



Church Hill Middle School SEN Information Report for 2018/2019

Part of Worcestershire Local Offer for Learners with Special Educational Needs (SEN)

Welcome to our SEN information report, which is part of the Worcestershire Local Offer for Learners with special needs. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

At Church Hill School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Nicola Reynolds (Inclusion Lead) to discuss your concerns.

1. Does the setting / school / know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) *has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Nicola Reynolds (Inclusion Lead) to discuss further.

2. How will the school / staff support my child/young person?

The class teacher:

Responsible for...

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCo) know as necessary.
- Writing individual Provision Plans for Inclusion, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO/Inclusion lead: Mrs N Reynolds

Responsible for...

- Provide professional **guidance** to colleagues and works closely with staff, parents and other agencies.
- Write SEN Information Report which **MUST** be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEN policy
- Co-ordinate provision for children with SEN
- Advising on a graduated approach to provide SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEN

- Liaising with other schools, EP, health and social care professionals and independent or voluntary bodies, LA
- Manage the transition process
- Ensure school keeps the records of pupils with SEN up to date
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements

The Head teacher/ Executive Head teacher: Mrs C Lewis/ Mrs D Smith

Responsible for...

- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Head teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEN.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place and

The SEN Governor: Mr P Nash

Responsible for...

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Head teacher and SENCO with regards to SEN within the school.

3. How will the curriculum be matched to my child's/young person's needs?

If a learner is identified as having SEN need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:



Assess - this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan - this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do - providing the support - extra assistance for learning - as set out in the plan.

Review - measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved - learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

Church Hill School adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

4a) How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCO to review the short term targets and to discuss the progress the child has made. Obviously, we also encourage an "open door" approach whereby teachers are accessible at the end of the day.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and will be tracked with the Headteacher, Inclusion Lead and SENCO every term in reading, writing and numeracy. Through Parent Consultations and end of year reports, Teachers make clear the attainment against age related expectation and the level of progress made.
- At the end of key stage 2 (i.e. at the end of Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results that are published nationally.
- Where necessary, children will have an SEN Individual Provision Plan based on targets set by outside school / outside agencies specific to their needs, with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.
- The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.

- The Head teacher, SENCO/Inclusion Lead will monitor the progress made by SEN children in their class work and any intervention that has been put into place
- Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

The school delivers Parent workshops for the core areas of learning. These are in line with School Improvement Priorities and/or parent voice.

We send regular whole school newsletters with information about things that have happened. Also extra information can be found on the school website including class news, photograph gallery, planning, homework and useful links. In addition to this, where necessary we also communicate via home/school link books.

4b) What support will there be for my child's/young person's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Social awareness games and activities
- Lunch time and play time support / play leaders
- Thrive sessions
- Pastoral Lead
- Lego therapy sessions
- Nurture Learning Group
- Buddy system
- Individualised programmes of work
- Access external agencies and professionals and follow their advice

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to Parents its core principles regarding inappropriate behaviours and bullying.

Any pupils with additional medical needs are well catered for at Church Hill Middle School. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly. Pupils have input into medium term planning and the SLT carry out pupil voice questionnaires, in conjunction with learning ambassadors. Prior to SEND review meetings, pupils have the opportunity to share their views.

5) What specialism services, experience, training and support are available at or accessed by the school?

Once the school has identified the needs of SEND pupils, the SENCO, Inclusion Lead and Head teacher decide what resources/training and support is needed.

School Provision:

- Wide range of Literacy and Numeracy small group interventions delivered by TA's and designated teacher.
- ICT support in the form of reading, phonic and maths programmes.
- Teaching assistants offering social skills support.
- Speech and Language support.
- Staff trained on how to support pupils with autism.
- Staff trained to support pupils with mental health concerns.
- Educational Psychology Support
- Learning Support
- Complex Communication Difficulties Team

Local Authority provision available:

- Parent Partnership service
- Speech and Language Therapy (SALT)

Health Provision available:

- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHs
- Umbrella Pathway

6) What training are the staff supporting children and young people with SEND had or are having?

- Thrive Licensed Practitioners and Whole school thrive training
- Attachment training
- Numbers Count training
- Success at Arithmetic Training
- Barriers to learning training

- Clicker
- Precision teaching

7) How will my child/young person be included in activities outside the classroom including school trips?

At Church Hill Middle School, we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

8) How accessible is the school environment?

- The school is fully compliant with DDA requirements.
- The school is on a split level with access, wide doors, wall handles.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages an SEN budget, used to ensure that all pupils have access to the very best equipment.
- After-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.
- The school has an up to date accessibility plan which is considered each year and whenever there is building work needed.

The Governing Body, having regard to parental preference, determines the school's admissions arrangements. No pupil will be refused admission to the school on the basis of his or her special educational need. In line with the SEN and Disability Act, and Children's and Families Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

9) How will the school prepare and support my child/ young person to join the school, transfer to a new setting /school or the next stage of education and life?

New pupils to Church Hill Middle School

Year 5 staff will meet with staff from the previous setting prior to pupils starting school there will also be the opportunity for transition meetings. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous setting, etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone previous school to discuss individual pupil's needs.

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school will take place in the Summer Term; arrangements for transition to High School for pupil with SEN are planned according to individual need.

10) Provide examples of interventions, equipment, resources that settings/ schools may allocate to match children's/young people's special educational needs?

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- Numbers Count programme
- Success at Arithmetic programme
- Renaissance reading
- Speed Up programme
- Word Aware programme
- Toe by Toe spelling programme
- Sensory resources
- Precision teaching intervention
- Rapid reading
- Lexia Support
- Oral to Narrative
- Behaviour Support

11. How is the decision made about what type and how much support my child/young person will receive?

The school budget, received from the LA, includes money for supporting children with SEN, which is considered as element 2 funding.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

Where the needs of a pupil are more complex and element 1 and element 2 funding have been already been used and evaluated, we would then consider additional support through element 3

funding. This is top up funding from the Local Authority where a child has significant and complex needs.

The Head Teacher, Inclusion Lead/SENCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN pupils on a provision. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

12. How are parents involved in the setting / school? How can I be involved?

At Church Hill, we value the importance of building positive relationships with parents and families within our School community. Where a pupil is identified as needing an Individual Provision plan (IPP) or a SEND profile (Pupil Passport), parents are given the opportunity to be part of the assessment and review process.

If a child needs to be referred to an outside agency, parents will be asked for their permission and views, which form part of the referral process. If a child has an Education and Health Care Plan then the parent will be involved in the review process.

13. Who can I contact for further information?

The Governors have adopted the Worcestershire complaints procedure. We hope to resolve, any complaints you may have, which in the first instance should be directed to the child's class teacher, SENCo/Inclusion Lead. If the issue cannot be resolved, they can then discuss their complaint with the Head Teacher. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible, they can be sent to the Chair of the Governing Body for consideration at their next full governing body meeting. If the issue still cannot be resolved, parents are directed to the School's Complaints Policy and procedures, which can be found on the School Website.

This report details our annual offer to learners with SEN. To be effective it needs the views of all: Parents/carers, pupils, governors and staff .If you have any comments, please contact Mrs N Reynolds (Inclusion Lead)