



SEND Information Report 2018/2019

Providing for the needs of SEND pupils

Parkside Middle School is an inclusive school that offers a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems and sensory or physical needs. We tailor our support to individual need so we can maximise progress.

We welcome all students into our school regardless of their individual needs and we will strive to fully meet their needs. We recognise our responsibility to nurture our students whatever their individual needs and to encourage and help each child to achieve their full potential, not only intellectually, but also physically, creatively, emotionally and socially.

What are the aims of our provision in regards to pupils with special educational needs and/or disability?

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 - Communication and interaction,
 - Cognition and learning,
 - Social, mental and emotional health,
 - Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs (SEND) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- **Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

How can I access the school’s SEND Policy?

Click here to access our [SEND Policy](#)

In addition, the following policies are attached for information about Parkside Middle School:

- [Safeguarding Policy](#)
- [Single Equality Policy](#)
- [Behaviour Policy](#)
- [Anti-bullying Policy](#)

How will the school / staff support my child/young person?

The class/subject teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCo) know as necessary.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCO is responsible for:

- Coordinating provision for children with SEND and developing the school's SEN policy.
- Providing professional guidance to colleagues and works closely with staff, parents and other agencies.
- Liaising with a range of outside agencies who can offer advice and support to help pupils overcome difficulties.
- Write SEND Information Report which MUST be published on the setting website and updated annually.
- Providing opportunities for whole school training to ensure that all staff are confident about meeting a range of individual needs.
- With the Senior Leadership Team, monitor the progress and effectiveness of provision.
- Ensuring that parents are:
 - Involved in supporting their child's learning
 - Kept inform about the level of support their child is receiving
 - Included in reviewing their child's progress
 - Consulted about transitions to new class or school

Special Educational Needs Coordinator (SENCO):

Mrs Michaela Moffatt

SEND Administrator

Mrs Emma Dallaway

What is the SEND Governor responsible for?

Governor with responsibility for SEND:

Dean Caswell

Claire Blincoe

Can be contacted through the clerk to the governors, Mrs Longbottom on 01527 873660

Is responsible for:

- Supporting the school to evaluate and develop their provision for pupils with SEND.
- To liaise closely with the school SENCO.
- To support and challenge the Head teacher and SENCO with regards to SEN within the school.

How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional need.

What should a parent do if it thinks their child may have special educational needs?

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher/subject teacher/ head of year. This then may result in a referral to the school SENCO.

Parents may also contact the SENCO or the Deputy Head teacher directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How is expertise and training shared amongst staff in relation to children and young people with SEND?

The school works closely with a range of outside agencies to support students and their families.

As part of our local offer, Parkside Middle School will have very close links with health services, social care and education services. We have very good relationships with a variety of outside agencies that come into school to work with and offer advice and support for individual children with SEND.

As a result of this all staff, including teachers, learning support assistants and lunch time supervisors are frequently involved in whole staff INSET focusing on specific SEND.

All staff are given Safeguarding, child protection and Prevent training, annually and are fully aware of the safeguarding procedures.

Mrs Rebecca Jenkin, Deputy Headteacher is the Designated Senior Leader in the school for safeguarding.

Audit of staff expertise in SEND undertaken annually

- SENCO has completed National SENCO Award Qualification
- Effective use of Learning Support Assistants across all subjects
- Individual Training (Speech, Language and Communication Needs; ADHD; ASD)
- Specialist expertise engaged from external services – Learning Support Team; Complex Communication Team; Team Teach; Educational Psychologist support; CAMHS; Early Intervention (The school has an on-site Family Support Worker, Miss Gaynor Hall)

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties

Enhanced training has been provided to Higher Level Learning Support Assistant (HLTA) and the SENCO/Assistant SENCO on:

- Thrive Provision
- Talk about

- Lego Therapy
- Specific Learning Difficulties

The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Learning Support Assistant.

The Governors, Dean Caswell and Claire Blincoe, with specific responsibility for SEND, has completed the SEND Governor training.

