly timetable offers many opportunities for physical activity. Through the provision of a balanced curriculum within a secure, structured learning environment we seek to provide students with the social, communication and sensory support to maximise their learning.

*See MHS Autism progress*

### **Independent Learners**

Independent learners follow the programmes of study outlined in the new national secondary curriculum at KS3 & KS4. 6<sup>th</sup> Form independent learners follow a fully accredited appropriate curriculum. All subjects are taught to pupils aimed specifically at their individual needs; each pupil receives a broad, balanced, relevant and differentiated curriculum. Students in these groups are likely to work in larger groups, with lower levels of staff support. The student groupings within each lesson are carefully planned to ensure access to appropriate resources and levels of challenge. Their timetable is similar to any high school timetable but in a more secure and supportive environment.

## **Individual Timetables**

Very occasionally a student may follow an individual programme, bespoke to their needs, working with a member of staff and joining groups as appropriate. These learners are those students whose needs demand additional resources in terms of staffing, physical space or curriculum. Frequently their needs arise from a variety of reasons, which may include very complex learning needs, communication or social and emotional difficulties and may result in challenging behaviour.

These students follow a curriculum which is highly personalised to meet their individual needs, with may have an emphasis on the social and emotional aspects of learning. They may benefit from access to off-site activities, to effective reward systems and to opportunities for practical, hands on activities on site. We strive to maintain and develop our creativity and flexibility so that these individual learners have a rich, stimulating and enjoyable experience in school, through which they are able to realise their potential.

Melland High School provides carefully planned learning environments, to meet the needs of our pupils. It includes the following facilities:

A number of specialist subject areas – computer suite, humanities studio, design technology workshop, English and maths rooms, interactive science studio, specially designed 6<sup>th</sup> form department, multimedia studio, hall, theatre and sports hall.

There a number of additional specialist spaces including: hydrotherapy pool, physiotherapy and medical areas, sensory room, rebound room, calm spaces, time out room and chill out room.

Outdoor areas include multi-use games area, safe courtyard spaces, astro football pitch, sports field, poly-tunnel and sensory garden.

All these facilities have been purpose built, in order to ensure that they are as accessible as possible by the student population at Melland. Similarly individual teaching bases are carefully adapted to meet the individual needs of the students working within them, as appropriate, i.e. low distraction environments, over-head tracking / hoists, break out spaces etc.

## **Student Leaders**

Student voice is greatly valued at Melland High School; the establishment of the student leader group has provided a forum for young people to be genuinely listened to and contribute to developments and activities in the school such as:

- Gaining pupils' views via regular pupil surveys
- Being responsible for tours and learning walks around school
- Making presentations to the Governors and IMPACT group
- Fulfilling specific roles for whole school events
- Designing and improving the student planner

The student leader group promotes student independence, capitalising on opportunities for them to take responsibility for themselves and the things they are doing. Developing a range of life skills such as self-organisation, punctuality, being good role models, communication and social skills.

## **Marking and Feedback**

### Aims:

- To ensure all pupils are challenged and their achievements are celebrated.
- To ensure that pupils are encouraged through feedback to improve and extend their learning.
- To ensure that feedback develops in line with the needs and ages of the pupils throughout their time at school.
- To ensure that marking and feedback is clear, incisive, relevant and useful to pupils.
- To ensure pupils use the feedback effectively.
- To give clear guidance to all staff.

### Why do we give feedback?

- To give pupils the criteria to meet the next steps in their learning.
- To assess whether learning outcomes have been met.
- To celebrate success.
- To develop the learners role in their education
- To develop self-esteem and confidence.
- To encourage a reflective mind enabling pupils to become more aware of how they learn.
- To develop resilience to constructive feedback.

*See [Marking and feedback policy](#)*

## **Evaluating Effectiveness of provision**

The Senior Leadership and Senior Management teams will monitor and evaluate the quality and consistency of teaching and learning via the schools' Quality Assurance Framework Annual Cycle.

*See [Quality Assurance Framework Annual Cycle](#).*

**Governors** determine, support, monitor and review the school's policies on teaching and learning. The role of the Governor Curriculum, Quality and Standards Committee is to:

- consider and advise the Governing Body on pupil progress and new initiatives and other matters relating to the school's curriculum, including statutory requirements and the School's Curriculum Policy
- consider and advise the Governing Body on Safeguarding and related matters, including statutory requirements and the School's Safeguarding Policy
- review and monitor Pupil Progress, and advise the Governing Body
- review and monitor the quality of teaching and learning, and advise the Governing Body
- consider and advise the Governing Body on issues impacting on the attainment of standards e.g. attendance, staff training etc
- consider and advise the Governing Body on the school's application of the SEND Code and all SEND related statutory requirements
- in consultation with the Principal, to scrutinise the annual pupil attainment and attendance standards (targets) for recommendation to the Governing Body

- review and monitor the School Improvement Plan, advise the Governing Body and notify the finance sub-committee of any relevant recommendations.
- consider curricular issues which have implications for finance, premises and personnel decisions and to make recommendations to the relevant committee or the Governing Body make arrangements for the Governing Body to be represented at School Improvement discussions with external QA Professionals and for reports to be received by the Governing Body
- oversee arrangements for specific areas of provision, eg Literacy, Numeracy, Post 16, cross-curricular initiatives
- receive and review regular reports and advise the Governing Body.
- oversee arrangements for educational visits.
- undertake activities as delegated by the Governing Body e.g. review and approval of policies.

## **Assessment and Target Setting**

The assessment, monitoring and review of each pupil's progress takes place throughout the school year; parents/carers and pupils are included in these monitoring and assessment processes as much as possible:

*See 2016 Summary of Pupil Achievement*

Following a rigorous process of assessment and moderation using tools such as Bsq Connecting Steps, detailed tracking proforma is completed indicating challenging end of Key Stage targets for individual pupils.

