



**MANDEVILLE SCHOOL  
SEN INFORMATION REPORT**

<b>School</b>	Mandeville School Horsenden Lane North Greenford UB6 0PA
<b>Tel:</b>	020 8864 4921 & 020 8864 0911
<b>Fax:</b>	020 8966 1289
<b>Email:</b>	<a href="mailto:admin@mandeville.ealing.sch.uk">admin@mandeville.ealing.sch.uk</a>
<b>School website</b>	<a href="http://www.mandeville.ealing.sch.uk">http://www.mandeville.ealing.sch.uk</a>
<b>Needs catered for</b>	Pupils with severe learning difficulties and profound and multiple learning difficulties
<b>Age range</b>	2 – 11 years
<b>How are children admitted?</b>	Entry to the school is for children and young people with Statements of SEN or Education, Health and Care Plans who meet the criteria described below. Admission is coordinated by the SEN Assessment Team at Carmelita House, 21-22 The Mall, London, W5 2PJ.
<b>ENTRY Criteria</b>	
Cognition and learning	Ability is within the complex profound to severe learning difficulties range. The majority of students are functioning within the P1 to P8 range. Students require highly specialist and personalised teaching strategies and resources in order to support their learning. Pupils make small steps of incremental progress.
Communication and interaction	Severe speech and language delays resulting in very limited or non-verbal communication. Students may use a simplified formal communication system eg Makaton signing, Makaton symbols, PECS, a communication aid, objects of reference, or they may communicate using facial expressions, gestures, body language, vocalisations and behaviour to make their needs known to familiar and trusted adults.
Social and emotional health and well-being	Students may be extremely vulnerable and socially isolated and may need support to develop their self-esteem and confidence. They may have an additional or dual diagnosis of Autism. Some students may exhibit high levels of anxiety associated with their learning difficulties which may intensify at the onset of puberty. Students may demonstrate a range of very challenging behaviour requiring specialist interventions including input from staff who are highly trained in positive behaviour management, psychology/psychiatry input, high staffing ratios, and access to separate teaching and learning spaces.
Physical, sensory, medical.	A significant proportion of students have highly complex medical needs including life limiting conditions, and/or a range of severe physical disabilities and /or highly complex mental health needs. Students may have a visual or hearing disability or a combination of both. Students may have highly complex sensory processing and sensory integration needs.



## School offer



### **What is Mandeville School and who is it for?**

Mandeville School is a Local Authority Maintained Special School in Ealing which caters for pupils aged between two and eleven with a range of additional needs including complex severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and autism spectrum condition (ASC).

Our overall aim is to provide an educational environment which celebrates the uniqueness of every child. We are flexible and responsive to the complex needs of each pupil and guide their learning to enable them to succeed.

We had an 'outstanding' Ofsted in May 2012 and continue to aim for quality and excellence in all we do.



### **Who are you and what are your skills?**

Mandeville has a highly committed and trained staff team who have expertise in teaching pupils with severe and profound learning difficulties. A comprehensive training programme for all staff plus opportunities for them to be involved in innovative projects enables us to expand the learning opportunities for pupils.

We are skilled in:

- Picture Exchange Communication (PECS)
- TEACCH
- Team Teach – positive approaches to managing behaviour
- Makaton
- Rebound Therapy
- Intensive Interaction
- Visual and hearing impairment



- Multi-sensory approaches to learning
- Meeting the needs of pupils with complex medical conditions
- ABA
- Moving and Handling



### What can my child access at your school?

Pupils will access an adapted individualised curriculum that meets their needs. They will have access to specialist resources to support their learning including:

- Dark room
- Light room
- Soft play room
- Hydrotherapy pool
- Spa pool
- Trampoline
- Extensive play space with specialist equipment

Therapies/specialist:

- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Music Therapy
- Clinical Psychology
- Educational Psychology
- Rebound Therapy

### EXIT Criteria

The student has achieved his/her short and long term objectives and has developed early literacy and numeracy skills.

The student has achieved P8 in speaking and listening and in some other areas, continues to make incremental progress, and no longer requires the intensive integrated support.

The student has achieved P8 and the National Progression Guidance tables place that young person in the upper quartile (ie top 25% of similar young people) when considering his/her progress from the end of Key stage 1 (Year 2) to the end of Key Stage 2 (Year 6).

The student is motivated to learn, is becoming more independent and can learn alongside his/her peers with a lower staff/student ratio.

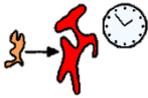
The student has a consistent and effective method of communication.

The student can manage his/her self care needs with adult assistance.

The student can self manage his/her behavioural needs with adult assistance.

An extensive, carefully planned, and incrementally challenging transition programme, has been completed and the young person is appropriately prepared for a successful transfer.

