

# **SEN Information Report**

**Codsall Middle School**

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**2017**

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## **1. How will my child's transition to Codsall Middle School be supported?**

- All pupils are offered two transition days in school during the Summer Term before they are due to start where they meet their tutor, new classmates and a number of other teachers. They have the opportunity to experience a range of different lessons and start to learn the routines of the day.
- In liaison with our feeder schools SEN pupils are offered extra, shorter visits prior to these transition days where they start to learn the layout of the school and experience our 'lunch club'. This offer is also extended to those pupils that may not be on the SEN register but are anxious about the move to a new school.
- We also liaise closely with Codsall Community High School to accommodate an easy transition from us.

## **2. How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs?**

- All pupils with S.E.N are identified and assessed as early as possible. Whilst the majority of pupils who have special needs will normally have been identified before transferring to the Middle School some pupils are identified whilst at Codsall Middle.
- On entering, all pupils are base line tested in Maths and English. Pupils in lower sets are also screened for competencies in reading and spelling. In individual cases, more in depth screening is carried out to identify specific barriers to learning including dyslexia and dyscalculia.
- Information regarding pupils who have previously been on the SEN is collected from feeder schools This information is made available to teaching and support staff to ensure individual needs are met.
- The majority of pupils on the register will not be statutorily assessed and receive support through the school's internal provision. However, each student will have their needs assessed against a constant framework of advice and guidance determined by the Local Authority (LA).
- When a child has very significant and complex barriers to learning, the Local Authority might consider it necessary to undertake a formal assessment of the child's needs. If, following a statutory assessment process, the Local Authority deems it necessary for a child to have a health and care plan, it is the L.A's. duty to specify the provision so that the identified needs that can be met as effectively as possible. The LA further ensures the annual review of the special educational provision of a child with a health and care plan.
- Special Educational provision is most effective when there is a cohesive working partnership between all parties involved: the pupil, parent/carer, staff and the LA.

- If you are concerned that your child may have special educational needs, you should contact your child's form tutor or the relevant teaching staff in the first instance. Additionally, you can book an appointment to see the school's SENCO to discuss your concerns.

### **3. How will Codsall Middle School Staff support my child?**

- The governing body in conjunction with the Headteacher and the SENCO determine the S.E.N policy of the school.
- The Headteacher delegates the day-to-day management of S.E.N matters to the SENCO.
- The SENCO is responsible for the operation and co-ordination of the SEN policy and oversees provision and assessment of pupils with special needs throughout all years.
- The SENCO collaborates closely with the SENCOs of all partner schools to ensure that pupils are well prepared for transition to Codsall Middle School or onto Codsall High School. She visits the partner schools during the summer term of each academic year in order to meet pupils in preparation for their transition to and from Codsall Middle School.
- All documentation relating to pupils at various stages of assessment along with names of pupils who may require support are passed in transition meetings between the schools' SENCOs.
- The SENCOs will make use of all internal assessment data to identify students with SEND
- The overall responsibility for personnel allocated to SEN support lies with the SENCO.
- The SENCO is also responsible for liaising and working with outside agencies and parents whose children have special needs.
- Codsall Middle School works on the principle that pupils with an Education and Health and Care Plan will receive the required number of welfare hours and specialised teaching hours dictated by the Local Authority.
- Teaching assistants and teachers will provide either in class, small group or individual one to one support.
- The SENCO has a regular weekly meeting with teaching assistants to ensure the support is being effectively and appropriately utilised.
- The SENCO has regular fortnightly meetings with their line manager, a member of the Senior Management Team.

- The responsibility for providing appropriate levels of work and encouraging the development of a child lies with the teacher.
- It is the SENCO's responsibility to ensure that resources and support are allocated and maintained to all those individual pupils who need provision that is additional to the class teacher's differentiation and targeted support. In class TA support and support through the SEN department is co-ordinated by means of a provision map and support timetables.

