



Perton Middle School –Special Educational Needs and Disability 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. Our 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 and Disabilities at Perton Middle School.

1. 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 and Disabilities (SEND) 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 SEND entering Perton Middle School will 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 Maths and English and any student causing concern is assessed individually to decide if intervention is necessary.

- All students with SEND 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.
- SEND 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 SEND, 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's SEND Co-ordinator, Mrs M. Burrington or the Assistant SEND Co-ordinator, Mrs T. Spittle, to discuss your concerns.
- In terms of what we offer students with SEND, 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. Autism Outreach).

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

- The governing body in conjunction with the Headteacher and the SENDCO 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 SENDCO and Assistant SENDCO.
- The SENDCO is also responsible for the operation, co-ordination of the policy and provision and assessment of students with special educational needs throughout all years.
- The SENDCOs across the Federation will visit partner schools in the summer term to meet students and parents/carers 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 SENDCOs.
- The SENDCO will make good use of all internal assessment data to identify students with SEND.
- The overall responsibility for personnel allocated to SEND support lies with the SENDCO.
- The SENDCO is also responsible for liaising and working with outside agencies and with parents whose children have SEND.
- Teaching assistants and teachers will provide either in class support or individual one to one support as appropriate. At Perton Middle School there is currently a full-time SENDCo, 1 full-time SENDCO Assistant, 3 full-time Teaching Assistants, 4 part-time Teaching Assistants, 2 Apprentice Teaching Assistants, 1 Classroom Assistant.
- The SENDCO/Assistant SENDCO has a 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 the following: Congenital Muscular Dystrophy, Visual

Impairment, Dyslexia, Dyspraxia, Autism, Cerebral Palsy, Social, Emotional and Mental Health, Global Delay, Speech and Language, Cognition and Learning Difficulties, Hearing Impairment, Hypermobility, Complex Cognitive Needs, Sensory and Physical Needs and children 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 SENDCO, Assistant SENDCO and Teaching Assistants. These elements should be co-ordinated by means of Assess, Plan, Do, Review setting agreed targets for SEND students and Provision Maps.

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

1. Success of quick intervention and provision of support for students with SEND.
2. Student improvement on a 'Child on a Page'.
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/carers 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 Child on a Page review meetings and Annual Reviews.
10. Students with Special Educational Needs transferring 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 SEND.
- All departments, as a matter of course, promote the skills of oracy, literacy and numeracy through the everyday teaching of their subject.
- At Perton Middle School Literacy and Numeracy are promoted through all subject areas.
- At KS2, most classes are mixed ability and differentiation occurs by task and support. In KS3, where some setting occurs, a degree of differentiation occurs through setting by ability but also by task and support. Staff plan and deliver according to our 'Let's All Climb the Mountain' ethos which means that expectations are high for all and students are supported and encouraged to 'climb as far up the mountain' as possible.
- 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 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 an accessible curriculum; a range of teaching strategies; a range of differentiated learning materials (both for reinforcement and challenge); assessment procedures that emphasise pupils' strengths and achievements; access to ICT; ability and mixed 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 SEND who works with outside agencies or a diagnosis will have a 'Child on a Page' document or provision mapping which sets out the interventions that are currently being worked on or additional provision that 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 SEND are encouraged to respond to, or contact the SENDCO/Assistant SENDCO 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 SENDCO and teaching staff.
- The views of parents/carers form an integral part of the annual review and they are made welcome in school. 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/carers 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 possible.
 - The School Knowledge Bank is an effective way to develop the links between home and school and it is important that students have this in every lesson.

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

- At Perton Middle School we have a Learning Support Centre, a separate Nurture Room and a Reflection Room. Our Learning Support Centre has a teaching room which is networked, the Nurture Room has sensory equipment and is a quiet space and the Reflection room is available for group interventions and mentoring sessions.
- Pastoral care is provided in the first instance by the Form Tutor; further support can be provided by Heads of Year, the Pastoral Officer and the SENDCO and Assistant SENDCO.
- 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 bed.
- 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 SEND Code of Practice in mind and provide targets for the 'Child on a Page' document.
- 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/carers with the SENDCO. 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, external assessments may be carried out by Family Support Team.
 - The Relationships, Sex and Health Education (RSHE) and Citizenship curriculum explore many aspects of personal safety and wellbeing. These threads are also highlighted in other areas of the curriculum where social and moral themes may be examined. Form time is also a point in the day when issues such as friendship and wellbeing will be covered.

