

West Moors Middle School SEND Information Report Autumn 2022



At West Moors Middle School we have a dedicated team who strive to support all children, to enable them to achieve at school. In order to do this many steps are taken in order to support them through their learning journey.

Quality first teaching is vital however; for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Children and Families Bill was passed through Parliament and received royal sent in March 2014, and came into force in September 2014.

Article 28 - You have the right to education.

Article 29 - You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Our Beliefs

- We believe in high expectations and achievement for all.
- Our aim is for all children to achieve the best they can in an inclusive environment.
- We value the contribution of every individual.

School Provision

At West Moors Middle School we believe that every child has the right to grow and achieve in an environment that responds to the needs of the whole child. We recognise and understand that different learners have different needs and therefore need appropriate personalised provision to meet those needs.

To ensure that all children achieve and develop across the curriculum, meeting their full potential we:

- Respond to pupil's diverse learning, emotional and cultural needs
- Identify children's needs based on the four identified Special Educational Needs or disabilities (SEND) areas
- Identify individualised targets
- Use an appropriate range of individual and small group interventions
- Ensure that, where appropriate, children are able to undertake learning alongside their peers
- Monitor progress, ensuring each child is making progress against their targets and working to close the gap with their peers
- Using the assessment cycle of assess, plan, do, review to monitor progress
- Liaise and work collaboratively with specialist outside agencies and medical professionals
- Ensure continuous high quality professional development amongst teachers and support staff

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There are four broad categories of SEND

- Communication and interaction, including speech and language communication needs, Asperger's syndrome and Autism
- Cognition and learning including specific learning difficulties and moderate learning difficulties
- Social, emotional and mental health difficulties including Attention Deficit and Hyperactivity Disorder (ADHD), Oppositional Defiance Disorder (ODD), Autistic Spectrum Condition (ASC)
- Sensory and/or physical needs including physical disability and hearing impairment

Communication and interaction

Communication and interaction Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Cognition and learning Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. For example, vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI).

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Local Offer

The government transformed the system for children and young people with special educational needs (SEN). The bill extended the services from birth to 25. There are 14 questions, devised in consultation with parents / carers and other agencies which reflect their concerns and interests. These are answered by agencies, schools and colleges to provide information to parents and carers. This is called the 'Local Offer'. Below are West Moors Middle School's responses to the questions.

1. How does West Moors Middle School know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents, carers, teachers or the child
- limited progress is being made
- there is a change in pupil's behaviour or progress

What should I do if I think my child has special educational needs?

- The class teacher is the initial point of contact if a parent has a concern
- If you still have concerns then contact Mrs Teresa Davies – Senior SENDCO

2. How will I know how West Moors Middle School will support my child?

- Children with special educational needs will receive support that is specific to their individual needs. The class teacher will plan and differentiate lessons accordingly.
- If a child has more specific difficulties such as handwriting, spelling, numeracy or literacy skills then the pupil will be placed in a small focus group. This will be run by the teacher or learning support assistant.
- Occasionally a child may need more expert support from an outside agency such as; SALT (Speech and Language Therapy), the Children's Therapy Services or a Paediatrician. A referral will be made with your consent and forwarded to the most appropriate agency. After a series of assessments a programme of support is usually provided to the school and parents /carers.

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3. How will the curriculum be matched to my child's needs?

- When a child has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Learning Support Assistants (LSAs) may be allocated to work with a pupil in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, they will be given a One Page Profile (OPP) and SEND Targets will be set according to their area of need. These will be monitored by the class teacher and be reviewed termly. OPPs and SEND Targets will be discussed with parents/carers at Parents'/Carers' Evenings and a copy given to them.
- If appropriate specialist equipment may be given to children e.g. writing slopes, concentration cushions or pens/pencils grips or easy to use scissors.
- SEND review meetings are held termly to set and monitor SMART targets for SEND support students.

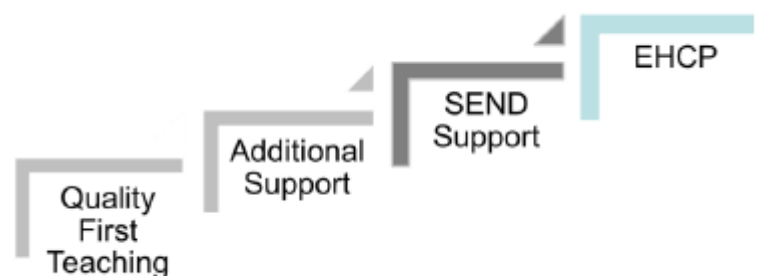
4. How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents'/Carers' Evening
- Your child's teacher is available if you wish to raise a concern. Appointments can be made to speak to the class teacher or the inclusion leader via the school office.

