



SEND INFORMATION REPORT 2023-2024

SCHOOL NAME: Ovingham Middle School

TYPE OF SCHOOL: Mainstream deemed secondary - Middle school (Years 5-8)

ACCESSIBILITY: Our school buildings are on one level, with ramps at entrances and specified fire exits, and is fully wheelchair accessible. Two classrooms have fire exits with a small set of stairs outside. A personal evacuation plan is in place for these exits as necessary.

We have an accessible toilet/ hygiene room which contains a hoist, changing bed, adapted toilet and shower.

The food technology room has fully accessible height movable equipment.

In July 2014, the school was assessed for accessibility for the visually impaired and the relevant changes were made to the school buildings and external areas.

CORE OFFER:

Can Ovingham Middle currently deliver its core offer consistently over all areas of the school? Yes

POLICIES:

Are school policies available on the website for:

SEN YES

- [Click here to view this policy](#)

SAFEGUARDING YES

- [Click here to view this policy](#)

RELATIONSHIPS, BEHAVIOUR & EXCLUSIONS YES

- [Click here to view this policy](#)

EQUALITY YES

- [Click here to view this policy](#)

MEDICAL NEEDS YES

- [Click here to view this policy](#)

Are staff in Ovingham aware/familiar with the requirements of:

the Disability Discrimination Act 1995 [Click here](#) YES

and the Equality Act 2010? [Click here to view this Act](#) YES

What proportion of children currently at OMS has a SEND need?

12.02% (41) Total (National average 2022-23 17.3%)

9.68% (33) SEND Support (National Average 2022-23 13%)

2.35% (8) EHC (National Average 4.3% 2022-23)

How is the SEND department structured at OMS?

- SENDCO: Mrs H Tweddle
- Team of 8 TAs with a range of expertise who deliver in-lesson support as well as interventions outside of the classroom.

RANGE OF PROVISION:

Ovingham has available (over and above our core offer) in each of the following areas:

Teachers and support staff have had a range of training covering:

- QFT teaching
- EEF Strategies for SEND
- ACES training
- Attachment training
- Zones of regulation training
- Restorative behaviour training
- Deescalation training
- Movement and Handling training (designated staff)
- Friends Resilience
- Trauma Informed Approaches
- Mental Health issues such as anxiety
- Neurodevelopment and neurodiversity
- Speech, language and communication
- Safeguarding (Various topics)
- Phonics (designated staff)
- specialist hoist and personal toileting training (designated staff)
- ELSA training for key staff
- SEND training delivered by High Incident Needs Team

Inclusion:

All students at Ovingham Middle School are equally valued, regardless of whether they have special educational needs. They are included in every aspect of school such as extracurricular activities, school trips and curriculum opportunities. Ovingham Middle School strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos where everyone is respected and valued;
- broad and balanced curriculum for all students;
- systems for early identification of barriers to learning and participation;
- high expectations and suitable targets for all.

Definition of Special Educational Needs

The Special Educational Needs Code of Practice (2014) defines a student as SEND when their “learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to students of the same age.’

There are 4 broad areas of need that the SEND code of practice identifies and at OMS we cater for needs within these broad areas:

- **Cognition and Learning Difficulties** e.g. pupils who learn at a slower pace than their peers, including difficulty with reading, spelling, and numbers [Click here to find out more](#)
- **Communication and Interaction Difficulties** e.g. pupils with neurodiverse diagnoses like ASD or with language challenges such as stammering [Click here to find out more](#)
- **Sensory and physical needs** e.g. pupils with hearing impairment, or those with mobility issues [Click here to find out more](#)
- **Social, Emotional, and Mental Health Difficulties** e.g. feeling isolated, being unable to organise themselves, or presenting with challenging behaviours [Click here to find out more](#)

As a school we ensure that all pupils including those with SEND have access to:

- Quality pastoral care
- An ambitious and inclusive curriculum
- Access to a high quality PSHE curriculum to support an understanding and acceptance of diversity and equality amongst other things
- Awareness of bullying and how to report any incidents or concerns
- Emotional Literacy Support when appropriate via an in-house referral system

Identification, Assessment and Provision

Provision for students with special educational needs is whole school concern.

