



School Information Report - Children with Special Educational Needs and/or Disabilities (SEND)

At Catshill Middle School we ensure that we meet the individual learning needs of all our pupils through our quality first teaching and learning, providing differentiated work and a personalised approach. We have high expectations for all pupils, including those with special educational needs and/or disabilities, ensuring the best possible progress for every pupil through an exciting, Enquiry and Discovery Curriculum which has opportunities for multi – sensory and hands–on learning. Every child is valued and included in all aspects of school life including trips, visits and special events.

This document is intended to give you information regarding the ways in which we support our pupils, including those with SEND, to enable them to reach their full potential. Some of our strategies, skills and resources are listed below, however, support is tailored to the individual child and provision is modified regularly.

What is Special Educational Needs?

A child or young person has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person is considered to have a learning difficulty or disability if they: ‘have a significantly greater difficulty in learning than the majority of others of the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age’. (Code of Practice 2014)

How do we identify children as having a Special Educational Need/Disability (SEND)?

At Catshill, we believe that high quality teaching that is appropriately differentiated for individual pupils is the first step in responding to possible special educational needs. Teachers identify needs in class and provide manageable targets for all pupils. These targets are reviewed each half term, needs identified and interventions put in place where necessary. Interventions are analysed each session to ensure the best possible progress is made. Overall progress is reviewed every term using a variety of assessments including baseline, GL and our own school assessments which are based on SAT style assessments at the child’s level of reading or maths, and moderated writing tasks. This data is analysed

by the SENCO and a member of the senior leadership team (SLT), to review individual pupil progress and shape teaching. Identifying needs early is key. The insight of parents, children and young people themselves are also a necessary part of the process. Where it is deemed appropriate, some children are also assessed through external agencies.

How do we plan to meet the needs of children with SEND?

The school uses Worcestershire's Ordinarily Available handbook as a guide to identifying if there is a special educational need and/or disability and to help identify the levels of support that should be expected.

www.catshill-middle.worcs.sch.uk/parental-information/important-documents?task=download&id=68

This covers the four broad areas of SEND:

- **Communication and interaction needs**
- **Cognition and learning needs**
- **Social, emotional and mental health needs**
- **Sensory and/or physical needs**

All pupils access the curriculum, though it is recognised some children may need adjustments to this in order to make progress. For pupils that need SEN provision, the school operates a graduated response to their needs. This acknowledges that quality support starts in the classroom but some children will benefit from specific support from school in the form of further interventions or external agencies and as such, will be categorised as requiring SEN support. They will be placed on the school's SEN register, which is monitored centrally by the local authority and will have an individual Pupil Profile and Assess, Plan, Do, Review targets for each lesson. Children are set for English and Maths to allow for smaller, teacher led focus groups in order to close the gap in core subjects. Where necessary, adaptations are made to enable all children to access all areas of school life. This includes school trips and events which all children engage in. Trips are meticulously planned, risk assessed and where necessary adaptations made to transport, groupings or additional adults (including parents). Activities are carefully chosen so that nobody misses out.

Though we work hard to meet all needs from school expertise, sometimes further intervention is requested from specialist external agencies. For children with further needs an Education, Health and Care Plan may be applied for.

What is an 'Education, Health and Care Plan'?

From September 2014, 'Statements of Special Educational Needs' were replaced with a single 'Education, Health and Care Plans' (EHC) for children and young people with the most complex needs. The creation and delivery of these plans will be led by the local authority with schools developing and reviewing these plans with parents. Children with existing Statements will transfer to the new system within three years.

What Other Agency involvement does the School employ?

Where needed, the school brings in expertise from specialist external agencies. Catshill has access to the following Outside Agencies:

- Educational Psychologist
- Integrated Specialist Support (ISSS)
- Chadsgrove Teaching School Alliance
- Complex Communication Difficulties/ Autism team (CCD)
- Occupational Therapy
- Speech, language and Communication Therapy
- Outreach Disability support
- Child and Adolescent Mental Health Services
- School health nurse
- Teacher of the Deaf
- Career advice given by our local High Schools during Year 8

What specific resources does Catshill Middle School offer?

A range of support is available:-

Cognition and learning

English:

- Support with the daily Accelerated Reading programme
- Direct Phonics teaching – Read, Write Inc. Fresh start phonics
- Precision teaching – i.e. Pre-learning vocabulary for Dyslexia support
- Better Reading – 1:1 Close the gap intervention
- Rapid Reading – ICT supported decoding and comprehension intervention
- Lexion – personalised ICT support programme
- Speed Up – kinaesthetic handwriting intervention

Maths:

- Numicon
- Booster programmes and 1:1 programme
- Lexion – ICT programme

Social Emotional and Mental Health

- Individual Behaviour Plan or a Pastoral Support Plan
- Planning for transition times
- The Orchard, a full time nurture base led by specialist staff
- Pupil Support Room, led by a specialist behaviour manager

Communication and Interaction

- The Orchard use a range of programmes to support pupils including Talkabout and Social stories
- TA led Speech and Language programme

Sensory and/or Physical

- Supported changing facility
- Alternatives to traditional written formats considered, i.e. ICT

The school also has access to assistive technologies such as wobble cushions, recording devices, grips and pens, writing boards, laptops and coloured overlays. Where necessary, adaptations are made to resources, curriculum or classroom environment.

What specialist expertise does the school have access to?

