

Hexham Middle School
Special Educational Needs and Disabilities (SEND)
Information for Parents/ Carers

SEND Team:

SENDCO: Karl Barry, Head of Key Stage 3 (kbarry@hexhammiddle.org.uk)

Assistant SENDCO: Fiona Adams (fadams@hexhammiddle.org.uk)

How will the school identify pupils with Special Educational Needs and Disabilities (SEND)?

Hexham Middle School will initially work closely with SENDCOs in the feeder first schools or in any school involving an in-year transfer. This information will be discussed between schools, and we will then formulate a support plan to ensure the best provision is in place for each pupil in school. This support plan is created with the child at its heart, taking advice from feeder schools as well as from the family and any professionals involved with the child. Every pupil will have a 'Pupil Profile' which is shared with all staff and easily-accessible in all classrooms so that all needs can be identified and met through high-quality first teaching. This sharing of information is consistent across the school and allows staff to plan ambitious lessons where pupils with SEND can achieve their full potential.

Whilst at Hexham Middle Schools, all pupils are assessed regularly across all subjects. Curriculum/Subject Leads will identify pupils who need additional support with their learning. Teachers will then work with the SEND team to assess whether there are any additional needs. The SEND team will work with an Educational Psychologist and other professionals in this process.

The types of SEND for which provision is made include:

- ASD
- SLCN – Speech, Language and Communication Needs
- Learning difficulties, including SPLD (Specific Learning Difficulties), PD (Physical Disability), HI (Hearing Impairment), VI (Visual Impairment) and BESD category (behaviour, emotional, social difficulties).

These can be organised into four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and physical needs

Information regarding the school's policy for the identification and assessment of students with SEND is contained in the HMS SEND policy.

How will school support my child?

The SENDCO and assistant SENDCO will coordinate the provision for all pupils. On a needs-led basis, the pupils will have access to LSA support both in the classroom and in the Base at social times. Our support is provided through guided support from both the LSA and teacher in the room. Teachers are responsible for the first layer of support through quality first teaching (QFT) and scaffolding. If a child is in need of further support, they will seek support from the SEND team who can then offer further advice and guidance to ensure that the ambitions for all learners can be achieved.

In addition to in-class support, we run a key worker scheme where each pupil on the SEND register will be allocated a key worker within the SEND department who will be there to support the child at each stage of their journey through middle school. The key worker will be there as a key point of contact for both you and your child with a termly meeting organised to review your child's school experience.

How will I know how my child is doing?

Each term your child's key worker will hold a review meeting where you and your child are able to sit down and have a discussion about learning and wider school life. This is an opportunity to not only reflect on how your child is progressing but also to review their 'Pupil Profile'. In addition to the meeting, there are two review points in the year where academic data will be sent home, however regular ongoing assessment takes place in school and you will be updated as parents/carers. We recognise that each child is different, and we want to celebrate the achievements of individual pupils based on their own starting points and progress.

If ever you have a question or query, your key worker would be happy to assist. This can be done through telephone call, email or through your child's planner.

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

Supported by high quality professional development, subject teachers are responsible for providing quality first teaching and, where appropriate, a differentiated curriculum (and are supported by the SEND Team). LSAs are deployed to support this if they are in their classroom. LSAs are encouraged to support all pupils in lessons, not just those with SEND. This means pupils with additional needs will be able to flourish and develop their sense of independence and resilience whilst having the support they need available. The Base may be used for 1:1 or small group work as appropriate. The SENDCO has a very open and flexible approach to pupil support knowing that pupils' needs are forever changing and, as a department, the team are happy to be as flexible as we can be in order to meet pupils' day to day needs. SEND pupils' needs will be discussed regularly at senior leadership level and the team hold weekly update sessions to ensure that we are achieving the ambition we have for all pupils. At HMS, we also have access to highly skilled intervention coordinators, LSAs and a Pupil Support Worker who provide a well-planned programme of additional support.

What support will there be for my child's overall wellbeing? What multi-agency support is available for SEND students?

