

SEND Information Report for Edward Peake C of E (VC) Middle School 2023 -2024

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

Communication and contact



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

The SEND information report has been shared with a sample of parents/carers of SEND pupils to gain feedback and for quality assurance purposes.

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 Local Offer aims 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.

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

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	Cognition and learning	Social, emotional and mental health	Sensory and/or physical
<p>Children and young people with speech, language and communication needs (SLCN) who have difficulty understanding and communicating with others.</p> <p>This may include those with ASD, including Asperger Syndrome and Autism.</p>	<p>Cognition and learning difficulties can affect children's ability to learn and do well at school.</p> <p>Including maths, reading, writing and a range of specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.</p>	<p>Children who may be withdrawn or isolated, as well as those displaying challenging, disruptive or disturbing behaviours.</p> <p>For example, anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.</p>	<p>This includes children with a disability that prevents them from making full use of general educational facilities.</p> <p>For example, those with visual or hearing impairments, multi-sensory impairments, and/or physical disabilities.</p>

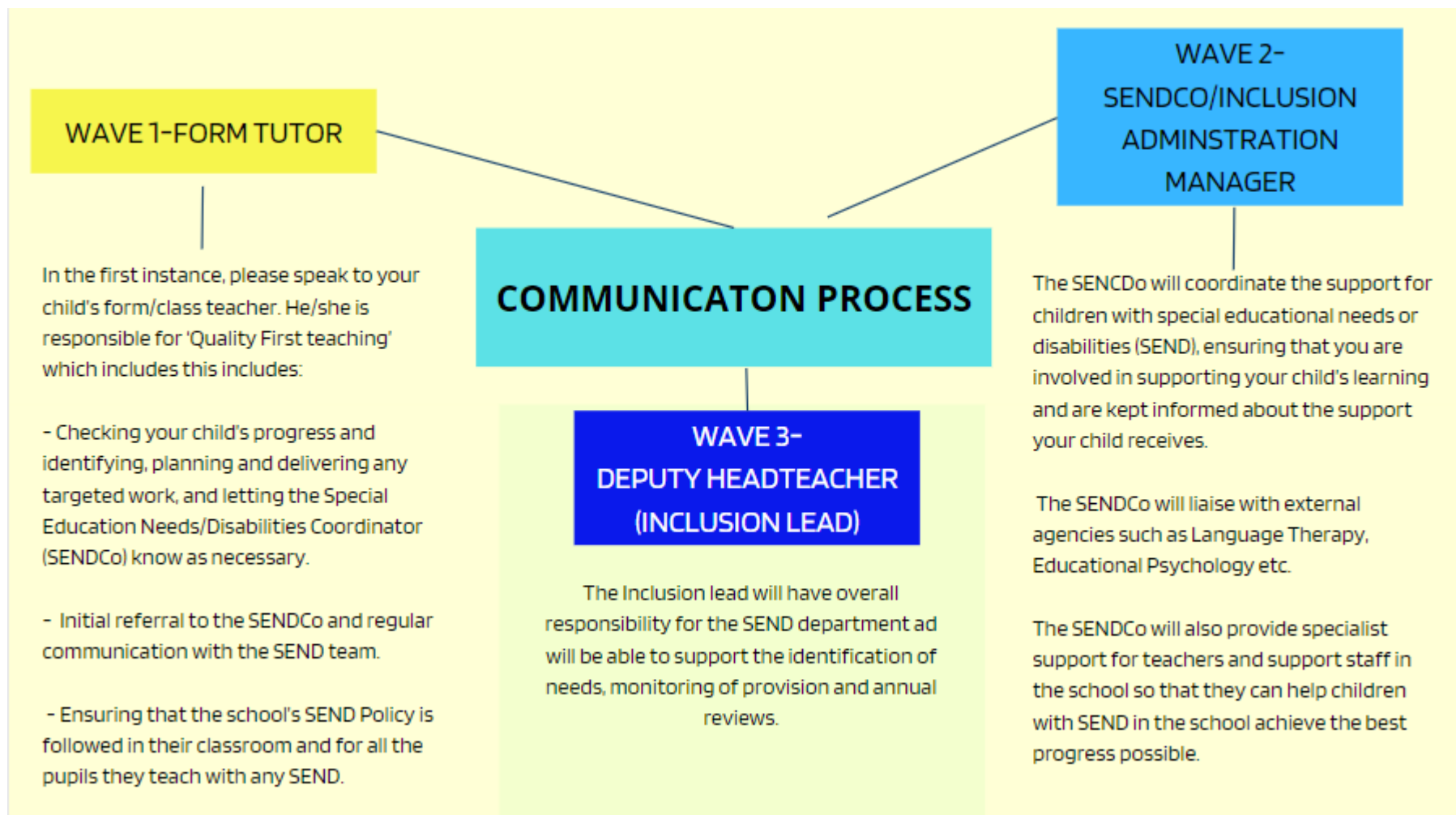
Facts and figures

Pupils with EHCPs	15 pupils across the school.
Pupils with SEND needs	117 - 4%
Pupils with SEND needs linked to Cognition and Learning	17 - 3.1%
Pupils with SEND needs linked to Communication and Interaction.	0- 0%
Pupils with SEND needs linked to Physical and Sensory	17 - 3.1%
Pupils with SEND needs linked to Social, Emotional and Health	46 - 8.3%

What is our approach to teaching pupils with SEND?



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



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



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



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, and 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.

The SENDCo and Inclusion Lead 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 over 300 hours of Teacher Assistant Support in class or interventions coordinated by our SENDCo and Inclusion Lead.

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



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 an open communication policy 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.

School staff will use the SEND concern referral form to gain expert advice and support from the SEND department.

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 Authority 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.

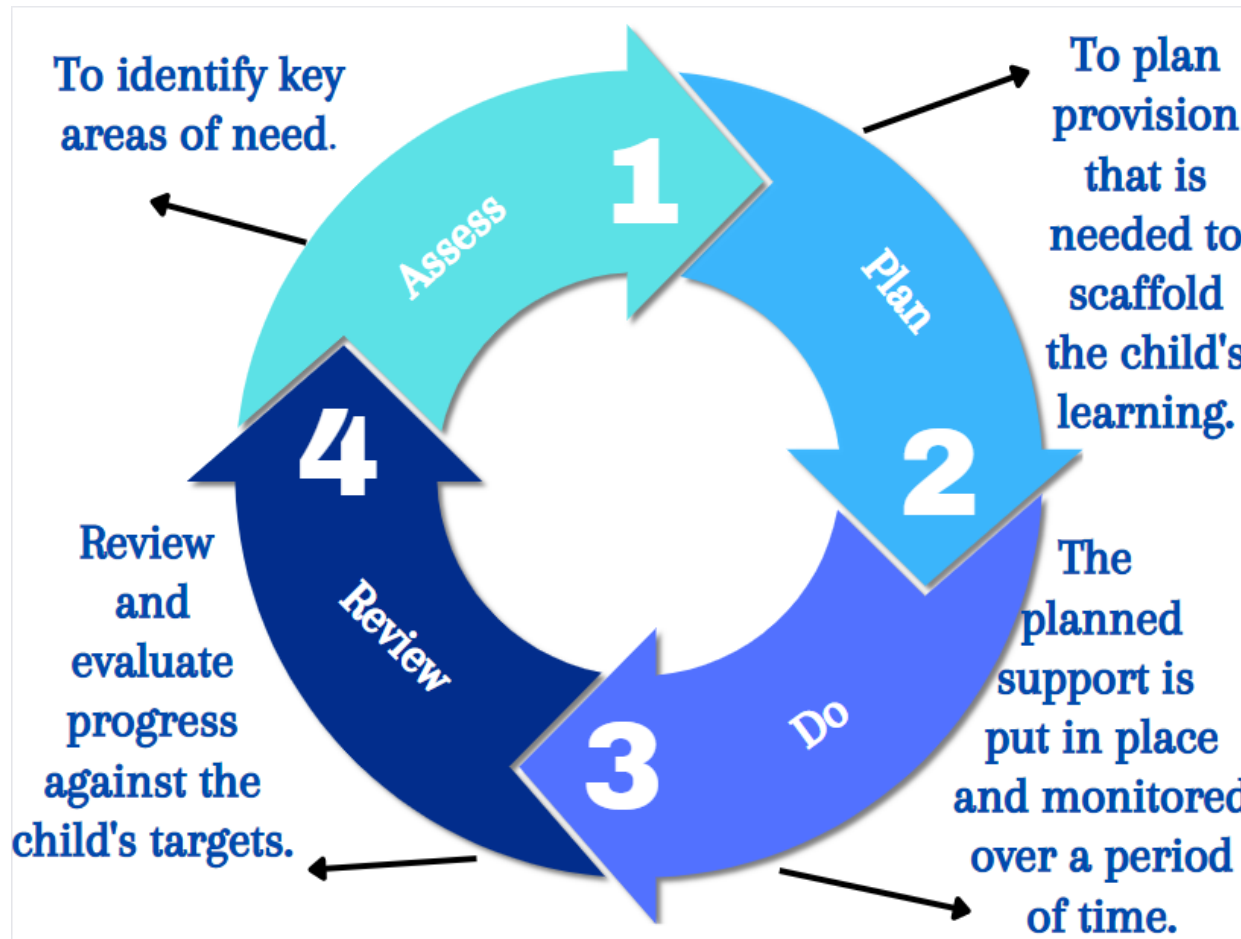
How do we consult with young people with SEND and involve them in their education?