How will you help me to support my child's learning?

The Graduated Response

- At West Moors Middle School we use the Dorset Graduated Response to SEND. We believe that teachers are responsible and accountable for the progress and development of the pupils in their class, including where and how pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Lessons are planned to address areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.
- To evaluate the impact of the interventions we use the four-part process set out in the SEND Code of Practice of assess, plan, do, review. During the review process if expected progress



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has not been made after the graduated response of quality first teaching and additional support then appropriate specialist support and assessments will be undertaken.

- The class teacher may offer advice and practical ways that you can help your child at home.
- The class teacher and the inclusion champion may meet with you to discuss how to support your child with strategies to use, if there are difficulties with a child's behaviour/emotional needs.
- If your child is on the SEND register they will have a One Page Profile (OPP) which will include individual targets. This is discussed on a termly basis and parents are given a copy of the OPP.
- If your child has complex SEND they may be part of an Inclusion Partnership Agreement (IPA) or have a Statement of SEND or a new Education, Health and Care Plan (EHCP), which means that a formal meeting will take place to discuss your child's progress and a report will be written.

5. What support will there be for my child's overall well-being?

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact.
- If further support is required the class teacher liaises with the SENDCO for further advice and support.
- This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.
- The school also has two ELSAs (Emotional Literacy Support Assistant) who work under the direction of the SENDCO.

6. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to access their more specialised expertise.

The agencies used by the school are:

- Autism Outreach Teams
- Educational Psychologists
- CAHMS (Child and Adolescent Mental Health Services)
- Children's Therapy Team (Occupational Therapist / Speech and Language)
- Paediatricians
- School Nurse
- Specialist Teacher Advisers
- Behaviour Support Team

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7. What training has staff supporting SEND had?

- The school have LSAs who have received training in providing interventions to support numeracy, reading, spelling and phonic programmes.
- Teachers are supported by the SENDCO and various other professionals in how to support a range of SEND difficulties in the classroom.

8. How will my child be included in activities outside the classroom including school trips?

Children with SEND needs will not be excluded from school visits. Instead every effort will be made to accommodate them whilst maintaining the safety of everyone on the visit.

Risk assessments are carried out and procedures are put in place to support all children participating in a trip, including appropriate supervision and additional safety measures.

However on some occasions, for safety reasons, parents/carers may be required to attend a trip in order for their child to participate.

9. How accessible is the school site?

- The school is Disability Discrimination Act (DDA) compliant

10. How will the school prepare and support my child when joining West Moors Middle School or transferring to a new school?

- Many strategies are in place to enable the child's transition to be as smooth as possible.
- Discussions occur between the previous or receiving schools prior to the child joining or leaving.
- Additional transition visits are also arranged for children transferring to local Upper Schools who require extra time in their new school.
- Upper school staff, visit children prior to them joining their new school.
- Mrs Davies will liaise with the SENCOs from the secondary school and pass on information regarding SEND children.
- Social stories are shared with children if transition is potentially going to be difficult.
- If your child has complex needs then an Inclusion Partnership Agreement (IPA) or Statement review will be used as a transition meeting during which we will invite staff from both schools to attend.

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11. How are the school's resources allocated and matched to the children's special educational needs?

- The SEND budget is allocated each financial year.
- The money is used to provide support or resources dependent on an individual's needs.

12. How is the decision made about how much support my child will receive?

- These decisions are made with the class teacher and the Senior Leadership Team.
- During their school life, if further concerns are identified due to the children's lack of progress or well-being then other interventions will be discussed with parents/carers.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- Decisions are made upon tracking of pupil progress and as a result of assessments by outside agencies.

13. How will I be involved in discussions about and planning for my child's education?

All parents/carers are encouraged to contribute towards their child's education.

This may be through;

- Discussions with the class teacher
- During parent's/carer's evening
- During discussions with Mrs Davies or other professionals from an outside agency
- During SEND Review Meetings
- At SEND coffee meetings

14. Who can I contact for further information?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Mrs Davies – SENDCo
- Contact Parent Dorset SEND Information, Advice and Support Services (IASS) Network- see, <https://www.dorsetforyou.com/parent-partnership-service>

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There are many special educational need (SEND) terms that are abbreviated that may cause confusion. Below is a glossary of the most SEND terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
COP	Code of Practice
CP	Child Protection
DDA	Disability Discrimination Act
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impaired
IEP	Individual Education Plan
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
ODD	Oppositional defiant disorder
OT	Occupational Therapist
SaLT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

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