



SEND Report

September 2016

This document has been created to inform parents and agencies working with SEND pupils about the SEND provision in place at West Moors Middle School.

All information provided is correct at the time of printing and will be reviewed annually at the end of every academic year.

A glossary is available for all underlined words at the end of this document.

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| <ul style="list-style-type: none"> • My child is in Year 4 and has an EHCP: | <ul style="list-style-type: none"> • If your child has a Statement of Special Educational Need (SEN) or Education Health and Care Plan (from September 2014) your child's First School should invite Miss Smith (SENCo) to the Year 4 Annual Review before transfer to West Moors Middle School. • You are also welcome to come and meet with the SENCo Miss Lucy Smith to discuss any concerns. Tel: 01202 872474 • Additional visits can be arranged and agreed between schools according to your child's needs. • In the summer term of year 4, Miss Smith and Mr Dover (Deputy Head) visit the First Schools, meet the children and <u>SEND</u> information about your child is passed on. This information is, in turn, passed on to all teaching staff, your child's tutor and the Teaching Assistants. • Parents of Year 5 are invited to a New Intake Parents' Evening in the Summer Term at West Moors Middle School • West Moors Middle School holds an Open Evening during September where prospective parents are able to look at what is offered by the School. There will be an opportunity to come and speak to the SENCo at this time. |
| <ul style="list-style-type: none"> • My child is in Year 4, does not have an EHCP but has additional needs: | <ul style="list-style-type: none"> • The First School SENCo will inform Miss Smith whether your child still has SEND needs by the end of year 4 and discuss the intervention they have had. They will advise us if this intervention needs to be continued and/or make recommendations as to how we might best meet the needs of your child. • You are encouraged to meet with Miss Smith to discuss any concerns or questions you might have about the support your child will receive at West Moors Middle School. • If your child's needs are still present by the end of Year 4, your child will automatically be placed on the SEND register in Year 5 in line with the New Code of Practice (September 2014) |

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| | <ul style="list-style-type: none">• The SEND register is reviewed twice a year. When your child's needs are above the criteria for SEND, s/he will be removed from the register. However, the description of his/her needs remains in the <u>school database (SIMS)</u> throughout their time at West Moors Middle School. The following codes are used on the SEND Register – I for intervention only, K where outside agencies are or have been working with the child, E for EHCP and N when a code has been removed as it is no longer necessary.• All teachers and support staff have access to the data on SIMs which is predominantly used for data tracking purposes.• West Moors Middle School has Teaching Assistants (TAs) assigned to Literacy and Numeracy groups as well as a trained Emotional Literacy (ELSA) Assistant. There are other Teaching Assistants, who are allocated to statemented/EHCP pupils, who may also support other pupils in the classroom.• In the first weeks, your child will take maths, reading, spelling and <u>Cognitive Abilities Tests (CAT Tests)</u> and complete a piece of independent writing. This information will be shared with staff and reported to parents. |
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| <ul style="list-style-type: none"> • My child is in Year 4 and has access to <u>Outside Agencies</u>: | <p>West Moors Middle School works closely with a number of outside agencies including:</p> <ul style="list-style-type: none"> • Teacher Advisors for Hearing Impaired (HI) / Visual Impaired (VI) • Educational Psychology services • CAMHS • Occupational and Speech Therapy • Paediatric Services • SENSS |
| <ul style="list-style-type: none"> • My child with SEND is starting West Moors Middle School, but not at the start of Year 5: | <ul style="list-style-type: none"> • You are encouraged to visit the school and meet the SENCo before your child starts at the school to discuss any intervention that may be required. • Your child's previous school should send over important documents and information about your child. It is helpful if parents provide any useful information and documentation as this will speed up the process and support your child's transition. • Your child's needs will be added to the school database and will be available to staff. • Your child may also be added to the SEND Register, if his/her needs meet the criteria dictated by the Code of Practice (2014) • The SEND Register is reviewed twice a year. When your child needs are above the criteria set by the Code of Practice, s/he will be removed from the register. The description of his/her needs, though, will still remain in the <u>Pupil database</u> throughout their time at West Moors Middle School. The following codes are used on the SEND Register – I for intervention only, K where outside agencies are or have been working with the child, E for EHCP and N when a code has been removed as it is no longer necessary. • Your child will take a maths, reading and spelling test and complete a piece of independent writing as soon as possible. The results will be passed on to teachers. • <u>CAT Tests</u> may be completed if appropriate. |
| <ul style="list-style-type: none"> • My child has Special needs and is leaving West Moors Middle School before year 8: | <ul style="list-style-type: none"> • Your child's SEND information will be passed on to his/her next school. |