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 teachers who are 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.



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



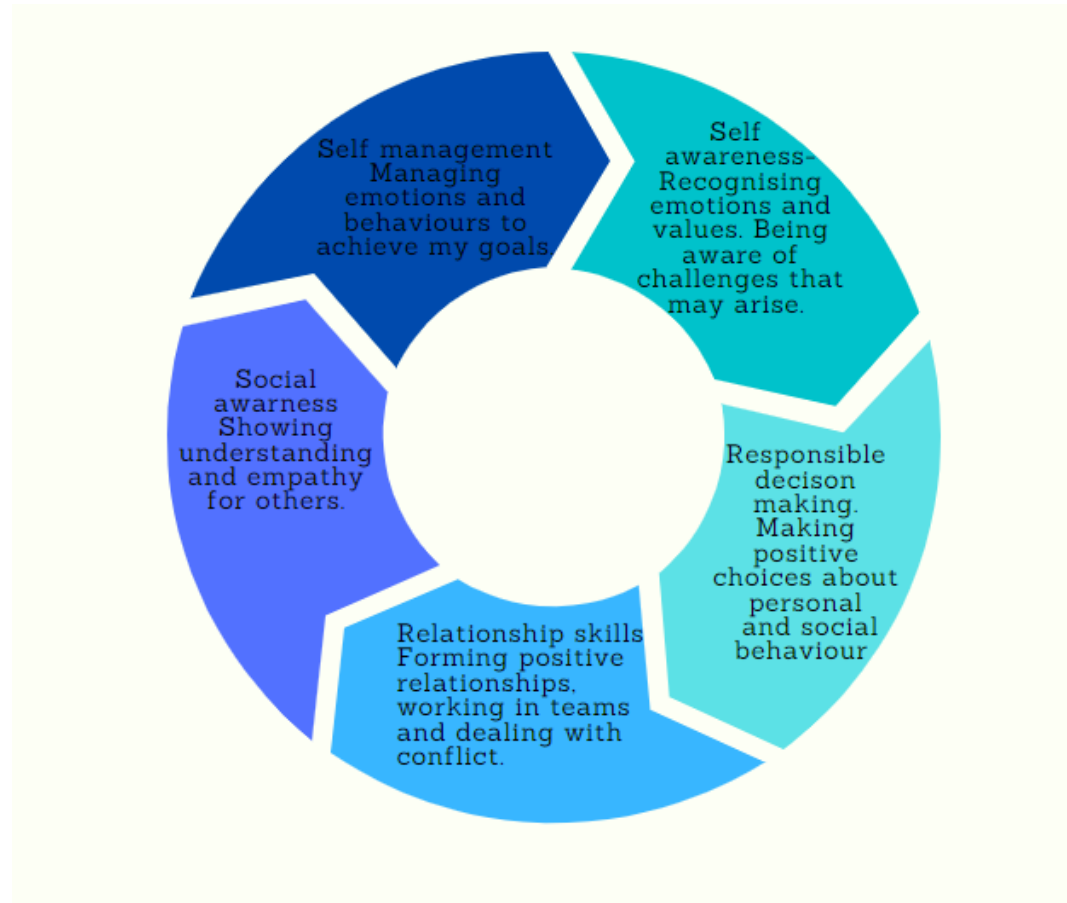
The curriculum is very broad at our school and as such there is something available for all pupils to succeed at.

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.

What support have we got in place for improving the 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 and inclusion team;
- 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 is Edward Peake accessible to pupils with SEND?

