



ST EGWIN'S C.E. MIDDLE SCHOOL

SEN Policy/Information Report

Approved October 2022
Next Review September 2023

Headteacher

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Our school's approach to supporting pupils with SEND

The SEN support available at St Egwin's is closely linked to our school vision:

***Our Community fosters dignity by
valuing every individual
and their God-given uniqueness.***

***We endeavour to act justly, showing
love and respect.***

***We thrive through growing resilience
and living together gratefully with joy.***

As such, St Egwin's CE Middle school is an inclusive, mainstream school that recognises that all students have God-given uniqueness and thus will have individual learning needs. By providing high quality classroom teaching, we try to ensure that an individual learning need does not become a special educational need. Consequently, all 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. Hence, every child should have their needs met within the classroom and thus have full access to the broad and balanced curriculum at the heart of our educational offer. St Egwin's acknowledges that as a middle school, we provide a unique environment where resilience and independence can be nurtured prior to moving onto high school.

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.

The Children and Families Act (2014, part 3) states that "A child or young person has special educational needs (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

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.

The aim in KS2 (year 6) is to minimise the need for curriculum displacement by dealing with students with barriers to their learning within their mainstream lessons. This ensures the student has full access to a broad and balanced curriculum. Hence, core lessons in English and Maths are taught in sets so that teachers can match their teaching to the specific needs of their set. Hence, a child with dyslexic type difficulties may be in a smaller set (dependent on their needs) that allows more focus on basic skills such as the teaching of phonics. This is helped by combining English with the teaching of humanities (History and Geography). This means a student is taught by a specialist English teacher 16 times over a fortnight. The humanities lessons can thus also be set up to support the goals of a particular English group.

If a child still fails to make progress, more in-depth assessment may be undertaken which will be administered by the SENCo. 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 SENCo, who is responsible for allocating children to interventions and overseeing the SEN budget.

Intervention will be individualised and thus consider the individual's unique needs. Such support can be offered across all areas identified in the SEN Code of Practice (2014). 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)

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. Wherever possible, this will be done within the curriculum lessons so that students still get the benefit of a broad and balanced curriculum.

- **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 SENCo. 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 (if they are felt to need in excess of 20 hours support). 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 November, February 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 March.

On a day-to-day level, parents can monitor their child via EduLink. This app 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. Exceptional work is also rewarded with certificates that are awarded in achievement assembly and then taken home for parents to see. EduLink also provides a platform for monitoring what homework has been set and provides a link through which parents can contact staff.

In addition to this, 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. Any homework received is written into the child's planner and posted on EduLink so parents can monitor what is set and support, where appropriate.

Furthermore, any child on the SEN register, or being monitored by the SEN department, will be carefully scrutinised by the SENCo to ensure they are making progress against their end of year targets. These will be 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 at parents' evenings and be invited to help in the next planning cycle.

Alternative Curriculum provision

In year 7 and year 8, a small number of students are offered an alternative curriculum provision. This is designed to boost progress and confidence by allowing students to follow a slightly modified curriculum aimed at consolidating basic skills before transition to high school. Hence, this group has slightly more Maths and English, they only do one foreign language (Spanish), their science offer is aimed at their needs and they do more functional ICT delivered through other lessons. They also complete skills lessons aimed at improving

their understanding of themselves as learners looking at meta-cognition and how to maximise their learning strengths and minimise any learning weaknesses. This will help them move up to high school with greater resilience and independence to meet new learning challenges

Alternative provision

On occasion, an individual student may need alternative provision to help support them at school. For some students, this may involve offering them a modified curriculum to reduce stress and anxiety in the school day. In such cases, the school offers a supervised work room that allows students to opt out of certain lessons (with parental permission) but still have access to the curriculum content, working in a smaller environment with TA support. Sometimes the school may work with an external provider to help support students through difficult times. This will be offered only after discussion with the student and their parent/carer and will involve, wherever possible, county approved providers.

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

St Egwin's 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 or directly through EduLink. 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.

Furthermore, the students at St Egwin's 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. Some children choose to extend themselves further and sign up to positions of responsibility allowing them 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 a Cognitive Behavioural Therapy approach

that can work with individuals and specific groups 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 Egwin's 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 can complete further 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. The Equality Act (2010) places the onus on school to make reasonable adjustment and as such every effort 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 wheelchair 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 SENCo also attends any transition Annual Reviews of children with an EHCP. 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. 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.worcs.sch.uk. For further assistance, it is also possible to contact the Governing body. The governor attached to the SEN department is Sarah Reed and they can be contacted via the school office.

Carol Petit

Up-dated October 2022