There are members of staff within the school with specific expertise in SEN, as well the ability to call on external experts:

Internally:

- Qualified Special Educational Needs Co-ordinator (SENCo)
- Orchard support staff qualified in SEN (specialism Autism)
- Pupil Support Manager
- Specialist trained Teaching Assistants that can deliver specific interventions based on their skillset – i.e. SALT (Speech and Language Therapy), Phonics, Writing, Speed-up and Movement programme, Lexion and Clicker 6 programmes

Externally:

- Educational Psychologist
- Integrated Specialist Support (ISSS) i.e. hearing, visual, multi-sensory and medical.
- Chadsgrove Teaching School Alliance
- Complex Communication Difficulties/ Autism team (CCN)
- Occupational Therapy
- Speech, language and Communication Therapy
- Outreach Disability support
- Child and Adolescent Mental Health Services

- School health nurse
- Teacher of the Deaf
- Early Intervention Family Support
- Career advice given by our local High Schools during Year 8

Regular training (CPD) in areas of SEND enables all staff to be confident in teaching children with diverse needs.

How is a pupil with SEND monitored to ensure they are making progress?

All pupils on the SEN register will have an Individual Pupil Profile that clearly states strengths and weaknesses and the relevant strategies and interventions needed to work towards achieving personal outcomes. These profiles are sent to parents twice a year. In addition, pupils have Assess, Plan, Do, Review forms that are used by all teachers to coordinate targets. These are reviewed half termly and discussed in Pupil Progress Meetings. Targets that are achieved are replaced by new ones and those that need further practice are continued. Where targets are not achieved after more than one review, specific interventions are put in place.

The school also monitors the quality of individual and group interventions by scrutinising practice, through lesson observations and provision management of intervention plans and this is reviewed regularly and evaluations are carried out for the individual child and intervention group for assessment of effectiveness and progress made.

School and subject assessment is monitored by teachers and management regularly.

How do we involve pupils and their parents/carers in identifying Special Educational Needs and how we plan to meet their needs?

Pupil Profiles are reviewed and updated with parents and pupils twice yearly, including rates of progress made, through a 'Pupil Voice' section and a space for parent comment. This is vital as it is a chance to hear the child discuss any worries/concerns they may have as well as positives of what they enjoy about coming to Catshill Middle School, and what are they proud of and an opportunity for parents to express any concerns or suggestions they might have that would improve the school experience of their child. In this section parents are encouraged to add any relevant information/updates or any comments to add to the profile they have received which informs what the next steps will be in the child's learning.

In addition, there are two scheduled parent meetings a year where the SENCO is available.

It is, however, encouraged that parents make additional appointments to discuss their child's needs and progress in more detail. Contact details are available at the end of this document.

Should the need arise where all other avenues have been taken, (i.e. class teacher/SENCo) and you are unhappy with the service you are provided within the Special Educational Needs Department, please follow our complaints procedure document below.

<http://www.catshill-middle.worcs.sch.uk/parental-information/school-policies?task=download&id=95>

How does the School support emotional and social development and prevent bullying?

Catshill believes that children perform best when they are safe and happy. We have a designated space for social and emotional development (Orchard) run by a specialist Teaching Assistant with a wealth of experience. We run a variety of interventions from social skills workshops, mentoring to gardening groups.

The Orchard Team are fully involved in transition. Extra transition is run for children in both Year 4 entering the school and Year 8 as they leave for High School. Liaison with other schools is seen as essential to ensure a smooth movement between schools for our more worried children.

The School takes a serious view on bullying as can be seen in our bullying policy.

What transition arrangements are available for children with SEN?

Transition from one school to another can be stressful especially for children with SEND. Catshill ensures smooth transition by providing extra visits to the school in the summer term for pupils identified by first schools as needing extra support. Children new to the school are given peer support through the 'buddy system' and have access to Orchard Nurture support where necessary. Meetings between schools to ensure information is passed on are arranged early and parents are welcome to speak to the SENCo by arranging an appointment to discuss any concerns.

Accessibility

Catshill is an old school and has a number of stairs within the building even on the first floor. Most rooms are accessible through access doors in the community library, through the gym or the courtyard (though entrance to school may need a ramp for wheelchair users). Second floor rooms are not currently accessible. If your child has need of increased accessibility, it is essential to let the school know well in advance so that consideration can be made and

access viability discussed. Please ask for the separate access plan if you require further information.

How does the school support Looked After Children with SEN?

Looked After Children have a designated member of staff, Mr P Essenhigh, who deals with reviews and information concerning individual children. Information and recommendations are passed to the SENCo where required and interventions put in place sensitively.

Who is responsible for SEN in the school?

The day-to-day management of the SEND is the responsibility of the SENCo (Special Educational Needs Co-ordinator) and SENCo Support.

SENCO: Mrs A Teasdale

SEN Support: Mrs T Andrews

Tel: (01527) 872431

(01527) 872431 Ext: 320

Email: at232@catshill-middle.worcs.sch.uk Email: tra27@catshill-middle.worcs.sch.uk

In the first instance, it is always best to discuss any concerns with your child's class teacher. However, the SENCO/SENCO Support are always available and will aim to respond to you as quickly as possible. Please contact us either directly on the above numbers/emails or through the school office.

The School Governor responsible for Teaching and Learning, including Special Educational Needs is:

Mrs Anna Smith

Where can further information on what is available locally, be found?

Worcestershire Local Offer for SEND can be found online at:

www.worcestershirelocaloffer.org.uk

Further information about the new SEND Code of Practice can be found on the NASEN website where you can download-'Everybody Included - The SEND Code of Practice Explained'.