The site is accessible and meets all the requirements of the Equalities Act 2010 and is in line with the school Accessibility Policy, 2022-2025

<p>The school is on two levels with access via a lift.</p> <p>We have two lifts within the school building.</p>	<p>The majority of areas of the school are wheelchair accessible through the use of ramps.</p>	<p>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.</p>	<p>There is a disabled toilet, shower and changing facilities</p>	<p>The science labs in Franklin Zone and the Food Technology room are equipped with adjustable height benches designed for wheelchair users.</p>	<p>Soundboards and sound fields to ensure pupils with hearing impairments are able to access school life.</p>
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Photographs can be found in Appendix A

We ensure where ever possible that the 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

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

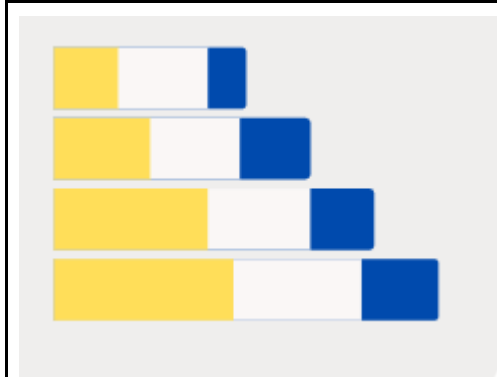


There are well-planned programmes of transition activities from both lower school to middle school and middle to upper. If your child is moving to another school, we will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We 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.

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,
- Reporting data and progress points to the SEND governor and Chair of Governors
- Subject leader and year leader meetings to assess the provision for SEND pupils.

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.

<https://cdn.realsmart.co.uk/edwardpeake.realsmartcloud.com/uploads/2020/07/22094615/Complaints-Policy-1.pdf>

<https://cdn.realsmart.co.uk/edwardpeake.realsmartcloud.com/uploads/2022/03/24142118/Communication-Policy.pdf>

Local Authority Provision delivered in school

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

Appendix A



Platform lifts



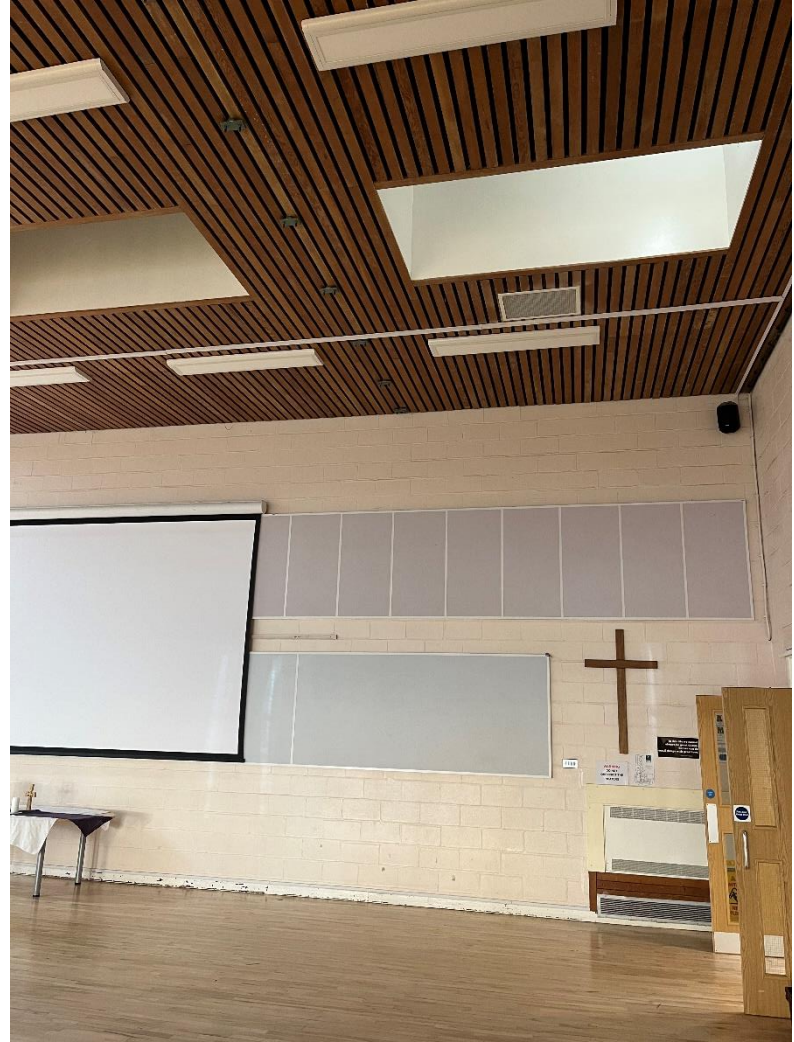
Wheelchair ramp



Disabled parking bay



Height adjustable benches



Acoustic wall panels