- There are numerous opportunities for pupils to take responsibility in school. Students can become Prefects, Peer Mentors, 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 SEND. 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)
 - Hearing Impaired Service (HI)
 - Visual Impaired Service (VI)
 - Child and Adolescent Mental Health Service (CAMHS)
 - School Nurse
 - Family Support Team (FST)
 - Student Counsellor
 - Behaviour Support
 - Virtual School (looked after children)

7. What training have the staff supporting children and young people with SEND had ?

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

SENDCO should ensure that relevant courses are brought to the attention of the Teaching Assistants and teaching staff.

- Many of our Teaching Assistants are specially trained to work with pupils with particular SEND and deliver interventions providing many different forms of additional provision.
 - The Staffordshire SEND Hub is also attended by the Headteacher and SENDCo.
 - The SENDCo has completed the NASEN Whole School SEND training.
 - The SENDCo or Assistant SENDCo attend the local schools' cluster meetings each term.
 - Internal training and research is ongoing and is planned to meet the needs of current students and changing curriculum demands. This is delivered throughout the year by both internal staff and outside agencies.

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

- Pupils with SEND 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 or flat access. There are also disabled toilets.
- 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.

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

- The SENDCOs in the pyramid meet in the summer term to discuss and hand over the information and files on all children on the SEND register.
- The SENDCO and Assistant SENDCo visit First Schools throughout the summer term to obtain relevant information on students with SEND transferring in September and also to meet with parents/carers of these students where possible.
- Students with SEND who might be anxious about transferring have extra visits organised (other than the normal induction days) in an attempt to overcome some of their concerns and are provided with a photograph book in preparation if it is felt that this would ease anxiety.
- Transfer of students from "out of area schools" is increasing and files are usually passed through via SENDCOs. Any further information that maybe required can usually be obtained by a telephone call to the previous school and visits to PMS are organised where possible.
- There are assemblies and information from Codsall Community High School and students with SEND can visit Codsall Community High School as part of the transition programme. Students with SEND will have extra visits accompanied by at least one member of our team.

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

- Funding for students with SEND 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 SEND are spent on supporting students with EHCPs (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 SENDCO, in consultation with the Headteacher.

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

- A graduated approach to SEND support is adopted. The SENDCO will be responsible for the assessment of the student and in consultation with teachers, parents/carers and the student, will draw up a set achievable targets, a provision map and review date. The SENDCO 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. Inclusion Team, Form Teachers, external agent or agencies and parents/carers will be the key figures in implementing and overseeing the action programme. SIMS, reports or a PSP will be used to monitor behaviour.
- At the end of the review period, the SENDCO and others involved in the 'Child on a Page' document and Provision map will decide if the student:
 - Stays at SEND support with continued SENDCO intervention
 - Reverts to Classroom 'Learning Concern' for monitoring
 - Needs further support with specific needs whereby the school will seek help from agencies outside of school.
- The SENDCO 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 SENDCO set up a further teaching programme (Assess, plan, do , review) 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/carers of children with SEND are encouraged to contact the SENDCO/Assistant SENDCo to form an effective working partnership.
- The school utilises parents'/carers' own knowledge of the child and also recognises that they have responsibilities toward the child, in working effectively with the SENDCO and staff.
- The views of parents/carers form an integral part of the annual review and they are welcomed as a key part of the process. 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.
- The partnership is essential with parents/carers of children with SEND and the aim is to create a situation where parents/carers do not feel afraid or apprehensive about contacting school.
- Parents' Evenings are held regularly and are part of the school calendar.
- Perton Middle School will arrange for the support of an interpreter where possible.

14. Who can I contact for further information?

For more information about our support for children with SEND, or if you have any questions or queries about SEND, please speak to the school SENDCO, Mrs M. Burrington or 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/carers with children on the SEND register will be informed of the fact and be made aware that the SENDCOs are available in school to answer any queries they may have.
- Any concerns about provision should be dealt with by the SENDCO or Assistant SENCO in the first instance.
- In the event of a parent/carer not being satisfied with provision after contacting the SENDCO, they should follow the school complaints procedure (see website).
- In the event of continued dissatisfaction, parents/carers may appeal in writing to the LA.

Most importantly, we want your child to thrive in school and we look forward to building a productive and supportive partnership with you both.