

Perton Middle School -Special Educational Needs Information Report

The Governing Body of Codsall High Federation of Schools accepts the National Code of Practice for Special Educational Needs (September 2014) and the 'Every Child Matters' Agenda. It recognises that all students entering the Federation Schools are different in their abilities, aptitude and interests. The school aims to provide students with a physically and educationally secure environment in which they can develop and reach their true potential as set out in the school's aims and values. This applies both to students at the gifted end of the spectrum and to those who have learning difficulties.

At Perton Middle School we strive to support all children to enable them to achieve their potential. In order to do this many steps are taken to guide them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. Information below is the local offer for Special Educational Needs at Perton Middle School.

- **How does the 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?**
- All students with Special Educational Needs are identified and assessed as early as possible using information received from feeder schools on transfer documents and discussion with staff. Information is made available to all teaching staff and teaching assistants to ensure that individual needs, teacher perceptions and curriculum requirements are matched.
- The majority of students with Special Educational Needs entering Perton Middle School will normally have been identified earlier in their academic life and information relating to their needs is received from feeder schools prior to transfer. At Perton Middle all students have a baseline test in Numeracy and Literacy and are screened for reading ability through the Accelerated Reader Programme. At the start of each academic year all students are assessed on their reading and spelling ability and any student causing concern is assessed individually to decide if intervention is necessary.
- All students with Special Educational Needs entering Perton Middle are assessed individually for their reading, spelling and numeracy skills to ensure that support/intervention is appropriate to their needs.

- In most cases a student on the register will not be statutorily assessed and support will be internal. Each student should have their needs assessed against a constant framework of advice and guidance determined by the Local Authority.
- Where a student has severe and complex learning difficulties or physical difficulties, and where the Local Authority considers it necessary to undertake a formal assessment, the Local Authority will seek to ensure that all the necessary procedures are completed within 20 weeks of the date these procedures are formally initiated. The Local Authority has a duty to specify the provision required to meet the needs identified as effectively as possible, and ensure the annual review of the special educational provision takes place.
- Special Educational Needs provision will be more effective when there is a cohesive working partnership between all involved, student, parent/carer, staff, Local Authority.
- If you are concerned that your child has Special Educational Needs, you can contact your child's form tutor, speak to relevant teaching staff during parent consultation evenings or you could arrange a meeting with the school Assistant Special Educational Needs Co-ordinator Mrs T. Spittle to discuss your concerns.
- In terms of what we offer students with Special Educational Needs and/or Disabilities, this is different for every student and it is important to emphasise that, as much as possible, this provision is designed by the relevant staff members working alongside the student, the student's family and where necessary outside agencies (e.g. Speech and Language Therapist)

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

- The governing body in conjunction with the Headteacher and the SENCO will determine the Special Educational Needs policy of the school.
- The Headteacher delegates the day-to-day management of Special Educational Needs matters to the SENCO.

- The SENCO is also responsible for the operation, co-ordination of the policy and provision and assessment of student with special educational needs throughout all years.
- The SENCOs across the Federation will meet regularly and will visit partner schools in the summer term to meet students and parents where necessary to prepare for transition.
- All documentation relating to students at various stages of assessment along with names of students who may require support are passed in transition meetings between school SENCOs.
- The SENCO will make good use of all internal assessment data to identify students with Special Educational Needs/Disabilities
- The overall responsibility for personnel allocated to Special Educational Needs support lies with the SENCO.
- The SENCO is also responsible for liaising and working with outside agencies and with parents whose children have special educational needs.
- Generally, Perton Middle school works on the principle that students with an Education, Health and Care Plan (formally known as a Statement) will receive the required number of welfare hours and specialised teaching hours dictated by the Education, Health and Care Plan/Statement.
- Teaching assistants and tutors will provide either in class support or individual one to one support as appropriate. At Perton Middle School there are currently 1 full-time Senco Assistant, 3 full-time Teaching Assistant, 1 Apprentice Teaching Assistant, 1 Trainee Teaching Assistant and 1 Welfare Care Assistant.
- The SENCO has a regular weekly meeting with Teaching Assistants to ensure the support is being effectively and appropriately utilised.
- Over recent years the school has experience of working with children with: Congenital Muscular Dystrophy, Visual Impairment, Dyslexia, Dyspraxia, Autism, Cerebral Palsy, Social Emotion and Mental Health, Global Delay, Speech and Language, Cognition and

Learning, Hearing Impairment, Hypermobility, Complex Cognitive Needs, Sensory and Physical Needs and a child with Additional Medical Needs.

- The responsibility for providing appropriate levels of work and encouraging the development of students is with departments. The provision of specific individual support lies with the SENCO and Teaching Assistants. These elements should be co-ordinated by means of Learning Support Plan setting agreed targets for SEN students and Provision Maps.

