

SEN Report

Context

The current Special Needs Co-ordinator (SENCo) is Mrs A Frankish who is also the Deputy Headteacher. Her role is to monitor the smooth running of special needs provision within school. Mrs Frankish is supported by Mrs F Adams, the Assistant SENCo. They liaise with parents, teaching and non-teaching staff, external agencies, heads of key stage and head of curriculum and other senior staff. We are very ambitious for all pupils at Hexham Middle School and we endeavour to provide the support needed for every child to feel safe and be happy at school and achieve their potential.

Objectives

- To ensure equality of provision for pupils with special educational needs and disability (SEND) and to integrate special needs students within the mainstream of the school as far as realistically possible.
- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum and to ensure work is differentiated and to provide advice and support for all staff working with pupils with SEND
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To ensure parents / carers are fully engaged in decision making and to take into account the views, wishes and feelings of pupils
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.

The Special Educational Needs Department

We have an Intervention teacher who oversees our intervention programme and she works alongside the SEND department to support SEND pupils to make optimum progress.

The SEND team support individuals and groups of pupils at SEND support level of provision, both in class, in the learning support base, and through withdrawal for targeted interventions.

The designated teacher for child protection is **Mrs Frankish**

The designated teacher for looked – after children (LAC) is **Mrs Frankish**

Access to Facilities and Provision

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Allocation of Resources

The Headteacher and SENCO are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND.

Subject teachers constitute the principal resource for pupils, supporting them through Quality First Teaching and managing additional LSA support in the classroom. Teachers engage with CPD and use information available to them so they feel confident in helping pupils with SEND make excellent progress.

Additional Top Up Funding

Where a pupil's needs exceed what can be offered from the notional SEN additional funding will be applied for from the local authority.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching, teaching staff provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEND are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximise learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs. Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Identification, Assessment, Planning and Review Arrangements

Hexham Middle School follows the graduated approach of **assess, plan, do and review** as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)
School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision.

Further details on provision for pupils with SEND can be found in the SEN information area on the school's website

It outlines the provision Hexham Middle School makes for all pupils with SEND and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Partnership with Parents and Carers

Hexham Middle School has positive attitudes to parents/carers and values their important role in their child's education. All staff play an important part in supporting parents and we recognise that at times being a parent can be challenging and we believe that it is important that school and home work together to support every child.

Pupil Participation

The views of all pupils are valued. Pupils with SEND are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and staff help them understand how they learn the best and makes sure they feel fully supported in school. The learning support base, known as The Base provides support before school and at breaks and lunches.

Monitoring and Evaluating the Success of Provision

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND:

- Regular observation of teaching by the senior management and middle leadership team
- Regular work reviews and learning walks
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,
- Assessment records that illustrate progress over time – e.g. reading ages
- Monitoring by the trustee with responsibility for SEND

Admission Arrangements:

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying

and providing for those not previously identified as having SEND. School works closely, where possible, with the feeder/ previous school to allow for a smooth transition.

Concerns/Complaints

If the LSAs/Intervention teacher has not been able to resolve an issue initially, any concerns about SEND provision should initially be raised with the Assistant SENDCo. Should you still be concerned then please contact Amanda Frankish, SENDCO and Deputy Headteacher, who is responsible for inclusion issues in the school. If the issue is still not resolved then you can follow the usual complaints procedure (the form is available on our website).

This SEN and Disability (SEND) report will be reviewed and amended annually. Last updated September 2018