

Church Hill Middle School Special Educational Needs Information Report

How we support children with special
education needs and disabilities.



Welcome to Church Hill Middle School's
SEN Information report.

This report can be looked through page
by page or use the 'quick links' to find
answers to a specific question.

Areas of Special Educational Need

At Church Hill Middle School, we embrace the fact that every child is different, and therefore the needs of every pupil is different. This is reflected in the provision that we offer for pupils with SEN.

The four identified areas of need are :

Communication and interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory and Physical needs

The support given to pupils will depend on what their specific needs are within these areas.

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What should I do if I think my child has Special Educational needs?

Firstly, don't panic or worry - we are here to listen, help and support with any concerns you have.

If you are concerned with any area of your child's learning or development, in the first instance, speak with their class teacher or form tutor. They will be able to talk through your concerns and then seek the appropriate support if necessary.

You can also speak with Mrs N Reynolds, Inclusion Lead or your child's phase lead - Miss Harris (year 5/6), Miss Lewis (year 7/8)

You may also want to speak with medical professionals such as your child's GP or the school nurse)

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How does the school know if a child needs extra help?

There is lots information that will be used when identifying if a child needs some extra help.

These may include;

- ▶ Information from parents, children and staff working within school.
- ▶ Information from external agencies, including medical information when shared.
- ▶ Judgements against National Curriculum
- ▶ Teacher assessments of progress and observations within class
- ▶ Observations
- ▶ Formal tests e.g. SATs
- ▶ Test within school e.g. GL
- ▶ In-school tracking, moderation and progress meetings.
- ▶ School also has a 'Process of Identification Document' to support this.

For further information please see the school's SEND policy.

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How will both school and I know how my child is doing?

We believe working in partnership is the best way to support children. It is very important that you are kept fully informed about your child's progress.

We are currently unable to offer an 'open-door' policy, however, we invite parents/carers to contact the office to make an appointment.

This may be done through;

- ▶ Parents consultations and SEN meetings
- ▶ Parents/teacher discussions, phone calls etc.
- ▶ Informal conversations
- ▶ Planners
- ▶ Communication books
- ▶ Formal/informal assessment information
- ▶ Annual school report
- ▶ Discussions with your child
- ▶ Regular informal and formal review meetings for children with SEN Support needs.
- ▶ Annual review meetings for pupils with Education, Health and Care Plans.
- ▶ Monitoring within school

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How will school help me support my child's learning?

Your child's class teacher/form tutor can offer practical ways that you can support your child at home. If your child is receiving SEN Support they will have an Individual Provision Plan (IPP) with targets. These will be discussed with you and your child on termly basis with your child's class teacher/form tutor.

School offers a variety of other ways to help you support your child which may include;

- ▶ Parent workshops
- ▶ Homework
- ▶ Reading books sent home
- ▶ Specific target work/resources may be sent if appropriate
- ▶ Links and information via the school website/TEAMs
- ▶ Informal discussions with school staff
- ▶ Sharing of targets, enabling home and school to take a shared approach
- ▶ Resources on the school website

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How will the curriculum be matched to my child's needs?

The school provides Quality First Teaching for all pupils as the most important part of its provision. This would include:

- ▶ Curriculum adjustment and adaption will take place to match the needs and interests of pupils
- ▶ Support allocated within the classroom
- ▶ Carefully chosen resources to support learning
- ▶ The broad curriculum incorporates outdoor learning, physical activity, art as well as ICT
- ▶ The National Curriculum is delivered alongside the school curriculum
- ▶ Appropriate 'next steps' are identified for each child
- ▶ The children's voices influence the curriculum through both school and eco council, learning ambassadors, as well as pupil voice conversations in monitoring cycles.
- ▶ The curriculum takes into account the interests of the children
- ▶ There are a variety of learning opportunities outside the classroom
- ▶ Advice from external agencies - where appropriate

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How are the schools resources allocated and matched to children's special educational needs?

We aim to ensure that all children with Special Educational Needs are provided for to the best of the school's ability with the available funds.

