

## **St Egwin's CE Middle school**

### **SEN Information Report**

#### **Our schools approach to supporting pupils with SEND**

St Egwin's CE Middle school is an inclusive, mainstream school that recognises that all students have individual learning needs. Hence, by providing high quality classroom teaching, we try to ensure that an individual learning need does not become a special educational need. As such all of the teachers provide high quality lessons with opportunities for all individuals to be fully involved and have high expectations of what students can achieve. Essentially, all staff are considered to be special needs teachers and receive training to ensure teaching matches the individual needs in the class.

#### **How does the school identify whether a child has potential barriers to learning?**

All pupils are monitored closely by the leadership team, class teachers and also the pastoral support team as it is anticipated that they will make expected progress relative to their starting point. Data relating to children's progress is held centrally and a child may be deemed as having potential barriers to learning if progress;

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the Attainment gap.

In addition, professionals are also alert to other events that can lead to learning difficulties if their impact is not acknowledged and minimised.

#### **How does the school support a child with potential barriers to learning?**

Any child identified as making less than expected progress will be discussed in staff meetings. This will raise staff awareness that there are concerns and may result in further modification to wave 1 teaching to ensure the child is fully integrated into lessons and can access the curriculum. High quality teaching targeted at the child's specific areas of weakness may be sufficient to ensure progress. Where concerns still exist, specific problems may be addressed by offering additional SEN support as seen fit by the SEN team. Initially, this may take the form of more specific in-class intervention or being withdrawn in a small group to focus on particular areas. Such intervention will be carried out by teaching assistants who have been trained in delivering them, under the supervision of the SENCo. The impact of these is monitored through entry and exit data. Any child can access this support, regardless of SEN.

Intervention will take into account individual needs and will support all areas of the Code of Practice. This covers:

- Cognition and learning (specific or general learning difficulties)
- Communication and Interaction (specific or general communication issues, including speech and language and autism difficulties)

- Social, Emotional and Mental health (that may pose barriers to learning, including short term issues like bereavement and longer term issues such as ADHD)
- Sensory/physical needs (for those with a disability or sensory impairment)

If a child still fails to make progress, more in-depth assessment may be undertaken which will be administered by the SENDCo, who is BPS registered for educational testing. This may result in further support being identified for either cognition and learning or social, emotional and mental health. The views of the parent and the child will be considered as interventions are reviewed and reconsidered. All interventions are coordinated by the SENDCo, who is responsible for allocating children to interventions and overseeing the SEN budget.

Where a student is identified with SEN, action will be taken to remove barriers to achievement and put effective SEN provision in place. This takes place in the form of a four-part cycle known as the Graduated Response.

### **The Graduated Response**

- **Assess**

As a school, St Egwins recognises the importance of identifying students' additional needs and we strive to identify these at the earliest point possible, with consequent follow-up of effective provision to improve long-term outcomes. The SENDCo and subject teachers make regular assessments of progress for all pupils.

- **Plan**

Once a student has been identified as requiring additional support, all staff will be informed and suggestions will be made to modify wave 1 teaching. At this point, some students will be offered interventions to allow opportunities to catch-up with peers. Parents will be notified of this. Students with persistent difficulties or those with an EHCP will be placed on the SEN register. All students who are placed on the SEN register will have an SEN passport drawn up to outline their specific needs and to inform staff of how to differentiate their lessons to provide quality first teaching and inclusive education for the individual. It is school policy that staff read and adhere to the advice contained in these documents.

- **Do**

All teachers are teachers of SEN and therefore will remain responsible for working with students on a daily basis, with support and advice from the Learning Support Department. In addition, the SENDCo will provide in-class support where required, through the deployment of Teaching Assistants, additional lessons and small group interventions in a variety of skills and subject.

- **Review**

The effectiveness of support and intervention is reviewed throughout the year. At the end of each intervention cycle, pupil progress meetings will be held to assess impact which will be measured through academic progress, parental, student and staff feedback.

Where a student continues to make less than expected progress, despite evidence based support, the school will consider involving specialist agencies. Permission from parents/carers will be sought before any specialists are contacted. If your child is on the SEN register, you will have the opportunity for direct contact related to your son/daughter's progress throughout the year. This

contact can include; opportunities to meet with the SENCO at the annual parents' evening, official letters, feedback related to SEN targets, annual reports, learning assessments, phone calls home and individual meetings, where requested. If at any time a parent has concerns about their child, the SENCO would welcome contact to discuss this further.