Criteria for evaluating the success of the school's Special Educational Needs policy

1. Quick intervention and provision of support for students with Special Educational Needs.
2. Student improvement on Learning Support Plan
3. Parent and student satisfaction with provision and progress
4. The percentage of students coming off the register
5. Student's attainment e.g. increase in reading and comprehension levels over time and spelling scores, etc
6. Improved behaviour patterns.
7. Positive teacher and parent comment
8. Senior Management involved in Special Educational Needs issues and the Inclusion of Special Educational Needs issues in development planning at all levels.
9. Percentage of students whose parents seen by the SENCO at Learning Support Plan review meetings and Annual Reviews.
10. Students with Special Educational Needs transfer successfully to high school education.

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

- The Federation's Equality and Inclusion Policies and Guidance include a statement of the curriculum entitlement for every student including those with Special Educational Needs.
- All departments, as a matter of course, promote the skills of oracy, literacy and numeracy through the every day teaching of their subject.
- At Perton Middle School Literacy and Numeracy are promoted through all subject areas.
- At KS2 classes are mixed ability and differentiation occurs by task and outcome. In KS3 where setting occurs some degree of differentiation occurs through setting by ability but also by task and outcome.
- Class teachers and teaching assistants help to support students in mainstream classes and provide specific help on an individual basis where appropriate.
- It is expected that every student irrespective of their ability will have full access to the opportunities offered in the school both educational and social.
- The use of personal tutors and teaching assistants, to support the student in mainstream classes and to provide specific help on an individual basis (where appropriate) should aid development, promote confidence and build self esteem in the student.
- In addition, all students at Perton Middle School 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 range of extra-curricular activities.

4. 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?

- Typically, a student with Special Educational needs and/or a Disability will have an Learning Support Plan which sets out the interventions that are currently being worked on and an Individual Provision Map showing what additional provision is put in place for that student. The content of the provision map is negotiated as appropriate with the student and the student's family. This is why it is so important that parents/carers attend our Parent Consultation Evenings.
- Perton Middle School has an open door policy and all parents of children with Special Educational Needs are encouraged to make contact with the SENCO to form an effective working partnership.
- The school utilises parents' own knowledge of the student and also recognises that they have responsibilities toward the student, in working effectively with the SENCO and teaching staff.
- The views of parents form an integral part of the annual review and they are made to feel welcome. Review meetings are arranged at a time convenient for them to attend and their views of the student's provision are paramount to the successful implementation of that provision.
- A partnership is essential with parents of children with Special Educational Needs and the aim is to create a situation where parents do not feel afraid or apprehensive about contacting school.
- The Federation will arrange for the support of an interpreter where necessary.
- The School Contact Book is an effective way to develop the links between home and school and it is important that students have this in every lesson.
- Parent learning opportunities are offered on supporting students.

5. What support will there be for my child's/young person's overall well being?

- At Perton Middle School we have a Learning Support Centre and a separate Nurture Room. Our Learning Support Centre has a teaching room which is networked and benefit from interactive whiteboards and computers. A Nurture room with sensory equipment is available, as is a small suite of computers.
- Pastoral care is provided in the first instance by the Form Tutor; further support can be provided by Head of Houses and the SENCO.
- There is a dedicated Medical Room staffed throughout the day and a secure place for storing medicines. There is also a fully equipped Disability Access Room with hoists, toilet and adjustable medical med.
- Teachers take account of different requirements and make provision where necessary, to support individuals or groups so that they can learn effectively and participate in classroom and assessment activities. All teachers plan with the Special Educational Needs Code of Practice in mind and provide targets for the Learning Support Plans.
- The learners who demonstrate behavioural issues will be discussed in the inclusion meetings held after school. Students who are frequently discussed may have a Pastoral Support Plan (PSP) agreed by the student and the parent/carer with the SENCO. Staff will be informed of the targets agreed, to maximise potential. Staff will also be consulted through questionnaires about the conduct of the young person and asked for strategies which work in the classroom. 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 Early Help Assessment will be used where appropriate. This completed through Families First and provides help from the Local Support Team.
- There are numerous opportunities for pupils to take responsibility in their school. Students can become Prefects, peer readers, librarians, House Captains, Sports Leaders and Student Council members.

- We have an active student council which meets regularly to discuss issues raised by the students.