SEND at West Moors Middle

| My Child | West Moors Middle School |
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| <ul style="list-style-type: none"> How does West Moors Middle School help my child with special needs? | <ul style="list-style-type: none"> At West Moors Middle School, we have supported pupils with the following needs: Learning Difficulties; Speech and Language Difficulties; Autistic Spectrum Disorder - ASD; Specific Learning Difficulties/Dyslexia/Dyscalculia/ Development Coordination Disorder (Dyspraxia); Physical Difficulties and Medical Needs; Sensory Difficulties; Hearing Impairment; Visual Impairment and Social, Emotional and Mental Health difficulties. Whatever the need of pupils, we work with parents, teachers, support staff and, at times, Outside Agencies to accommodate pupils' needs so that they can access the curriculum. This includes trips and after school clubs. All teachers will be informed about pupils' needs through the SEND register If necessary, pupils, parents and the SENCo will agree a SEND Pupil Passport (previously IEP) outlining what support pupils can expect and what targets they are working towards. Teaching and support staff receive training in SEND to update or enhance their skills. Training varies every year according to identified training needs of teaching and support staff and the changing needs of pupils. All teachers adapt their lessons so that your child can access the work. Catch up intervention is offered 2 mornings a week by subject teachers. The SEND department offers a range of Intervention Programmes to address the varied needs of pupils. These include Reading, Spelling and Mathematics programmes and work for Self-Esteem and Social Skills. The <i>Rapid Readers</i> intervention is for pupils who have severe literacy difficulties. It supports pupils with standard scores below 85 and who are not making expected progress. The intervention includes highly engaging books, online activities and homework tasks. Maths intervention is delivered to pupils who have not reached age related expectations. |

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| | <ul style="list-style-type: none"> • In Year 6, pupils with SEND are tested to see whether they qualify for access arrangements. If eligible, pupils can have extra support in exams; for example, a reader extra time or rest breaks • Some pupils may have access to a laptop in some lessons. This will be determined by the Specialist Teacher / assessor after relevant tests are completed. • The Medical Room officers keep medicines in locked cupboard, including insulin, <i>epipens</i> and inhalers. Pupils can come to the Medical Room when necessary to take medicines. When pupils are too unwell to stay in school, parents are contacted to arrange collection. • The school site remains open throughout the day. It is maintained in order to make sure it is safe and accessible for pupils with a Visual Impairment or Physical Disability. The school conforms with current disability legislation and is fully accessible. The school has disabled parking bays as well as a disabled toilet and changing room. The school will make 'reasonable adjustments' to accommodate disabled users including pupils, staff and visitors. (For further information, please refer to the school's Disability Policy, which can be found on the school website. • West Moors Middle School has one governor responsible for SEND. • The SEND Policy is drafted and approved by governors. They keep aware of SEND matters by visiting the school once a term and meeting with the SENCo |
| <ul style="list-style-type: none"> • My child is struggling but has never been diagnosed: | <ul style="list-style-type: none"> • If you have any worries about your child, you can raise your concerns by contacting the SENCo. These concerns will then be addressed by the Learning Support Department • The Learning Support Department, in consultation with your child's teachers, investigate the needs of pupils which may include using a range of tests. In order to proceed, we request your approval first and will send you the results. You may wish to contact the school to discuss the results in person. |
| <ul style="list-style-type: none"> • My child is very anxious: | <ul style="list-style-type: none"> • Year 4 pupils identified as needing extra support by First Schools, will be offered additional transition visits. • West Moors Middle School has a Nurture Room which your child will be invited to on arrival and at break times until their confidence grows. • Pupils may attend ELSA or group sessions with a TA to work through practical issues, social skills and difficult situations. |