**Further information about the school \*\* see regulations below**



## **PROVISION: How will you help my child transition into and out from your school?**

We are part of the local offer for special education in Ealing. As part of this we have entry and exit criteria which we use to make an initial assessment about whether we can meet an individual pupils needs. Once a placement is accepted at Mandeville we use continuous assessment to make a judgement about whether we continue to meet their needs. If we can no longer meet the pupil's needs we would inform the LA and recommend a different type of provision.

All children entering and leaving Mandeville have a transition plan:

### **ENTRY TRANSITION**

#### **1. Home to Nursery:**

- a. We work very closely with parents and the child, supporting them through the transition, making sure we give time and listen to them.
- b. Parents are seen as partners in the initial assessment, information they give us about their child is crucial for us to get an accurate baseline assessment that will inform future learning.
- c. Any pupils who have medical needs will have a Nursing Care Plan in place either before they come to school or in consultation with the parents on the first day.
- d. Pupils will have a multi-disciplinary assessment and any specialist equipment needed for their posture or for them to access the curriculum will be provided.

#### **2. Nursery to School:**

- a. Pupils will come from our own nursery or surrounding nurseries in the local area.
- b. School staff will visit the pupils in the nursery, talk to the teacher, keyworker, therapist, medical staff and other relevant staff and will gain information about their level of development, likes/dislikes etc.
- c. Parents and carers will be invited to visit school with their child and arrangements will be made for an induction and baseline assessment.
- d. Any pupils who have medical needs will have a Nursing Care Plan in place either before they come to school or in consultation with the parents on the first day.
- e. Pupils will have a multi-disciplinary assessment and any specialist equipment needed for their posture or for them to access the curriculum will be provided.

#### **3. From another School to Mandeville:**

- a. Staff will organise a visit to the school that the pupil is coming from, observe them in their class and gain information about their records and programmes from their current teacher.
- b. Integration sessions will be arranged to prepare the pupil for the transition
- c. If appropriate photo books about school and photographs of class staff will be prepared and given to the pupil in advance of them arriving.
- d. A Nursing Care Plan will be agreed if necessary.



## EXIT TRANSITION

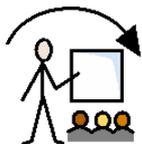
### 4. From Mandeville to another school

Transition to high school:

- a) The majority of Mandeville pupils transition to St Ann's School in Hanwell. This is the equivalent secondary provision to Mandeville. Some pupils may transition to other secondary provision such as Belvue School and Sybil Elgar School.
- b) Mandeville has very strong links with the secondary schools.
- c) A transition programme will typically start in the spring term which involves sharing information about pupils. Teachers from the secondary school will observe the pupils in Mandeville.
- d) In the summer term the pupils will have visits to their new school with Mandeville staff.
- e) Pupils will have a photo book of their new school, including photographs of staff they will be working with.
- f) Pupils will have a Communication Passport to take to their new school.
- g) A Leavers Assembly will be held where we celebrate their achievements and Mandeville and wish them luck for their future.

### 5. Transition during primary phase:

- a. At Mandeville every pupil's progress will be monitored and reported on throughout the year and then formally discussed at the Annual Review Meeting when targets will also be set for the coming year.
- b. If it is felt that the school is no longer the best provision to meet the pupil's needs this will be discussed with the parents (and pupil if possible) at the review meeting.
- c. A recommendation will then be made to the LA for a change of provision.
- d. When an appropriate provision has been confirmed then a transition plan will be drawn up between the two schools, parents and pupil (as above).



### What do you teach my child?

The curriculum is developmental and focuses on learning skills for life. Each pupil accesses the curriculum according to their own level of ability and they are supported and challenged to learn at a pace that enable them to make very good progress. Key areas of the curriculum are:

- Communication, Language and Literacy
- Mathematics and Cognition
- Physical Development
- Sensory Development
- Personal, Social and Emotional Development
- Creative Arts
- Knowledge and Understanding of the World

A topic based approach ensures access to wider learning in a way that is meaningful for the pupils. Please see Curriculum area of the website for further details.

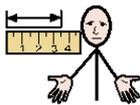


### How will the curriculum be adapted to support my child?

Every pupil has a Personalised Learning Programme based on their individual needs.