6. What specialist services and expertise are available at or accessed by the school?

- Perton 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. Each service provides their own professional perspective. The services and agencies used by the school include:
 - The Educational Psychology Service (EP)
 - The Special Educational Needs Support Service (SENSS)
 - The Speech and Language Therapy Service (SALT)
 - Autism Outreach Team (AOT)
 - Physical Disability Outreach Service
 - Hearing Impaired Service (HI)
 - Visual Impaired Service (VI)
 - Child and Adolescent Mental Health Service (CAMHS)
 - School Nurse
 - Local Support Team (LST)
 - Base 25
 - Behaviour Support
 - Virtual School

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

- It is a policy of Perton 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 High Federation of Schools development plans the SENCO should ensure that relevant courses are brought to the attention of the Teaching Assistants.
- Where appropriate schools in the pyramid have arranged joint twilight sessions to maximise resources.
- Many of our Teaching Assistants are specially trained to work with pupils with Special Educational Needs and deliver interventions providing many different forms of additional provision.

8. How will my child/young person 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, are adapted for children's specific needs.

9. How accessible is Perton Middle School's environment?

- Perton Middle School is a single storey site. All buildings have ramp access. There is also a disabled toilet and adjustable work tables.
- Perton Middle School has a dedicated Medical Room staffed throughout the day.
- Perton Middle School has a fully equipped Disability Access Room with hoists, a toilet and an adjustable medical bed.

- Perton Middle school has a dedicated Sensory Room

10. How will Perton Middle School prepare and support my child/young person to join the school or transfer to a new setting?

- The SENCOs in the pyramid meet regularly throughout the year and annually in July to discuss and hand over the information and files on all children on the S.E.N. register, using the pyramid transfer document.
- The SENCO visits First Schools throughout the summer term to obtain relevant information on students transferring in September and also to meet with parents of these students where necessary.
- Students nervous about transferring have extra visits organised (other than the normal induction day) in an attempt to overcome some of their concerns.
- Transfer of students from "out of area schools" is not a major issue and files are usually passed through via SENCOs. Any further information that maybe required can usually be obtained by a telephone call to the previous school.
- There are assemblies and information from Codsall Community High School and students with Special Educational Needs can visit Codsall Community High School as part of the transition programme.

11. How are Perton Middle School's resources allocated and matched to children's/young people's special educational needs?

- Funding for students with Special Educational Need/Disabilities is received by the school through formula funding arrangements, standards funds allocations, Additional Educational Needs (AEN) funding for named students and Pupil Premium 'Ever 6'.
- All funds for Special Educational Needs are spent on supporting students with Education, Health and Care Plans (formally known as Statements) and those with learning needs as identified on the school's Special Educational Needs Register. Responsibility for allocating staffing and physical resources, both within the departments and support across the school lies with the SENCO, in consultation with the Executive Headteacher.

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

- A graduated approach to Special Educational Need support is adopted. The SENCO will be responsible for assessing the pupil and in consultation with teachers, parents and the student draw up an Individual Education Plan with achievable targets, provision map and review date. The SENCO will be responsible for monitoring the programme and contacting the parents for their views.
- At Perton Middle School where the issue concerns emotional or behavioural difficulties then the Pastoral Teams e.g. Pastoral Staff, Form Teachers, external agent or agencies and parent/carers will be the key figures in implementing and overseeing the action programme. A Pupil Support Plan will be used to monitor behaviour.
- At the end of the review period the SENCO and others involved in the Learning Support Plan and Provision map will decide if the student:
 - Stays at SEN support with continued SENCO 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 to support the student's specific needs.
- The SENCO is responsible for making sure that the outside agencies have full access to any information on the student. The outside agencies will assess the student and in conjunction with the SENCO set up a further teaching programme (Learning Support Plan) with agreed targets and a review date.

- Parents are involved and kept informed of progress, assessments and review dates.
- Should students fail to make progress after 2/3 reviews even with the help and support of outside agencies further external assessments will be sought. As a result statutory assessment might be necessary.

13. How are parents involved in Perton Middle School? How can I be involved?

- Perton Middle School has an open door policy and all parents of children with Special Educational Needs/Disabilities 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 the annual review and they are made to feel welcome. Review meetings are arranged at a time convenient for them to attend and their views of the pupil's provision are paramount to the successful implementation of that provision.
- The partnership is essential with parents of children with Special Educational Needs/Disabilities and the aim is to create a situation where parents do not feel afraid or apprehensive about contacting school.
- Parent Forums are held termly and are part of the school calendar.
- Perton 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 support for children with Special Educational Needs and/or Disabilities, or if you have any questions or queries about Special Educational Needs, please speak to the school Assistant SENCO Mrs T Spittle, who can be contacted via the main office on 01902 758244.

15. What do I do if I have a complaint?

- All parents with children on the SEND register will be informed of the fact and be made aware that the SENCOs are always available in school to answer any queries they may have. We operate an open door policy.
- Any concerns about provision should be dealt with by SENCO in the first instance.
- In the event of a parent or guardian not being satisfied with provision after contacting the SENCO they should follow the school complaints procedure (see website).
- In the event of continued dissatisfaction parents may appeal in writing to the LA.