

SEND Information Report for Edward Peake C of E (VC) Middle School

Provision for Special Educational Needs and Disabilities at Edward Peake C of E (VC) Middle School

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The Local Authority Local Offer

Local Authorities (LA) and schools are required to publish and keep under review information about services available for children and young people with special educational needs (SEN) aged 0-25. The LA refers to this as the 'Local Offer'. The purpose of the Local Offer is to improve choice and transparency for families and is an important resource for parents in understanding the range of services and provision locally.

This SEND Information Report is part of the Local Offer for learners with Special Educational Needs and Disability (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This is reviewed annually.

The following pages provide information about how we are implementing our SEND Policy which can be found here: www.edwardpeake.beds.sch.uk.

The questions and answers below provide more information about SEND at Edward Peake Church of England Middle School:

What kinds of SEND do we provide for?

The school provides for students with a variety of Special Educational Needs (SEN) within the broad categories identified in the SEN Code of Practice:

Communication and interaction including speech, language and social communication and interaction disorders such as Asperger's and Autism;

Cognition and learning including maths, reading, writing and a range of specific learning difficulties such as dyslexia, dyspraxia and dyscalculia;

Social, emotional and mental health difficulties including ADHD, ADD, eating disorders, anxiety disorders and depression;

Sensory/physical difficulties including disabilities affecting vision, hearing and mobility.

Our present SEND profile shows that we have 103 pupils (19%) identified as having SEND, 11 pupils (2%) have an Education Health and Care Plan. 35% of SEND pupils are identified as having SEN linked to Cognition and Learning, 40% linked to Communication and

Interaction, 18% linked to Physical and Sensory, 15% linked to Social, Emotional and Mental Health ¹

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

There are several staff you can talk to at Edward Peake regarding your child's learning or SEND. In the first instance, please speak to your child's form/class teacher. He/she is responsible for 'Quality First teaching' which includes this includes:

- Checking your child's progress and identifying, planning and delivering any targeted work, and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary;
- Initial referral to the SENDCo and regular communication with the SENDCo;
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

You can also speak to the SENDCo. The SENDCo is Mr James Walker and can be contacted via the school office. Mr Walker will coordinate the support for children with special educational needs or disabilities (SEND), ensuring that you are involved in supporting your child's learning and are kept informed about the support your child receives. The SENDCo will liaise with external agencies such as Language Therapy, Educational Psychology etc. The SENDCo will also provide specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

What are the different types of support available for children with SEND in our school? How is this support deployed?

1. Class teacher input via targeted classroom teaching (Quality First Teaching). For your child this would mean that the teacher has the highest possible expectations for all pupils in their class and that different ways of teaching are in place so that all pupils are fully involved in learning in class. Specific strategies may be suggested by the SENDCo to support pupils to learn.

2. Specific group work and interventions, which may be run by a teacher or a Teaching Assistant (TA). As at April 2021 we have 14 Teaching Assistants employed in school, providing a high staff to pupil ratio which maximises learning potential for all children. TAs are deployed in classes to support children on a 1:1 or small group basis. Interventions are in place for children who require additional support, such as: Toe by Toe, Precision Teaching, Lego Therapy, Dyslexia Gold. Specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, access to quiet spaces, personalised schedules and social stories.

3. Specialist groups run by outside agencies e.g. Speech and Language Therapy - as per the SEN Code of Practice 2014.

Specified individual support is available for children whose learning needs are complex. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

¹ [Please note: The above percentages will not total 100% as pupils with complex needs may be identified in more than one area.]

What is the level of expertise and training of staff in relation to children with SEND and how will specialist expertise be secured?

School Provision

The team of Teaching Assistants at Edward Peake are trained to deliver a range of interventions on a small group and 1:1 basis, interventions such as: Toe by Toe, Dyslexia Gold, Precision Teaching, speech and language interventions, social and emotional support. Members of staff are trained by the School Nursing Team with regards to specific conditions such as anaphylaxis, asthma and epilepsy. Staff work alongside other professionals to develop their skills, knowledge and expertise in specific areas of SEND (for example speech and language support). Training in relation to SEN is part of the whole school's continuous professional development agenda. The SENDCo sources additional training provided by specialists in specific areas of need and specialist information that is gathered through research/training is shared with staff through staff meetings and in house training sessions.

We also have 298 hours of Teacher Assistant Support in class or delivering interventions coordinated by our SENDCo.

Local Authority Provision delivered in school

Autism Outreach Service
Educational Psychology Service
Behaviour Intervention Team (Jigsaw)

How does our school identify children and young people with SEND and assess their needs?

Our SEND policy sets out clearly what our process for assessing needs are.

It is the role of teachers, supported by the SENDCo, to assess the needs of the young person in the classroom, and to identify those who may need further support because of a learning difficulty or disability. This will routinely be done through regular ongoing in-class assessments, but may involve more specialised assessment from our SENDCo or outside agencies.

Some pupils have an Education Health and Care Plan, which clearly sets out the needs of the pupil.

It is our expectation that all teaching staff take responsibility for differentiating lessons to meet the needs of all pupils, including those with SEN. The SEN Department provides direct support for learning to students who have SEN. This support is predominantly provided in the mainstream classroom and in close partnership with the classroom teacher. Additionally, some students may receive a small amount of withdrawal support either as an individual or in a small group.

Where appropriate, the school takes responsibility for the adaptation of the learning environment to increase accessibility.

How do we consult with parents/carers of children with SEND and involve them in their child's education?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

Parents/carers receive regular reports from the school regarding pupils' effort, attitude and progress as well as subject specific targets.