How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 - classroom observation by the senior leadership team, the SENCO and external agencies
 - ongoing assessment of progress made by pupils with SEND
 - work sampling and scrutiny of planning to ensure effective matching of work to pupil need
 - teacher meetings with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND
 - pupil and parent feedback on the quality and effectiveness of provision/support provided
 - attendance and behaviour records
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Action relating to SEN support will follow an assess, plan, do and review model:
 1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
 3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets, taking into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
 4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
 2. Specialists in other schools e.g. teaching schools, special schools.
 3. Social Services
 4. Health partners such as School Nursing Team, Hearing and Vision Impairment Team, Occupational Therapy, Chads Grove outreach, Specialist Medical Teams such as Diabetes Nurse and Cystic Fibrosis Nurse and Child & Adolescent Mental Health Service.
- N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being put in place.

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

Parkside Middle School is fully inclusive and aims to meet the needs of all our students and their parents/carers.

We strive to involve all students and ensure all students including those with SEND can engage and be active in the whole school life. This is firstly through support within the mainstream classroom by providing quality first teaching.

At Parkside Middle School we also:

- Complete and have up to date risk assessments which ensure risks are covered so allowing access to all activities.
- All students have the opportunity to attend visits (including trips abroad) and risk assessments are again completed ensuring access and where required one to one support is provided.
- Reasonable adjustments are made on sports day so all students can participate.
- In P.E adjustments can be made to support the P.E curriculum.
- We have some specialist equipment to ensure all students are engaged in activities, including Dragon Dictate laptops, tablets, writing slopes etc. We work in close liaison with agencies such as Occupational Therapy and Hearing and Visually Impaired services to support students and make reasonable adjustments where necessary.
- After hours and lunchtime clubs are adapted to involve all students: these include homework support club, reading clubs and sport clubs to name a few.

How does the school evaluate the effectiveness of the provision made for pupils with SEND?

To evaluate the effectiveness of provision provided for our children with SEND, we use the following tools:

- A whole school provision map which lists all provision throughout the school and is updated and reviewed regularly.
- Multi agency meetings take place as appropriate, involving all those involved in health, social and education to evaluate and review the most effective provision provided for individuals.
- Key members of staff have been trained to implement a range of different provisions and will constantly monitor and review the effectiveness of the provision. This will be shared with the class teacher, SLT, the child, parents/carers and other individuals involved with the child.
- A SEND department action plan is developed and shared with the Senior Leadership Team and Governors highlighting provisions and its effectiveness.

- Support staff are involved in monitoring interventions and being supported in delivering and using these interventions by outside agencies.
- Regular Pupil Progress meetings with the wider curriculum team to review and monitor progress of all children; this helps to plan targeted intervention for specific individuals or groups of children.
- Impact tracking is completed at least termly and adaptations to provision made in light of these findings.
- Progress and evaluation is reported to Governor with responsibility for SEND.
- Annual Report to the Governing Body and SEND Information Report, posted on school website.

How are arrangements for assessing and reviewing pupils' progress towards outcomes made, including opportunities available to work with parents and pupils as part of this assessment and review?

In line with the SEND code of practice all children will be aware of their assessment targets and the outcomes for which they are aiming. We strive to improve students' literacy and assess students on a standardised reading test every year. Students receiving additional literacy interventions, such as phonic intervention, are assessed every half term to evaluate the effect of the intervention and change if necessary.

CATS (Cognitive abilities tests) tests are carried out. These tests are in verbal, quantities, and non-verbal skills and help the school identify students' strengths and weaknesses, providing additional support where necessary.

The school uses internal assessment data to show progress of groups of children against national expectations. Steps of progress are planned for each half term in line with the whole school target tracking systems.

We are currently in the process of developing support plans and are transferring any statements on to Education Health Care plans. When carrying out this process the child and parent will be at the centre of the assessment, review and planning process.

Additional arrangements include:

- Data tracking for pupil progress
- Support plan and EHCP/Statement Reviews
- Observations and follow up
- Parents meetings.

What is our approach to teaching children and young people with SEND?

We will strive to achieve this by having teaching and support staff who will provide an excellent learning environment that supports and enables every child to reach their full potential.

We have the highest expectations and recognise the importance of developing moral values, good conduct, respect, confidence and consideration of others. Parkside Middle School is committed to safeguarding and the PREVENT strategy. All pupils learn to accept and uphold our fundamental British values, and we are dedicated to meeting all pupils' individual needs in order for them to succeed in every area of school life.

To support children and young people with specific SEND we will constantly review implementation in line with the SEND Code of Practice and the Children's Family Act 2014.

How are adaptations made to the curriculum and the learning environment of pupils with SEND?