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| <ul style="list-style-type: none">• How does West Moors Middle School help SEND pupils to achieve a smooth transition after leaving in Year 8: | <ul style="list-style-type: none">• If your child has a Statement of Special Educational Needs (SEN) or Education Health and Care Plan we will invite a representative from the Upper School of choice to the Annual Review in the Autumn Term where your child's needs will be discussed.• In the summer term, we can organise extra transition for students to Upper Schools. |
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Parental involvement

| My Child | West Moors Middle School |
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| <ul style="list-style-type: none"> • My child has SEND. How can I help? | <ul style="list-style-type: none"> • As a parent, you know your child best. If your child is new to West Moors Middle School, arrange a meeting with the SENCo on 01202 872474 to discuss your child's needs. • If your child ever worries about school or is struggling at school, please speak to their tutor. • Your child will have a planner for recording homework. This will be signed regularly by your child's tutor and should be signed by the parent every week. • Please help your child with homework by making sure they understand what they have to do and checking that they keep to deadlines. • Please make sure your child has the correct equipment and uniform before getting to school, this will help them with their organisation. • Please encourage your child to read for pleasure. |
| <ul style="list-style-type: none"> • My child has SEND. How will I get involved in school? | <ul style="list-style-type: none"> • If your child has a <u>Statement, of Special Educational Needs (SEN) or Education, Health and Care Plan (September 2014)</u> the SENCO should be invited to your child's Annual Reviews in Year 4. • Annual Parents' Evenings are an opportunity to discuss your child's progress with individual subject teachers and/or the SENCo. • In year 5 a parents evening will be arranged in the first half term to give you the opportunity to meet your child's tutor and the SENCo. • Please contact the SENCo if you have an immediate concern. |

Glossary

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| Annual Review | A once a year meeting around a statemented/EHCP pupil to discuss needs, progress and targets- Parents, pupil and all adults working with the child outside of school are invited to contribute to the meeting |
| CAMHS | Child and adolescent mental health services- an NHS service |
| Cognitive Abilities Tests / CAT tests | Cognitive Ability tests- checking pupils' Verbal, Quantitative (number) and Non-verbal (Logical) abilities |
| Educational Psychology services | A team of trained psychologists who come to school for advice and training purposes |
| Education, Health and Care Plan | The Education, Health and Care plan is a written report of the young person's educational or training needs and the provision required to meet them... [It] helps the young person, their parents and Children's Services staff to identify and agree the most suitable post-16 learning provider to ensure that their needs are fully considered when matching a placement to meeting their individual needs. They can then put into place the support the young person needs to achieve new goals in life. |
| Induction Day | A school day when year 4 pupils come to West Moors Middle school |
| Intervention Programme | Sessions within school offered to pupils when their needs are beyond those of others. Programmes offered include Maths, Reading, Spelling, Social Skills, Speech and Language, Anger Management, and Counselling. These are delivered by trained Teaching assistants. |
| Planner | A book which is provided for all pupils at the start of each academic year to be used for recording homework and detailing important dates in the school calendar. It is used for simple communication between school and home |
| Occupational and Speech Therapy | A service offered by the local authority for pupils with physical or language needs |
| Outside agencies | Terms referring to any service outside school, which pupils have access to, like Visual advisers or educational psychologist |
| Passports | A document filled in by ASD pupils for them to explain their needs to teachers |
| SA / SAP | School Action/ School Action Plus- for pupils on register whose needs are met by school and who have access to extra help to achieve in school |
| SENCO | Special educational needs coordinator- person responsible for pupils on SEND register |

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| SEND | Special educational needs and disabilities- a term referring to pupils with needs greater than others |
| SEND Register | An up to date list of all pupils whose needs are greater than others and who require extra help in school. It provides staff with details of the needs and difficulties of pupils on the SEND Register and includes ways to help in the classroom. |
| School Database (SIMS) | The school computer system which stores current and historic information about pupils. |
| Standard scores | Standard scores show the level a pupil is working at compared with others of the same age. A standard score of 100 is average: a pupil who is 12 years old with a reading age of 12 will have a standard score of 100. Standard scores below 85 are significantly below average and are a trigger for intervention. |
| Statement of Special Educational Need (SEN) / | A legal document detailing the needs of pupils with significant difficulties – reviewed at least yearly |
| TA | Teaching Assistant- a professional helper employed to differentiate work in class and boost pupils' progress and understanding. |
| Visual and Hearing impaired Advisors | Specialists in Vision / Hearing from the local authority who come in to school to assess and monitor pupils with these difficulties |
| Social Story | A short description of a particular situation, event or activity, which includes specific information about what to expect in that situation and why. Particularly used with pupils on the Autistic Spectrum |
| Visual Timetable | A timetable created for a pupil which uses symbols as well as words |
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