There are opportunities throughout the year at parents'/carers' consultations to meet with class teachers, subject teachers and the SENDCo.

The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have following a meeting with the class teacher. All external reports are discussed with parents and the child / young person as appropriate.

All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report.

An additional home/school communication book may be used to support contact with you, when this has been agreed to be useful for you and your child.

We meet with the parents of children with EHCPs annually to review their EHC plan in line with the Local Authorities expectations. This can involve outside agencies and a representative of the Local Authority where necessary.

Parents/carers are free to contact the school at any time, either by phone, or by email to have a conversation about their child's progress in school or concerns regarding SEND.

How do we consult with young people with SEND and involve them in their education?

We ask pupils for their views on their needs when required and record this e.g. as part of the annual review of the EHC.

We have a policy of open communication where pupils are encouraged to share their concerns with teachers, teaching assistants, the SENDCo, pastoral support workers and our family support worker who is trained to support them.

How do we assess and review children and young people's progress towards outcomes?

Monitoring progress is an integral part of teaching and leadership at Edward Peake. In accordance with the SEND Code of Practice (2014) the process for responding to children identified as needing additional support, follows the four-step cycle called the Graduated Response.

Assess - The child is assessed thoroughly to identify key areas of need.

Plan - Plan provision that is needed to scaffold the child's learning.

Do - The planned support is put in place and monitored over a period of time.

Review - Review progress against the child's targets.

Class teachers regularly assess student progress as part of their normal practice and yearly progress tests are carried out in English, Maths and Science.

Those pupils receiving specific SEND support have their progress tracked and monitored by the SENDCo. A baseline will also be recorded, which can be used to compare the impact of the provision. Children, parents/carers and their teaching and support Staff will be directly involved in reviewing progress. If a learner has an Education Health and Care Plan (EHC plan,) this will be formally reviewed annually. The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We also moderate our data with local schools to ensure that our judgements stand up to scrutiny and by the Local Authority.

How do we support pupils when they are joining the school, leaving the school or moving class?

There are well planned programmes of transition activities from both lower school to middle school and middle to upper.

If your child is moving to another school, we will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible. Additional visits are in place for pupils to develop a smooth transition if deemed appropriate. Staff from the pupils' new school are invited to key meetings and reviews.

When moving classes in school information will be passed on to the new class teacher in advance, and in most cases, a planning meeting will take place with the new teacher. If a transition book would help your child (to support them understand moving on) then this, alongside a transition timetable, will be established.

Preparing pupils for adulthood is covered in the PSHCE curriculum.

What is our approach to teaching pupils with SEND?

We have high aspirations for all of our pupils and want everyone in our school to make excellent progress and to achieve the very best that they can, in all aspects of their education, regardless of any Special Educational Needs or Disabilities that they may have.

We believe that high quality teaching will ensure high quality outcomes for pupils, so it is essential that pupils with SEND have access to the same high quality teaching as everyone else in the school.

This means that there is complete equality of opportunity in the curriculum that is offered to pupils.

It also means that we will work really hard with pupils with SEND to put in place extra provisions to ensure the best possible outcomes for them, and to remove any barriers to learning that they may be facing.

How have we adapted the curriculum and the learning environment of pupils with SEND?

The curriculum is very broad at our school and as such there is something available for all pupils to succeed at. Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups.

Additional interventions may be planned to meet specific needs of pupils either on an individual basis or in small groups.

How is Edward Peake accessible to pupils with SEND?

The site is accessible and meets all the requirements of the Equalities Act 2010 and in line with the school Accessibility Policy 2019-2022.

The school is on two levels with access via a lift.

The majority of areas of the school are wheelchair accessible through the use of ramps.

There is an identified disabled parking bay in the school car park. Parents of children with particular needs are (with the Head teacher's permission) able to park in the school car park and enter the school through a less busy entrance to aid calm transition in the mornings and at the end of the day.

There is a disabled toilet, shower and changing facilities. The science labs in Franklin Zone and the Food Technology room are equipped with adjustable height benches designed for wheelchair users.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs.

The school makes all efforts to make 'reasonable adjustments' in order to support children's needs. Classrooms are equipped with specialist resources when required. All extended learning activities such as clubs, trips, residential visits, specialist activities, theme days etc. are accessible for children with SEN. Individual pupil risk assessments will be carried out if necessary for these activities.

Provision is made to support parents with particular needs to access school information and events.

What support have we got in place for improving emotional and social development of our pupils?

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. In addition, for those children who find aspects of this difficult we offer:

- A Restorative approach to resolving conflict through discussion which is embedded throughout the school;
- Interventions such as Drawing and Talking and DESTY Emotional Resilience Programme;
- Support from the pastoral team and Family Support Worker;
- Support during unstructured times (lunch and break times) through planned activities in The Peake;
- Access to the Hive with the pastoral team;
- Sensory breaks during the day.

How do we evaluate the effectiveness of our SEND provision?

We use provision mapping software to evaluate the effectiveness of the SEND provision. In addition to this we also: -

- Evaluation of individual SEND Support Plans
- Use of assessment information pre and post interventions
- Use of attainment and progress data for children with SEND across the school as part of whole school tracking of children's progress in terms of National Curriculum levels of attainment
- Use of parent and pupil questionnaires
- Monitoring by SENDCo

What arrangements are in place for handling complaints from parents of children with SEND about the provision made at the school?

Every effort is made to resolve a complaint made by a parent/carer of a pupil at our school. If a parent/carer feels an issue has not been satisfactorily resolved the school has a formal Complaints Policy which is available from the school office and on the school website.