### **Education Health Care Plans**

As a parent you have the right to request an Education Health Care Needs Assessment if you believe that, despite the school taking relevant and purposeful action to identifying, assessing and meeting the needs of your child, they have still not made expected progress. If you would like to request an Education Health Care Needs Assessment, please contact the SENCO to discuss this further.

### **How does the school inform parents of progress in general?**

The school provides regular information on student progress. Reports are sent home 3 times a year, in December, March and July. The March report is a full report whilst the others are progress reports, highlighting the level the child is working at, any behavioural concerns and the effort put into class and homework. There are also parents evenings offering the opportunity to discuss progress with specific members of staff. In November parents can meet the form tutors for a pastoral parents evening, whereas in April there is a more subject specific parents evening.

On a day-to-day level, all students have planners, which parents and carers should sign on a weekly basis. This clearly shows whether homework has been missed and whether there has been any inappropriate behaviour in class. It also contains the house points log so parents can see how the school has rewarded positive work and behaviour. Similarly, children can earn compliment cards and parents are notified, by letter, when certain thresholds have been reached. Finally, exceptional work is rewarded with certificates that are awarded in rewards assembly and then taken home for parents to see.

The curriculum is on the school website so parents can see exactly what the various subjects are studying in each year group. Children will be set for English and maths in year 6 and also for other core subjects in year 7 and 8. Where this results in a difference to the curriculum, parents will be informed in writing. Any homework received is written into the child's planner and posted on 'Show my Homework' (accessed via the school website) so parents can monitor what is set and support, where appropriate.

In addition to this, any child on the SEN register will have an individual provision map detailing the support made available to them at each wave of teaching. They will have specific targets linked to the provision so any impact can be evaluated as part of the assess, plan, do, review cycle. Parents will be invited to discuss their child's progress and help in the next planning cycle.

### **What support does the school offer for the child's overall well-being?**

St Egwins is committed to supporting the child in a holistic manner through its pastoral care system. As such, each child is placed within a form group with a tutor leading their pastoral care. These tutors work under the direction of a head of key stage, who represents a further pastoral contact for students and parents. The form tutors can be contacted via the school office where messages can be left. If possible, the best method of contact is via e-mail as staff are often teaching in the school day and are unable to take calls. In the first instance, parents can e-mail the school office, naming

the form teacher, so messages can be forwarded ([office@st-egwins.worcs.sch.uk](mailto:office@st-egwins.worcs.sch.uk)). All students also have a planner and there is space in these for messages to be sent.

Furthermore, the students at St Egwins follow a broad and balanced curriculum that includes RE and also PSHCE. They thus have opportunities to explore spiritual well-being and discuss a whole range of issues around their health and citizenship. Naturally, this involves disseminating core values and preparing them to take up meaningful roles in society. This is reflected within the school by the number of children offering support to others in the role of peer mentor. Please look at the school website for full details of the curriculum.

In addition to this, there is an extensive programme of extra-curricular activities that students are encouraged to take part in. This involves sporting activities as well as activities such as art, drama and eco club. Similarly, there is also a breakfast club available at school for any interested student to attend. It is open from 7.50 to 8.20 with a range of breakfast available, for a nominal fee (currently 50p). Some children choose to extend themselves further and sign up to become prefects or Young Leaders. Both of these offer opportunities to be really active in the school and wider community. For further information, the school website contains details on extra-curricular activities and also a calendar detailing what is on when.

Children with more profound emotional, social and mental health problems can access further provision. Both staff and peer mentors are available and key staff will do their utmost to ensure all students have every opportunity to be fully included in the school life. There is also a counsellor available to help young people with emotional and social difficulties. In addition, there are TAs trained in Cognitive behavioural Therapy and groups such as Moodmasters that can help our young people with emotional and mental health. Where appropriate, the school can help a young person and their family access external help with referrals to Early Intervention Family Support, bereavement counselling and also the Children and Adolescent Mental Health Services.

Finally, St Egwins believes that every child matters. Hence it has safeguarding systems in place to log any concerns any member of staff may have about the well-being of a particular child. The Designated Safeguarding Lead is Ms Gordon and all staff are aware of the procedures to follow to ensure any concern is investigated. In some cases children may be supported by social care and Ms Gordon works closely with this agency to help provide positive outcomes for these children and their families.