We have a team of achievement assistants and part of their role is to deliver support programmes designed to meet the needs of groups or individuals, planned for by teaching staff and closely monitored by the Inclusion Team.

External professionals are commissioned to come in to school to support with creating targets and programmes for pupils with a significant need.

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How will the school decide the type of support my child will receive?

- ▶ The class teacher/form tutor and the Inclusion Team will discuss your child's needs with you and decide what support would be appropriate. This may include small group or 1:1 support.
- ▶ Assessment, observations and pupil discussions will enable us to match the appropriate support to the needs of the pupils
- ▶ Different children require different amount and types of support in order for them to achieve their full potential.
- ▶ Reviews of targets and provision outcomes with help to identify the next steps for each pupil.
- ▶ The Inclusion Team and class teacher/form tutor will also work closely with a range of external professionals, to ensure that the type of support your child receives is tailored to their specific need.

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How does the school judge whether the support has had an impact?

The school evaluates and reviews its provision map on a termly basis to ensure its effectiveness.

Children receiving SEN support will have their targets continually reviewed and formally reviewed on a termly basis. Targets and reviews will be shared with parents/carers and pupils.

Children will be removed from SEN Support when they have made progress and the gap has been reduced. However, they will be closely monitored to ensure that progress continues.

The Inclusion Lead reports termly to the Governing Body on the provision, the impact and the progress of SEN children within the school.

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How will my child be included in activities outside the classroom including school trips?

All children are encouraged to play a full and active part in school life at Church Hill Middle School (see equal equality policy.)

Arrangements are made, whenever possible, to allow active participation in after-school clubs, leisure and cultural activities and school visits.

Additional staff may accompany pupils in order for an individual's specific needs to be met, enabling them to access the activity.

Risk assessments are carried out for all visits and trips that take place within school - individual pupils needs will form part of this risk assessment.

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What support will there be for my child's overall well being?

- ▶ We have a caring and nurturing ethos and are an inclusive school.
- ▶ Our staff believe in the positive impact of strong relationships with pupils and endeavour to build these quickly through getting to know pupils as individuals.
- ▶ We have a strong safeguarding team this includes: Mr D Dathan (Head of School), Mrs N Reynolds (Inclusion Lead) and Mrs K McLeod (XXXX) and Mrs R Evans (XXXX).
- ▶ The school uses 'THRIVE' to support the children's emotional wellbeing
- ▶ The school has a fully compliant and up to date PSHE (Personal, Social and Health Education) and RSE (Relationship and Sex Education) policies and schemes of work.
- ▶ School offers a breakfast provision from 8.30 each day.
- ▶ Support for individual strategies for pupils
- ▶ Outdoor play equipment is available for pupils to use
- ▶ Individualised provision will be identified as needed.
- ▶ Clear Positive Behaviour policy focusing on rewards as well as sanctions.
- ▶ House events focusing on specific/identified issues

Further information can be found in the school policies of:
Safeguarding, E-safety, Behaviour and Health & Safety.

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What training have the staff supporting SEND had or what are they having?

- ▶ Staff delivering SEN support programmes are supported by the school's Inclusion Team, class teachers/form tutors and a range of external professionals e.g. SALT therapist, Learning Support and Educational Psychologist
- ▶ SEN training for all staff is planned into the school calendar
- ▶ Staff have received training on attachment theory, ACES (Adverse Childhood, experiences), Worcestershire Graduated Responses, Dyslexia, Dyspraxia, Dyscalculia, Behaviour management, post COVID well-being training, as well as specific training to deliver targeted interventions.

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How accessible is the school both indoors and outdoors?

- ▶ The school is two levels however, arrangements will be made (wherever possible) to ensure access.
- ▶ All specialist rooms are on the ground floor
- ▶ The site has a large accessible toilet with access to shower facilities.
- ▶ The school has provided physical aids to support children where necessary. If a child enters school with a particular health needs, then the school will attempt to ensure that these needs are met.
- ▶ All entrances to school are accessible doors.