Pupils' wellbeing and happiness is a huge priority at Hexham Middle School. The Pupil Support and the SEND team work very closely together to support all pupils. All SEND pupils have the support of a key worker. If support is needed, the Base is available at lunchtimes for a quiet and safe space for pupils.

Your child's key worker will have regular contact with pupils and home and will be a daily support and 'go-to' person for children and parents regarding any SEND matters. The Pupil Support team work to support the wellbeing of young people with a major focus on removing barriers to learning such as relationship concerns, organisational and learning difficulties. The Pupil Support Team will refer to the SEND team where appropriate.

The Pupil Support team also have an attendance officer who works to ensure pupils rarely miss a day and attendance stays well above the national average. The teams work closely with other external agencies and their close multi agency working enables needs to be addressed by the appropriate professional efficiently. Communication between professionals is organised by the SENDCO and Assistant SENDCO. Links are well established with health professionals via the Public Health School Nurses and with mental health professionals at CYPS and Primary Mental Health. Regular Multi Agency meetings take place and where needed Early Help Assessments (EHAs) are completed with parental involvement. We also use the Multi Agency Referral Form (MARF) to ensure swift access to appropriate services/agencies.

What specialist services are available at or accessed by the school?

You can view Northumberland County Council's local offer at <http://www.northumberland.gov.uk/SEND-Local-offer.aspx>. The school can access a vast range of specialist services including educational psychologists, specialist teachers for autism, behaviour, literacy, speech, language and communication as well as a personal advisor for transition to post 16/careers. The Local Authority Educational Welfare Officer is also used to support the attendance of SEND pupils.

Links are well established with health professionals via the Public Health School Nurses and with mental health professionals at CYPS and Primary Mental Health. We use the Multi Agency Referral Form (MARF) to ensure swift access to appropriate services/agencies.

What training have the staff supporting children and young people with SEND received?

Quality First Teaching and the Graduated Approach
SEND changes to Code of Practice and implications of this
EHA training
EHC Plan training so we are fully aware of new legislation and can implement it.
Autism training
Child Protection training
Anti-Bullying training
e-safety training
Child Sexual Exploitation training
Radicalisation Training (WRAP Workshop To Raise the Awareness of PREVENT)
'Be You' Emotional Literacy Training

Planned/ongoing updates:

Safeguarding updates
E-Safety updates
Nurture group training
Dyslexia training
Further autism training
Social Skills Training
Literacy Support Training
Zones of regulation training

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

There will be various subject parents' evenings and information evenings to explain the curriculum. After each evening the SENDCO or Assistant SENDCO is available for a meeting to discuss progress and potential concerns. The SEND Team will support you at transition points including ensuring a smooth transition to the high school of their choice. After assessments, the SENDCO and the team will be available to discuss any concerns you have. The SENDCO will consult with Curriculum Leaders after assessments to discuss progress, evaluate interventions and plan future interventions in light of this. On an annual basis, any targets set will be reviewed and learning and progress discussed.

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

Parents/Carers will be involved, via meetings, at key transition points during your child's education; including year 4 and year 8 transition. Parents/carers will be involved in reviews of Education Health Care plans (EHCP) and in reviews of Early Help Assessments (EHAs). You will be part of any meetings that take place regarding progress/concerns.

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

Our new build means that classrooms are accessible to all students. The buildings are also adapted for use by visually impaired students. Extra-curricular activities are open to all students and students are encouraged to attend. If additional support is needed then this can be discussed with the SEND Team (for example, additional supervision to attend an after school activity or trip or visit where an LSA may be allocated to support). Please see the school's Accessibility Action Plan for more details.

Clubs and subject drop-ins are advertised to students at the start of each year; we would encourage parents/carers to promote participation. Please contact the pastoral team if you would like more information about clubs/extra-curricular activities.

How accessible is the school/college environment?

See also the Accessibility Plan (part of the Equalities Policy). This covers accessibility in relation to the curriculum, the environment and provision of information.