#### **4. How will the curriculum be matched to my child's needs?**

- The school's SEN Policy includes a statement of the curriculum entitlement of every student, including those with S.E.N.
- All departments, promote the skills of oracy, literacy and numeracy through the every-day teaching of their subject.
- At Codsall Middle School classes are mostly mixed ability. Teachers are therefore responsible for delivering differentiated work and providing targeted support for children with SEN. In subjects where setting or banding occurs e.g. Maths and English, some degree of differentiation occurs through the setting by ability.
- Teaching assistants help to support pupils with special educational needs in mainstream classes and provide specific help on a small group or individual basis.
- It is expected that every pupil irrespective of their ability will have full access to the opportunities offered in the school, both educational and social.
- The use of personal mentors and teaching assistants, should aid the development of independence, promote confidence and build self-esteem in the pupil.
- All pupils benefit from a range of teaching and learning styles; a differentiated curriculum, a range of differentiated learning materials (both for reinforcement and extension), assessment procedures that emphasise pupils' strengths and achievements, access to ICT, ability groupings and a broad range of extracurricular activities.
- The provision for a child with special educational needs and / or disabilities is first and foremost designed by the staff members teaching the child, the child's family and, where necessary, outside agencies such as speech and language therapy support.

## **5. How will the school and I know how my child is doing and how will the school help me to support my child's learning?**

- Appointments can be made to discuss specific subject related issues with class teachers at parents' evenings.
- Parents of pupils on the SEN register are also invited to attend termly 'Target Setting Days' when they will have the opportunity to make an appointment to discuss concerns, targets and progress with the SENCO.
- The school utilises parents' own knowledge of their child and recognises that parents have responsibilities towards the child in working effectively with the SENCOs and staff.
- Pupils' SEN interventions are recorded in their 'Assess, Plan, Do, Review' booklet. This sets out their targets and an outline of the interventions they receive. These targets are then reviewed each half term, recorded in the APDR booklet and a copy is sent home to parents.
- Codsall Middle School has an open door policy and all parents of children with S.E.N. are encouraged to make contact with the SENCO to form an effective working partnership.
- The views of parents form an integral part of any child on the SEN register and the annual review of those children who have a statement or health and care plan. Review meetings are arranged at a time convenient for parents/ carers to attend and their views of the pupil's provision are paramount to the successful implementation of that provision.
- The school planner is an effective way to develop the links between home and school. It is important that children have this in every lesson and that parents check the planner regularly.

## **6. What support will there be for my child's overall well-being?**

- The school's pastoral team consists of two pastoral assistants who are based in the school's inclusion room.
- Teachers take account of different requirements that pupils have and make provision where necessary so that all individuals can learn effectively and participate in classroom and assessment activities. All teachers plan with the SEN code of practice in mind and recognise individual targets and barriers to learning.
- Pupils who demonstrate behavioural difficulties are discussed with the pastoral team.
- Pupils whose behaviour causes long term concern may be monitored through behaviour reports and receive support through a pastoral support plan. In this case

there will be regular reviews of the targets set against the success criteria. Referrals to the authority's behaviour consultant will be made where appropriate. In addition to this the Common Assessment Framework (CAF) will be used where appropriate.

- At Codsall Middle School there are numerous opportunities for pupils to take responsibility for their school. Pupils can become prefects, class champions, house captains, sports leaders, members of the school council, eco council and fair trade team.
- Pupil Voice provides a forum through which every child gets to discuss current issues within the school and air their opinions on how to improve the school.
- A member of the TA team is responsible for the mentoring of identified pupils and runs a nurture programme designed around the pupils' individual needs.
- Lunch Club is available every day for those pupils that find the busy environment of the dining corridor intimidating or for those pupils that may be experiencing social or emotional difficulties. It offers a quiet environment for the pupils to eat and then allows pupils to choose whether to play outside or take part in the activities provided by Lunch Club.

## **7. What specialist services and expertise are available at or accessed by Codsall Middle School?**

Codsall Middle School regards the support services and outside agencies as an essential aid in helping to meet the needs of students with S.E.N.

### **The Educational Psychology Service provides:**

- Specific hours dedicated to the school to be used as and when needed.
- Assessment guidance and advice for pupils who experience significant barriers.
- Monitoring and evaluation programmes of work with these students.
- Advisory work with parents and staff
- Staff training courses, behaviour audits and advice.

### **The Special Educational Needs Support Service provides:**

- Support for SENCO in assessment and advice for pupils who are on the register who do not appear to be making the desired progress.
- Assessment of and report compilation for pupils requiring exam dispensation.
- Curriculum and resource development advice
- Inset as course designers and tutors.