- Disabled parking spots marked and located closest to the school reception.
- All steps are edged appropriately to ensure they are easier for those with visual impairments to negotiate.
- A lift ensures the site is accessible to all.
- Three toilets available to ensure accessibility for visitors with a disability.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.
- A Thrive Room has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.
- Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

At Parkside Middle School, differentiation is vital to providing quality first teaching that caters for all children. The curriculum and environment are adapted to cater for and develop all children with SEND. We have developed a comprehensive provision map which shows what resources/interventions can be provided and are recorded for individual students. The provisions are grouped into **Wave 1**-differentiated teaching, **Wave 2** –small group work, **Wave 3** –intensive 1 to 1 work.

Students are placed into sets/groups using data and information from our feeder schools to ensure they can access the curriculum at the right level.

We have a homework policy for all students and clubs are available on different days for students to receive support in completing their homework tasks.

The SEND department will identify, with the support of other agencies students requiring access arrangements in the Key Stage Two SATs following the guidelines laid down by the Standards and Testing Agency. For example, this may be in the form of a reader, scribe, or extra time, depending on the needs of the student.

We have the highest expectations and recognise the importance of developing moral values, good conduct, respect, confidence and consideration of others.

To support children and young people with specific SEND we will constantly review implementation in line with the SEND Code of Practice and the Children's Family Act 2014.

We will provide quality first teaching that supports all students in our school.

The curriculum/learning environment may be adapted by:

- Groupings that target specific levels of progress;
- Differentiated resources and teaching styles;
- Appropriate choices of texts to suit the learner;
- Access arrangements for tests and examinations;
- Additional adult support

Parkside Middle School can provide support with administering medicines. Key staff have up to date first aid training as well as having training from an NHS nurse on administering epipens, supporting students with diabetes and specific care and medication.

What support is available for improving the social, emotional and mental health of pupils with SEND?

We actively encourage and promote the social and emotional development of all student, to endorse this, the following provision is on place:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- We have a 'School Council' who speak on behalf of the students and are well represented by students with SEND.
- Our pastoral and behaviour support team work with vulnerable students throughout the school and are available for when a need arises.
- We offer Thrive Provision and have several members of staff who are licenced practitioners. The Thrive approach has been developed to help us better understand children's behaviour and what it signals about their emotional development.
- **Our Lead Thrive Practitioner is Miss Natalie O'Hara.**
- [Link to Thrive Website.](#)
- We have close links with the Behaviour Support Services, Educational Psychology service and CAMHS to support the emotional needs of students and their families.
- To support our parents we have drop in coffee mornings, where possible with a guest speaker to help empower and inform parents.
- Parkside Middle School has a prefect system and a peer mentor system.

Furthermore, pupils are supported by:

- An anti-bullying policy that is supported by a specialist trained member of staff, **Mr S Swaffield, Pastoral Manager and Mrs S Persich, Assistant Pastoral Manager.**
- An Inclusion team that provides programmes such as Thrive Provision; anger management; self-esteem building, Lego Therapy, Talkabout and Yoga.
- Targeted support for individual pupils through a range of programmes offered outside agency support. For example, 'Friends for Life'; 'CRUSH' and 'RESPECT'.
- Pupil Voice – our pupils are encouraged to complete the Pupil Pass survey and their views are taken in to account.

How are pupils with medical needs supported? (Statutory duty under the Children and Families Act)

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.

Staff who volunteer to administer and supervise medications, complete formal training and be verified by the school nurse as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

How will parents be helped to support their child's learning?

Please look at the school website where you can access resources that we have found useful in supporting parents to help their child learn at home:

[Parkside School Website](#)

In addition:

- The class/subject teacher or SENCO may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- The termly newsletter includes a section that identifies local learning opportunities.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

How are arrangements made for consulting parents of children with SEND about, and involving such parents in, the education of their child?

At Parkside Middle School we will hold:

- 4 parent evenings per year for all students, and an additional 'settling in' parents meeting offered year 5.
- Provide 3 progress review reports a year for attainment, behaviour and effort from the students subject teachers.
- Provide a more detailed progress and attainment report at the end of the academic year with detailed comments and behaviour and effort grades.

In addition to this we also:

- Arrange meetings for parents to come into the school and discuss progress or concerns with the SENCO or external agencies.
- Hold an Annual Review for pupils with Education Health Care Plans (EHCP).
- We have Pupil Passports for children with specific needs, which will require input from parents/carers and children.
- Telephone/Email conversations.
- SEND Coffee Mornings.
- Parent View.
- Partnerships Leader.
- Transition meetings.