The school is now almost all fully wheelchair accessible. This includes access to the outdoor sports facilities. There are disabled therapy, changing and toilet facilities and this includes a wet room area and a hoist facility.

Who can I contact for further information?

We are keen to work with parents/carers if there are any concerns or questions, and will seek a solution that is best for the student. For any day-to-day issues, the first point of contact should be your child's Tutor or their 'Key Worker'. For more specific pastoral issues contact the relevant Pastoral Leader. Specific SEND concerns should be directed to the SENDCO or assistant SENDCO.

If you require further support or feel your issue has not been dealt with effectively then please contact Karl Barry, Head of Key Stage 3 and SENDCo. All contact details are at the top of the document.

If you would like to contact the Local Authority e-mail sen@norhtumberland.gov.uk

Admissions Arrangements for Students with SEN or disabilities.

The local authority is the admissions authority. They contact the school regarding applications to HMS and we work with families to discuss how can we meet the needs of individual children.

Consulting young people with SEND and involving them in their education:

AT HMS, pupils are regularly consulted on their views and this helps individual teachers, departments as well as the school's leadership in making decisions. All SEND pupils at HMS have a key worker who will review their progress and keep a close monitor on their progress. The key worker liaises with the student's subject staff regarding any issues raised by the pupil and indeed their parents/carers. Pupils with additional needs are involved in discussion both with LSAs deployed to their lessons and with subject staff. Pastoral Leaders and mentors also have a role in seeking out their views about provision. All pupils are involved in whole school surveys which gives us valuable information that feed into our development planning process.

Support for SEND pupils at transition points:

At KS2, HMS staff will visit feeder first schools to meet with SENDCO's to get all of the information about the children transitioning to the school. An open evening will then be arranged where parents and pupils can meet the SEND team, hear about the SEND provision and get a tour from one of our SEND students. This process is then followed up with key information packs and further tours if required. Additional visits to the school are planned throughout the summer term, as well as opportunities for parents to meet the key staff in school.

At transfer from middle school to high school intensive support is provided for SEND pupils. Pupils follow the transition programme which involves a full day in the summer term. In addition, 1:1 or small group visits take place where a need is identified. The SEND teams will meet to review all of the data to ensure a smooth transition for both leaving HMS and starting at their next destination.

Medical needs

Information on medical needs is covered in our separate Medical Needs Policy.

See also "Access to Medical Interventions" section in the interventions section of this SEND report that follows.

What are special exam arrangements or access arrangements?

At HMS, we have a fantastic Academic Support Team that work tirelessly to ensure smooth completion of internal assessments and year 6 SATS. All pupils will complete assessments in year 5 which will help identify any underlying needs for special exam arrangements. The school then ensure that any access arrangements are in place for SATS.

The process is co-ordinated between the Academic Support and the SEND team. Pupils and parents/carers are notified of their exam access arrangements and support as it is approved.

The Northumberland Graduated Approach for Special Educational Needs

The SEND Code of Practice 2014 states that:

“The majority of children and young people with SEN will have their needs met within local mainstream early years providers, schools or colleges.”

Please follow the link below for information showing how Northumberland County Council wish schools to meet the needs of students with SEND. This includes information about SEN profiles, SEN support plans and Consideration of Statutory Assessment (COSA)

<http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/Final-GA-Parents-June-2018-2.pdf>

The Local Authority (LA) Core offer

The Children’s and Families Bill 2014 and the SEND Code of Practice 2014 require Local authorities to produce a ‘Local Offer’. The Local Authority Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available.
- To make providing more responsive to local need and aspirations by directly involving young people with SEND, parents and carers and service providers in its development and review.

The Northumberland Local Offer can be found here. <http://www.northumberland.gov.uk/SEND-Local-offer.aspx>

Concerns/complaints

If the named LSA has not been able to resolve an issue initially, any concerns about SEND provision should initially be raised with either the Assistant SENCO or SENCO. Should you still be concerned then please contact Liam Watters, Head of School.

If the issue is still not resolved then you can follow the school’s complaints procedure (the form is available on our website).