Many of our pupils find it difficult to access learning and can be supported in a variety of ways:

- a) Assistive technology
- b) Visual and sensory aids
- c) Objects of reference
- d) Specialist software/hardware
- e) Specialist equipment
- f) Daily mobilising programmes
- g) Sensory diets
- h) Learning to learn skills
- i) Behaviour Support Plan
- j) Reinforcer assessment



### How will you monitor and review the impact of the provision and my child's progress?

The class team capture the progress through a range of sources:

- Learning Journey
- Developmental curriculum
- EYFS tracking grid
- Video
- Photographs
- Data sheets
- Post it notes
- Class journal

The progress of pupils with ASC and SLD is tracked using B squared and the progress of pupils with PMLD is tracked using the Profound Education Curriculum. Continuous assessment and termly monitoring ensures that pupils stay on target. If pupils are not achieving as well as expected then intervention can be put in place to support their learning. Pupil progress meetings are held termly. IEP targets are reviewed with parents on a termly basis through parent consultation evenings and the Annual Review.

Progress is measured against the progression guidance published by the government. This allows us to compare ourselves with other special schools nationally.



### How do you prepare children for adulthood?

The curriculum is based on the fundamentals of communication and interaction. The development of the pupil's independence, thinking skills and social skills are essential to their learning. Pupils are taught 'I can..' The expectation is that they will do as much as they can for themselves and be able to express their views, opinions and feelings.

Many pupils will remain dependent on adults for the care and support, it is therefore essential that we give them a voice, develop their ability to express likes and dislikes and make choices to improve their quality of life.

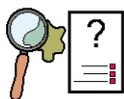


### How will you develop my child's social skills?

The Mandeville Curriculum is focused on teaching skills for life; social skills are embedded into everyday learning opportunities. Pupils are given opportunities to learn new skills and then practice in a variety of situations across the school day and in different environments.

Pupils are taught 'learning to learn' skills which develop the basics of attention, looking, listening. Our 'Look and listen' sessions reinforce this learning.

Mandeville's wider curriculum gives pupils the opportunity to develop their skills in the wider community through visits to the local shops and amenities. We have a school minibus and people carrier which enables us to access learning further afield.



### How do I know you are doing all of this?

- Visit our school website
- Look at the Ofsted Report
- Termly newsletter
- Talk with staff
- Talk with the Head Teacher
- Join us for special assemblies
- Home school contact book
- Training sessions and drop ins for parents
- Visit the class



### **How will my child be part of the wider school?**

All pupils, parents, carers and staff are seen as part of a wider school community. Pupils have opportunity to take part in:

- Assembly
- Shared sessions with other groups
- Shared celebrations with pupils from Horsenden Primary School
- Sports events with other schools
- Workshops in school run by outside specialists e.g. Royal London Ballet



### **PARENTS: How do you communicate with parents?**

We have a strong commitment to partnership between home and school. We believe that children learn far more effectively when staff, parents and carers work together.



### **How will pupils / young people and parents contribute to the processes, planning and assessment?**

Parents are involved in the initial assessment of their child after which regular meetings are held to discuss progress and future targets through, parent's evenings, annual review and home visits. IEP's and relevant programmes are sent home to parents.

Pupils voice is developed throughout the curriculum, photo books and video. The School Council represents the views of the pupils and where relevant pupils attend their annual review.



### **What support is available to parents?**

We have very strong links with the Intensive Short Breaks Service and Early Intervention Team in Ealing which provide support and training for parents in the home.

As part of our commitment to parents we have play schemes during the holidays which provide much needed respite. In addition to this we open school on a Saturday during the spring and summer months for Come and Play, where parents have an opportunity to 'play together' with the



guidance and support of school staff. Parents access specialist resources and have the opportunity to spend time with each other, gain support and friendship.



### Expansion

We are currently undergoing expansion work which involves increasing the overall number of classes to allow us to take 135 pupils and a 14 place nursery. In March 2015 our pupils with severe learning difficulties and autism spectrum condition will move to the new section of the building which has been specifically designed to meet their needs. This will then allow us to convert classes in the current building to increase our provision for pupils with more profound learning difficulties, complex medical needs and sensory impairment. The expansion project has also allowed us to redesign the school grounds to create a vibrant outdoor learning environment.

### Where further information about the school can be obtained (section 64 of Act)

Link to school website

#### \* The School Offer section 6 Information about the Provision must include:

<b>LOCAL OFFER REGULATIONS Schedule 1.</b>
(a) Their approach to teaching of children and young people with special educational needs;
(b) How they adapt the curriculum and additional learning support available to children and young people with special educational needs;
(c) How the progress towards any the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;
(d) How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation;
(e) How facilities that are available can be accessed by children and young people with special educational needs;
(f) What activities are available for children and young people with special educational needs in addition to the curriculum; and
(g) What support is available for children and young people with special educational needs.

Mandeville School works in partnership with the special schools in Ealing and surrounding boroughs and the London Borough of Ealing. The school is part of Ealing Local Offer is available on:  
[http://www.ealing.gov.uk/info/200994/special\\_educational\\_needs\\_and\\_disability](http://www.ealing.gov.uk/info/200994/special_educational_needs_and_disability)