What are the arrangements for consulting young people with SEND about and involving them in, their education?

- Discussions regarding their individual targets.
- Students with specific needs may spend some time with outside agency workers during the school day time, for example speech and language therapists, educational psychologists and learning support services. Parents will be informed of these visits and any outcomes involving their child's education will be shared.
- Students with specific needs may have additional classroom resources to support and involve them in their education. These may include: visual timetables, student profiles, resources provided by Occupational Therapy, positive behaviour charts etc.
- At the end of the year individual students with specific needs will also be involved in a transition plan. This may involve transition from our feeder First Schools to transition to high school.

- The children may be supported by additional learning support staff or behaviour support staff who will be fully involved in the student's target setting and be fully aware of the student's needs.
- Pupil Voice.
- School Council.
- Annual Reviews.
- Personal Interviews.
- Individual Pupil Passports.
- Behaviour Plans.

What would be the arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at school?

If you have any concerns about your child's provision you should contact **Mrs Moffatt, SENCO** who will be pleased to arrange an appointment.

In the event that you wish to speak to a member of the **Senior Leadership Team**, you should contact **Mrs Jenkin, Deputy Headteacher**.

A multi-disciplinary meeting may be held where input can be provided from all agencies involved with the child to best meet the Special Educational need.

If your concern is unresolved and you wish to pursue it further, the Local Authority has drawn up a complaints procedure (required under Section 409 of the Education Act 1996), which you may wish to consult.

The chair of the governing body is: Mr S Harris

In line with the new SEN code of Practice:

"11.71 The proprietors of academies, free schools and independent schools must, under the Education (Independent School Standards) Regulations 2010, ensure that a complaints procedure is drawn up which is in writing and is made available to parents. The procedure must allow for a complaint to be considered informally in the first instance and then, if the parent remains dissatisfied, there should be a formal procedure for the complaint to be made in writing. If the parent is still dissatisfied the complaint can then be heard in front of a panel of at least three people one of whom must be independent of the management and running of the school. Should the parent still not be satisfied they can complain, in the case of academies and free schools, to the Education Funding Agency (EFA) acting on behalf of the Secretary of State or, in the case of independent schools, to the Secretary of State directly. Both the EFA and the Secretary of State will look at whether the school handled the complaint properly, rather than the substance of the complaint."

[Complaints Procedure link](#)

What are the school's arrangements for supporting pupils with SEND in a transfer between phases of education?

At Parkside Middle School we have many arrangements to support transition, these include:

- Annual reviews for pupils with EHCPs.
- An Action/Transition plan drawn up with the transfer school.
- Liaison with the SENCO and feeder school, transferring relevant information to support a smooth transition to ensure appropriate support is available.
- Arranged taster sessions to the school and to sample different lessons and meet the staff.
- Vulnerable student school visits to gain confidence and meet staff whilst doing a selection of different workshop sessions.
- Year 5 Induction day: a full day at Parkside Middle School in the summer term. Students with SEN are supported during the day where appropriate.
- Individual visits made with the student and parent/carer and a chance to discuss needs in more detail with the SENCO.
- Within the school we have transition plans between age groups and key stages and work particularly closely on transition with our students with ASD who find change of routine difficult.
- The SENCO is in close contact with Year 4 staff in the pyramid of feeder schools and relevant staff at pyramid high schools.
- All paperwork for individual students is updated, prepared and passed on to transferring schools and colleges.
- Specialist Services are involved in transition meetings and providing additional advice and giving continuing support at transferring schools.
- Parkside Middle School provides a large selection of after-hours clubs and lunchtime clubs catering for student's interests and strengths.

Information on where to view the Worcestershire Local Authority's 'Local Offer':

[Local Authority's Offer website link](#)

Other Useful Links:

SENDIAS (Special Educational Needs and Disabilities Information, Advice and Support Service):

<http://www.worcestershire.gov.uk/sendias>

SEN Services and Support Groups:

http://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service/348/sen_services_and_support_groups

Autism West Midlands:

<https://www.autismwestmidlands.org.uk/>

Reach 4 Wellbeing:

<https://www.hacw.nhs.uk/starting-well/reach4wellbeing/>