*See Assessment and Whole School Target Setting Document.*

The impact of specific whole school interventions may also be evaluated using both end of Key Stage data and national benchmarking analysis.

SLT, Subject teachers and data manager regularly track, monitor and scrutinise progress towards individual targets across each key stage and specifically at two key assessment points during the autumn and summer term.

Progress Meetings held at the start of the spring term are used to identify pupils who are not on track to achieve their targets and to agree a specific intervention to address this.

Individual pupils progress and achievement informs the Annual Report and is shared with parents/carers at the Annual Review

Following the summer term assessment, target results are analysed and the impact of particular interventions evaluated. Data is also used to identify specific trends over time thereby informing the identification of whole school interventions.

Pupil progress and achievement is shared and celebrated across and within the whole school community for example, via Tutor Group lessons, the merit point/house system, Annual Review process, school website and newsletter, whole school "Celebration" and Leavers Assembly.

Annual Educational Reviews and parents' focus groups take place during the year, offering an ideal opportunity for parents/carers to meet with teachers to discuss progress and attainment of their child.

As a school, we are constantly reviewing the impact of our provision, primarily through students' progress as above and also through less tangible impact measures of student well-being, behaviour for learning, independence and life-skills. The school has a well-developed and strong Pastoral system to ensure the students' overall wellbeing is maintained. A highly skilled and experienced behaviour team support pupils throughout this process.

Alongside their academic progress we also pay close attention to developing each student's spiritual, moral, social, cultural and emotional needs and develop their knowledge, skills and understanding of British Values.

### **How children are enabled to participate in activities**

Every child is a valued member of our school community and we provide a highly flexible provision; in order to meet the very wide and diverse spectrum of special needs that we cater for. Classes are determined by pupils' age, ability and learning priorities. We have small classes with high staff to pupil ratios to ensure both the learning, personal care, medical and social needs of each child are appropriately catered for and met. Students are taught in groups that reflect the level of support needed for them to access their adapted curriculum.

Classroom environments are structured to meet the needs of individual groups in various ways. Melland very much personalises and adapts the curriculum and provision to suit its intake. All classes experience specialist teaching in small groups, with various levels of additional support.

### **Expertise and training of staff**

We recognise the need to engage a highly skilled and expert staff at Melland, in order to ensure an offer of an outstanding educational provision. We have very clear routes for staff development and specialist qualifications / experiences are encouraged. Similarly we have an established staff induction programme to ensure that all new staff are up-skilled to perform their role fully within school.

We have a regular programme of staff training / CPD, both in-house and external, to ensure that we have a highly skilled and reflective work-force, who work collaboratively to share good practice. Examples of this very comprehensive staff training are:

Safeguarding level 1, 2 & 3, Autism Awareness, sensory integration training, attachment, attention, signing, social stories, writing intervention, Outstanding Teacher Programme, manual handling, resuscitation, MIDAS, Team Teach, staff resilience and de-escalation training, risk assessment, fire awareness and health & safety training, externally accredited leadership training – NPQML, NPQSL & NPQH and a wide range of ICT and media training.

Alongside our staff we have regular input from a wider multi-disciplinary team and the BFET TaSS Team. We also engage specialist peripatetic teachers including a teacher for the hearing impaired and teachers for visual and multi-sensory impairments as well as specialist staff from the Music Service. We make excellent use of a wide range of creative practitioners including filmmakers and interactive music specialists We employ our own Speech and Language Therapist.

## **How the school involves health, social care and other bodies in meeting pupils' needs**

We adopt a very much multi-agency approach, the school often being at the centre of a multi-agency network. We work closely with a wide range of agencies to ensure a holistic approach is taken in order to meet every child's needs. We have onsite speech & language therapists, NHS physiotherapists, and full time NHS nursing staff. We work very closely with social care, the community paediatrician, educational psychologists and the visual and hearing impairment teams to ensure the best outcomes for all our students.

## **Arrangements for supporting students with SEN who are also LAC**

For each student who is a Looked After Child ( LAC ), a Personal Education Plan ( PEP ) is drawn up, to which is associated to an individual LAC funding stream. The Safeguarding Team then work closely with social services, parents & carers and the individual student, where appropriate, to devise how best to use the funding to support and enhance learning.

## **Pupil Premium**

We use Pupil Premium additional funding to enable us to raise the attainment of disadvantaged pupils and close the gap between those in receipt of Pupil Premium and their peers.

The funding is allocated specifically for pupils from low-income families who eligible for free school meals (FSM), looked after children (LAC) and those from families with parents in the Armed Forces.

[See more details re Pupil Premium on school website](#)

## **Parents**

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children's learning and confidence at school. Parents' consultation meetings with teachers are held to discuss progress and strategies for further improvement.

Parents receive annual progress reports. This outlines the pupil's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents may discuss any concerns they have with tutors or senior staff at any time.

Parents are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided as these interrupt the child's progress and they miss important work and may fall behind. Parents are asked to inform the school of any absence on the first day so that we know that they are safe at home.

[See School Attendance – parent/carer guide](#)

## **Safeguarding**

Melland High School recognises its moral and statutory responsibility to safeguard and promote the welfare of pupils. The school will provide a safe and welcoming environment where all pupils are respected and valued. All staff will be alert to the signs of abuse and neglect and will follow appropriate and rigorous procedures to ensure that pupils receive effective protection and

support. Safeguarding practice and policies extend to and include the Preventing anti-extremism & radicalisation, FGM (Female Genital Mutilation) and E-Safety.

*All Safeguarding policies are available on the school website and as hard copies on request.*