### **What specialist services can be accessed by the school?**

The school aims to provide as much support as possible using the expertise of its own staff. All staff receive training to provide strategies to ensure SEN children are fully integrated into wave 1 teaching. In addition the SENDCo has post-graduate qualifications in dyslexia and is registered with the BPS for educational testing. This allows more in-depth assessment to be completed in house which speeds up the diagnostic process and ensures students have appropriate support as soon as possible. There is also a qualified teacher who works 1:1 with children with specific learning difficulties, helping them to overcome any barriers to wave 1 teaching. Furthermore, the school has specialist TA support to help with emotional, social and mental health, providing 1:1 support and

counselling to identified individuals. There are also highly trained TAs who can offer maths support across the key stages.

Despite this, school recognises that external agencies can prove a valuable resource for some of our students. Those with a physical disability or sensory impairment are supported by specialist outreach teachers. Hence, school works closely with the Physical Disability support team and teachers of the hearing and visually impaired, whenever this is appropriate. Furthermore any child with an ASD diagnosis will receive support from the Complex Communication Difficulty team. School can also call on the Behavioural Support team to help individuals where emotional, social and mental health issues result in them struggling to maintain appropriate learning behaviours.

In addition to this, school also liaises closely with colleagues in the health sector. The school has access to a school nurse that offers drop in sessions for children and parents to attend. There is also a close connection with paediatric services that oversee the health of particular children. The school helps in diagnosis by ensuring all paperwork is completed and will liaise with this service to ensure positive outcomes for the child. In addition, school liaises with Occupational and Physio therapy services as well as Speech and Language therapy services, where appropriate. Furthermore, the school can refer children to the Child and Adolescent Mental Health service (CAMHS) if they feel a child needs specialist input in this area. The school is committed to supporting the child and their parents and carers in accessing the services of external agencies. The SENCO is responsible for liaising with any external support, including the child and their parent or carer as much as possible. In effect, the school provides provision in line with the Worcestershire Local Offer that can be found at the following address: [www.worcestershire.gov.uk/thelocaloffer](http://www.worcestershire.gov.uk/thelocaloffer)

### **How accessible is the school?**

The school has good facilities to help children with physical and sensory impairments. It has a bathroom management area located within the Sports Hall with disabled toilet, changing and shower facilities. In addition, it works closely with specialist teaching and health services to get children the appropriate equipment and technology they need to access the curriculum effectively. Every reasonable adjustment will be made to cater for individuals with specific needs, however, the school is a split-level site with two internal staircases and as such is not fully wheel chair friendly. Please contact the school and arrange a visit if you are concerned about any accessibility issue.

### **How does the school support children transitioning between educational settings?**

St Egwin's appreciates the importance of careful transition between settings. Once admission list become available, the Heads of key stages and the SENDCo begin to look at transition programmes. For pupils coming in to school, this will involve visiting each feeder school and discussing every child individually. For those with an identified SEN, information is even more detailed, with the transfer of all records of external agency involvement and provision. The SENDCo also attends any transition Annual Reviews of children with a statement. Some children may need extra transition arrangements and this could involve our TAs visiting them in their First school as well as the child visiting our school more frequently.

Similarly, St. Egwin's offers support for all children transitioning to high school. High school Heads of year and SENCOs visit the school to discuss all children. Extra care is taken with children considered

vulnerable and again all SEN records and provision are transferred. Extra visits are arranged for some identified children and the most vulnerable attend a transition programme that is run by an external provider, U turn. Every effort is made to ensure transition is as smooth as possible.

**Who can I contact for further information?**

The SENCo is responsible for providing support for all those with SEN. Currently the post is held by Mrs Carol Petit. She can be contacted via the school office. You can leave a message on 01386 446924 or e-mail her at the following address: [cpetit@st-egwins.worcs.sch.uk](mailto:cpetit@st-egwins.worcs.sch.uk). If you have any concerns, please do not hesitate to get in touch.

If you are not satisfied with the support offered to your child, please contact the SENCo as soon as possible. If you are still unsatisfied, contact the Headteacher via the school office- 01386 446924 or via the school website contact page, [here](#). For further assistance, it is also possible to contact the Governing body. The governor attached to the SEN department is Mr N Jeacock and he can be contacted via the school website contact page, [here](#).

Carol Petit

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