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How are parents involved in the school? How can I get involved?

Parents are encouraged to play an active role in school life and there are a number of ways this can be achieved;

- ▶ Volunteering in school activities - after DBS checks have been completed
- ▶ Communication with school through phone, meetings, emails, TEAMs, comments in pupil planners etc.
- ▶ Parent governors
- ▶ Parental questionnaires
- ▶ Termly showcase events (key stage 2)- for the children to share their learning with you
- ▶ Parent workshops
- ▶ Attending celebration assemblies

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How do pupils contribute their views about their support and who can help them?

We understand and fully supportive of the voice of the child in their education. We aim to meet this in the following ways;

- ▶ School council
- ▶ Eco council
- ▶ Learning conversations
- ▶ Learning ambassadors
- ▶ House Team events
- ▶ Pupil questionnaire

Pupils receiving SEN support will evaluate their learning as part of the termly review process, they will also contribute to the next steps in their learning. They will be supported in this by a member of school staff.

As part of ongoing assessment teachers will discuss learning with individuals/groups to decide on next steps.

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What specialist services are available or can be accessed by the school?

School has access to and purchased support from a variety of external agencies.

These include;

Learning Support - SEND Supported

Education Psychologist

Speech and language therapy service - SALT

Child and Adolescent Mental Health Services - CAMHS

Behaviour Support - The beacon PRU

Visual/Hearing Impairment Support Team

Pastoral Support

Early Intervention Family Support Team

School Nurse

CCN/Autism team

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How will the school prepare and support my child when transferring classes or schools?

We understand that any transition can be difficult for a child and we therefore have transition arrangements that apply for ALL children;

- ▶ Transition meetings are held between current and future teachers, year groups and schools.
- ▶ Children visit their new class for 2 days during the summer term transition days.
- ▶ Discussions and PHSE work at appropriate times
- ▶ Open evenings, virtual tours etc
- ▶ Additional meetings/conversations with school SEN teams

In addition to this, school may offer;

- ▶ Pictorial transfer/transition books
- ▶ Additional visits to classes or teachers
- ▶ Pre-visits with parent/carer support
- ▶ Support from familiar staff to support transition

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Who can I contact for further information or to complain about SEN issues?

The first point of contact should be with your child's class teacher.

We are always happy to arrange a meeting with the Inclusion Lead or the Head of School.

Complaints about the management of SEN

In the first instance any concerns regarding the provision of SEN should be made to the Head of School. If the complainant feels that their concerns have not been addressed, in keeping with school policy, a complaint about the organisation, management and provision for SEN must be made in writing to the Chair of Governors - Mr Richard Davies.

A copy of the complaint's procedure is available at the school office.

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The Local Offer

In addition to our SEN Information Report please see Worcestershire's Local Authority Offer to see what is 'Ordinarily Available' In Worcestershire schools.

Information about Worcestershire's Local Offer can be found on the Worcestershire County Council website.

<https://www.worcestershire.gov.uk/sendlocaloffer>

You can contact Worcestershire County Council through the methods below:

- ▶ Call the SEND Services Helpline on [01905 845579](tel:01905845579)
- ▶ Email SEND Services on SEN@worcschildrenfirst.org.uk
- ▶ Write to SEND Services at the following address:
- ▶ The Administrative Officer
Inclusion and Assessment (SEN)
Directorate of Children, Families and Communities
County Hall
Spetchley Road
Worcester
WR5 2NP

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School Contact details:

- ▶ Write to: Abbeywood First School, Woodpiece Lane, Redditch.
- ▶ Telephone : 01527 63007
- ▶ Email: office@abbeywood.worcs.sch.uk

Head of School and Teacher with Responsibility for Safeguarding – Mr D Dathan

Access and Inclusion Lead (including SENDCo) – Mrs N Reynolds

Governor with Responsibility for Special Education Needs

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What other support services can help me?

We will seek to support parents who want extra support and signpost them to the appropriate service.

However in the meantime there are many services available online for advice and guidance.

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