### **The Speech and Language Therapy Service provides:**

- Support and advice for pupils experiencing language impairments.
- Discussion with parents/students/SENCOs and teaching assistants on appropriate programmes of work.
- Monitoring of programmes of work with SENCO/teaching assistants/parents

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

- It is a policy of Codsall Middle School that all staff (teaching and non-teaching) are encouraged to remain up-to-date and skilful in their area, attending courses that will enhance their skills and knowledge.
- In line with Codsall Middle School's development plans, the SENCO should ensure that relevant courses are brought to the attention of the Teaching Assistants.
- Where appropriate schools in the pyramid arrange joint twilight sessions to maximise resources.
- Many of our teaching assistants are specially trained to work with pupils with specific SEN and deliver interventions providing a wide variety of additional provision.
- The SENCO holds that National Award for SEN Co-ordination (PGCE)
- The SENCO attends termly 'SENCO updates' organised and led by ENTRUST.
- Staff take part in regular 'Best Practice Seminars' to share ideas and resources for excellent classroom practice.

## **9. How will my child be included in activities outside the classroom including school trips?**

- Pupils with special educational needs participate fully in arranged trips, optional extra-curricular clubs, arts activities, sports teams and school committees.
- The school actively tries to ensure that all extra-curricular activities, including residential, accommodate children's specific needs.

## **10. How accessible is the school environment?**

- Codsall Middle School is a single storey site with a disabled toilet and with ramps to the mobile classrooms.

## **11 How are the school's resources allocated and matched to children's special educational needs?**

- Funding for SEN students is received by the school through formula funding arrangements and standards funds allocations.
- All funds for SEN are spent on supporting students with EHC Plans and those with learning needs as identified on the school's SEN register. Responsibility for



allocating staffing and physical resources, both within the departments and support across the schools, lies with the SENCO, in consultation with the Headteacher.

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

- In the first instance support will be provided by class teachers in the form of differentiation and in-class intervention such as targeted class and homework.
- If the child continues to have difficulties that are significantly greater than that of an average child at the same age, the pupil will move onto the school's SEN register and receive support identified through the SEN department in collaboration with the class teacher.
- The SENCO will be responsible for overseeing the assessment of the pupil and setting up an Assess, Plan, Do, Review cycle.
- At the end of the review period the SENCO and others involved will decide if the student:
  - Stays on the SEN register with continued SEN intervention.
  - Reverts to Classroom 'Learning Concern' for monitoring.
  - If after two reviews there is no improvement, the SENCO may decide to seek help from support agencies outside of school who to carry out further assessment and provide additional information for the teaching programme for the pupil.
  - Parents are to be involved and kept informed of progress and assessments.
- Where the issue concerns emotional or social difficulties, the Special Educational Needs team works in close collaboration with the pastoral team.

### Formal Assessment

At this stage the school along with the support services involved, make a case to the L.A to formally assess the pupil with a view to gaining a health and care plan. The involvement of the Educational Psychologist is crucial at this point. Once all the necessary information is gathered, the local authority decides whether to pursue a formal assessment of the pupil. During the assessment stage the SENCO is responsible for:-

- Completion of all administration for the school-based stages of assessment.
- Facilitation and co-ordination of L.A based stages of assessment.
- Liaising with, and advising teacher colleagues, particularly lead teachers.
- Co-ordinating provision for the pupil in question.

### 13. How are parents involved in the school?

- Codsall Middle School has an open door policy and all parents of children with S.E.N.D are encouraged to make contact with the SENCO to form an effective working partnership.
- The school utilises parents' own knowledge of the child and also recognises that they have responsibilities toward the child, in working effectively with the SENCO and staff.
- The views of parents form an integral part of an annual review. Review meetings are arranged at a time convenient for them to attend.
- Specific parent's events concerning students on the S.E.N register are part of the school calendar and these are organised and staffed by the SENCO
- Codsall Middle School will arrange for the support of an interpreter where necessary.

### 14. Who can I contact for further information?

- For more information about our 'Local Offer' for children with Special Educational Needs and/or Disabilities, or if you have any questions or queries about SEN, please speak to the school SENCO.

#### **The 'Local Offer' within Staffordshire**

- Local Authorities are required to set out and publish a 'local offer'. This explains how they support parents, children, young people, local schools and colleges, as well as other agencies such as Health Services.

#### **The National Picture**

- Further information on good practice and statutory duties of schools and local authorities can be found on <http://www.sendpathfinder.co.uk/>
- <https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>