



Birchensale Middle School

SEN Information Report September 2017

SEN Provision:

How does the school evaluate the effectiveness of its provision for SEN pupils?

SEN provision at Birchensale is monitored and evaluated in a number of ways. Firstly, staff are asked to review pupils placed on the SEN register and make recommendations for the provision they receive. Where it is not effective alternative arrangements are made – this information is given to all staff working with the pupils. Secondly, all intervention strategies that are implemented are scrutinised through measurable outcomes – where an intervention is proved to have little value in improving pupil outcomes, it will either be altered, or replaced. Thirdly, the school's robust monitoring and assessment systems enables teachers and subject leaders to identify whether or not the provision in place for pupils with SEN is having the desired effect on pupil progress. The school's Governing body receives a termly report on the progress made by pupils on the SEN register and has information on the different provision that has been implemented to support individual needs.

What arrangements does the school have in place for assessing and reviewing the progress of pupils with SEN?

Termly assessments are completed in all subject areas, results for which are submitted onto a central data base. This data is then analysed by the Deputy Headteacher who has responsibility for assessment – from this information and the ongoing tracking it is evident whether pupils are making progress in line with expectations. Information for SEN pupils is passed onto the SENCO and heads of department. Parents are kept informed of pupil progress through parents' evenings and additional meetings with the SENCO/HLTA. Where pupils have not been making expected progress over a period of time and have been given extra provision, the short term targets that have been set for them, will also be monitored and reviewed every term. Parents will be given an opportunity to comment on or discuss their child's progress towards these targets. In addition to the termly opportunities to discuss pupil progress, some parents may also be provided with a home/school link book which allows more regular communication with regard to progress towards targets and also allows the opportunity for more short term targets to be set.

What is the school's approach to teaching pupils with special educational needs?

Having been supplied with information about pupils with SEN, all teachers are expected to make provision for additional needs by following the advice and recommendations given. This may involve differentiating tasks in a range of different ways – through outcome, time allowed or individual learning preferences and support requirements. Staff will be aware of pupils who have targets as part of their individual provision map and will ensure, where relevant, they provide opportunities for pupils to work towards them.

Through teaching pupils in ability groups in Maths, English and Science allows the curriculum to be planned to match the needs of individuals more effectively – pupils with SEN will be in groups where there will be a greater emphasis on consolidating basic skills. In addition to this we have an experienced team of Teaching Assistants who are deployed to work with SEN pupils. This may involve supporting them within a class group or providing 1:1 or small group intervention outside the class. Teaching Assistants will also be deployed to implement the specific provision required to enable some individuals to meet their specific targets.

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

As stated in the Equality Policy:

- The students' needs are considered carefully and adaptations are always informed by the views of students and parents.
- Information will be passed to staff about the language and dialects spoken by students, and their cultural background and experiences will be used when appropriate.
- Student's cultural and religious backgrounds, experiences and needs are taken into account when planning extra-curricular activities. The school is particularly mindful of engaging those students who experience cultural or social isolation and those for whom the home environment would hinder learning.
- The curriculum is appropriately resourced and adapted for all students, taking into account any impairments or learning difficulties they may have, including a commitment to modifying tasks and/or providing aids or alternative equipment. Resources show sensitivity to different groups or cultures and do not reinforce stereotypes.
- The composition of groups, sets or streams and disapplications from the national curriculum are monitored and unjust differences removed e.g. the student's ability in one subject does not restrict access to the full curriculum available to their peers.
- The school will ensure that staff and students are aware of cultural differences in non-verbal communication e.g. it is disrespectful in some cultures for a young person to make eye contact with an adult.

- Tensions in the classroom and whole school environment are noticed quickly and positive action taken to ensure mutual respect and trust between pupils from different groups.
- School will ensure that curriculum planning takes account of the needs of all

What additional support for learning is available for pupils with SEN?

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has had a range of different intervention/support strategies from within school resources but has not made expected progress and has therefore been identified by the SENCO/subject teacher as needing some extra specialist support from a professional outside the school. This may be from:

- Local Authority services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).
- Bought in services such as Learning Support Team

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional based outside the school. This may be from:

Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need).

Outside agencies such as the Speech and Language Therapy (SALT) Service.

How to gain an EHCP:

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHC Plan will outline the provision your child should receive and what strategies must be put in place. These may include education, health or care providers to meet your child's individual needs. It will also have long- and short-term outcomes for your child.

An additional adult may be allocated to support your child with whole class learning, run individual programs or run small groups including your child.

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

The school provides a wide range of extra-curricular activities which are open to all pupils irrespective of their ability – no pupil will be denied the opportunity to participate in an activity where it is possible to safely adapt or differentiate it in order for them to

be included. Activities may be adapted by using alternative equipment or resources; by having additional support from an adult or trusted peer; by following advice from a specialist service/outside agency; by using specialist equipment or by offering alternative roles. Parents will always be consulted about their child's needs and the support required enabling them to participate in the activities and trips on offer. Parents will ultimately have the choice as to whether their children should participate or not.

During lunch and break times there are a range of different opportunities to support all pupil needs, as not all pupils benefit from or manage the playground situation. Pupils have a choice of spending breaktimes in the Learning Support room; the Mentoring room or the library. Some pupils will also have the opportunity to attend gardening club. For some pupils we may also put together an individual lunch time support programme where they will spend time doing different activities with the support of a Teaching Assistant. Other pupils may also be given the opportunity to spend time in their form room with their form tutor or a trusted peer.

What support is available for improving the emotional and social development of pupils with special educational needs?

The school offers a high level of pastoral support – this begins at the transition stage into Year 5, where every effort is made to ensure that all pupils and particularly those with Special Educational Needs are supported to enable them to transfer confidently into Middle School. This transition programme involves - visits to First School by the Head of Year 5, Learning Mentor and SENCO; extra visits to Birchensale Middle School; home visits during the summer break by our Learning Mentor and the provision of a Passport containing relevant information about their new school. Once in the school we provide continued pastoral support for those who need it – this may include 1:1 or group sessions with our Learning Mentor; regular meetings/liaison with parents; support/advice from our SENCO; 1:1 sessions with a mentor/peer mentor and intervention from our Family Support Worker or School Nurse. Every effort is made to ensure that pupils with Special Educational Needs and disabilities are supported socially and emotionally – in addition to the provision stated staff also maintain high levels of communication to enable all staff to be mindful of pupil needs and how they are best met.

Where pupils continue to have social and emotional difficulties, despite a range of support from within school it may be necessary, with parental consent, to refer to external agencies such as the EP or CAMHs.