

ST EGWIN'S C.E.
MIDDLE SCHOOL

SEN Policy/Information Report

Updated – October 2020

Review Date – October 2021

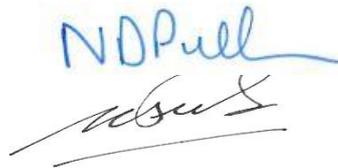
Signed by:

Head Teacher Mr N Pullan

Chair of Governors Mr N Jeacock

Date Adopted October 2020

Date of Review October 2021



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. This takes place in the form of a four-part cycle known as the Graduated Response.

The Graduated Response.

- **Assess**

All students are assessed regularly to ensure they are on track to meet their end of year targets. We strive to identify any additional needs as early as possible so that effective provision can be put in place to improve long-term outcomes.

- **Plan**

Once a student has been identified as having additional needs, all staff will be informed and advice will be given on how to modify wave 1 teaching. In addition, some students may be offered intervention to help them catch-up with peers. Students with persistent difficulties and those with EHCPs will be placed on the SEN register and staff will be informed of their specific needs and how to differentiate to meet these. These students will be discussed regularly in the SEN full staff monitoring meetings.

- **Do**

All teachers are teachers of SEN and will thus remain responsible for the progress of all students in their class with the support of the SENDCo. In addition, the student may be allocated time with a TA either in a small group or, if appropriate, 1:1 intervention.

- **Review**

The effectiveness of support and intervention is reviewed continuously. Pupil progress meetings are held to assess the impact measured through academic impact and student, parental and staff feedback.

Where a student is still making less than expected progress, school can seek advice from external agencies. Permission from parents/carers will be sought before any specialists are contacted. Any subsequent advice received will be built into the student's support plan with the four-part cycle starting again. Children on an EHCP also will have an annual review to discuss progress and parents will be invited to attend and contribute to this process. Parents will however be encouraged to contact the SENCo at any point to discuss their concerns. Outcomes for children are improved substantially when school and home work together.

Education and Health Care Plans (EHCPs)

Students with persistent or multiple, complex learning needs can be referred to the LA for an Education and Health Care needs assessment. This can be instigated by school, in consultation with parents. Similarly, if a parent feels their child would benefit from such an assessment they have the right to request one directly from the LA. If that were the case, it would be beneficial to contact the SENCo to discuss the matter 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. Reports clearly indicate the student's progress highlighting the level the child is working at, whether they are on track to make end of year targets and 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. These take place in November and April.

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. In addition to this, the school uses E-praise to award children merits for positive work ethics. The same system is used to monitor a student's negative attitudes to work, behaviour and homework. This is all accessible to parents who can see how their child is managing on a daily basis. 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 (admin@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. 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 items available and is free for all students. The club is led by qualified TAs who assist students in social skills and preparing them for the day ahead alongside providing their breakfast! 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 also works closely with an educational psychologist (EP). Rebecca Pritchard is an experienced EP that supports the SENCo in identifying barriers to learning that may be due to cognition, complex communication needs or social, emotional and mental health needs.

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

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. The school's accessibility plan can be found on the school's website.

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. Egwins 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, Be You. 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. 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 admin@st-egwins.co.uk. For further assistance, it is also possible to contact the Governing body. The governor attached to the SEN department is Jayne Nicholls and they can be contacted via the school.

Carol Petit

Up-dated September 2020

Covid addendum to SEN Policy/Information Report

In these unprecedented times, St Egwins remains more committed than ever to ensuring all students achieve their potential. As such, the school is implementing a recovery curriculum driven by the wider needs of our school population many of whom have suffered unparalleled disruptions to their schooling in the last year. Our aim is to support these students as much as possible whilst also maintaining a safe environment for staff and students alike.

The essential elements of our SEN policy remain. All children are monitored closely and staff are vigilant to any gaps that may have appeared on either an academic, emotional, social or mental health basis. Similarly, school still strives to support teachers differentiate their wave 1 teaching to meet the needs of all – more than ever, we are all teachers of SEN. Our PSHCE and pastoral curriculums are also focusing all children into their general well-being providing them with the tools to cope with the current climate. Students are monitored carefully in terms of these coping mechanisms via a new digital platform that gathers and analyses issues that may affect their well-being. Bounce together is allowing us to monitor and flag up issues on any child in our setting. Finally, any child receiving specific support is still catered for via the Graduated Response. External agencies are still commissioned to work with children and subsequent advice is written into support plans which are reviewed regularly.

In general, school continues to monitor students closely and keep parents informed of progress. The school runs an E-praise system that parents can access to check on merits gained and any de-merits given with accompanying reasons. This has temporarily replaced the planner system as a means of communicating with home. The system is also used to issue reports so parents could see their child's progress. Parents evenings also will take place as usual just remotely via teams rather than face to face.

Despite this, there have been necessary changes to our SEN approach. The need to comply with Covid risk assessments has required school to adapt its support mechanisms. These are outlined below;

- All classes are now taught in specific bubbles. Within these bubbles, students are seated in accordance with a seating plan which is carefully designed to support them in a variety of ways. These class bubbles are mixed ability and are taught in the same room for every lesson to minimize movement around the building. Teachers have to maintain a social distance within the room as they teach across bubbles and there is a need to reduce cross contamination. Similarly, TAs are unable to support in the classroom as they too work across bubbles. As a result of these precautions, school can mitigate the impact of any positive Covid test so the impact of any need to self-isolate is limited and the education of students is protected to a greater extent.

- Interventions to help specific students can continue as each year group has an allocated access room. Within this room, TAs can work with specific students on specific interventions. Currently, interventions are running for both English and maths as well as emotions and emotional regulation. Outside agencies can similarly make use of the access rooms – currently some year 8s have a dedicated BeYou session run by Steve Boycott to help with their confidence and resilience.
- School has also established a comprehensive home learning platform. Those students who do have to self-isolate have easy access to work that can be completed at home. This serves to reduce the risk of disruptions in education leading to increasing gaps between peers. As part of this, school has compiled a list of students who may be facing elements of digital poverty that may deny them access to home learning. Such students are catered for by sending work packs home and monitoring access to this with regular phone calls. Self-isolation should not therefore affect a student's ability to achieve their potential.
- School is maintaining its broad and balanced curriculum. Students still have access to some specialist rooms and for some subject, specialist teachers travel to them! Unfortunately, provision around the school day cannot currently be offered. The need to keep teaching spaces separate creates barriers to our wrap around care. Our priority is to reinstate as much of this as possible when the risks allow. For now, keeping education opportunities open to all children by maintaining a healthy site, staff and student body has to take precedence.
- In a similar way, with limited space and staggered lunchtimes between key stages, it has not been possible to support with homework club. However, staff and parents are able to monitor those struggling with homework via e-praise and offer advice and encouragement to those affected. Similarly, e-praise is issued to celebrate achievement. As a school, we are unable to get together communally but all staff can see how well students are doing and form tutors celebrate merits continually. In addition, the Headteacher does regular virtual assemblies to help maintain our sense of community and to help us celebrate our achievements together.

In conclusion, there are many elements of our SEN support that remain consistent. The school is working hard to support and celebrate all students. The necessary amendments to student support are all designed to keep the school as safe as possible and maintain education for as many students as possible. If you have any concerns about how your child is supported, please do not hesitate to contact the SENCo: cpetit@st-egwins.worcs.sch.uk

Carol Petit

October 2020