All teachers are teachers of students with special educational needs and teaching such students is, therefore, a whole school responsibility.

This can be done via a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the students within the class. The majority of students will learn and progress within these arrangements, but those students whose attainment falls significantly outside the expected range may have special educational needs. Early identification is vital and the school uses a graduated response to students' special educational needs as outlined in the Code of Practice and the Northumberland Graduated Approach. The class teacher makes an initial identification and informs the SEND department, at this point the department investigates concerns further by gathering information from teachers across the curriculum, examining students' work and speaking to the student. Parents/carers are contacted at the earliest opportunity to share concerns and enlist their active support and participation.

Within school we offer a range of targeted interventions (ranging from academic to SEMH interventions) which are tailored to meet the needs of the pupils. These can include; vocabulary groups, extra literacy / maths support, reading groups, ELSA, social skills and touch typing. These may be done in small groups or 1:1 with a TA.

SEND Support

Where a student is identified as having SEND we work in partnership with parents/carers to establish the support the child needs. Once a student's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that student. The views and wishes of the student and their parents / carers are central to these discussions.

We adopt a graduated approach with four stages of action: assess, plan, do and review

- **Assess** - in identifying a student as needing SEND support the teacher, working with the SENDCo,, the student and the student's parents or carers, carries out an analysis of the student's needs.
- **Plan** - where it is decided to provide additional support, all those concerned agree on the desired outcomes and interventions and support is planned and recorded.
- **Do** –teachers remain responsible for working with the student on a daily basis and oversee the implementation of the interventions or support agreed.

- **Review** - the effectiveness, impact and quality of the interventions or support is reviewed by the parties involved (Teachers, TAs, SENDCo, parents/carers, student). This should feedback into the analysis of the student's needs, with support being revised in the light of the student's progress and decide on any changes needed. Parents or carers should have clear information enabling them to be involved in planning the next steps.

Our School's Graduated Approach to SEND

Tier 1

Quality First Teaching [QFT]

Students receive inclusive quality first teaching [QFT] which is informed by the Education Endowment Foundation research on "Supporting SEND in mainstream schools". Students on this level may be on a monitoring list, their progress being carefully tracked and reviewed.

Tier 2

Additional School Intervention

Continued or increased concern may lead to a student receiving additional targeted interventions to accelerate their progress to age-related expectations. These may be in a small group or 1:1 with a TA or teacher . The SENDC will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching.

Tier 3

High Need

Where a student continues to make less than expected progress, despite interventions, they will receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this and work with school staff to select effective teaching approaches, equipment, strategies and interventions in order to support the student's progress. If support is not impacting on the student's progress and this is still of significant concern, the school, after consultation with parents/carers and other professionals, will request a Consideration of Statutory Assessment (COSA) from the Local Authority or request a Short Term Additional Resource (STAR) from the Local Authority. Parents can also request a COSA.

The school will meet its duty to respond to any request for information relating to a statutory assessment to the local authority within 6 weeks of receipt. If the decision is taken not to issue a COSA or STAR funding, the school will consider and implement the recommendations of feedback from the local authority, regarding how the student's outcomes can be met through the school's existing provision.

Specialist Facilities/Equipment to support SEND

In the main building there is a fully accessible hygiene room/changing room with a disabled toilet, hoist and a shower.

A mobile hoist is available to use to ensure safe handling and movement between the floor and a wheelchair to allow participation in PE/Games sessions in the Hall.

Writing slopes, balance cushions, chrome books, standing desk, coloured overlays, fidgets are available at all times within school.

SEND Room Ovingham has a permanent 'reflection space', a quiet zone with reduced sensory input. This room is timetabled to allow access to small teaching / intervention groups for specialist support e.g. touch typing, spellzone etc and a quiet zone with reduced sensory input

The SENDCO has a dedicated office that provides a confidential meeting space.

SEMH Support is provided by our ELSA who supports pupils with issues such as self esteem, body image, friendships and anxiety. There is also access to The Bungalow and quiet lunch room which provides a quiet space at lunch time.

We currently provide further SEMH support with a Counsellor who works with pupils referred in by school in a dedicated space using a range of different therapy techniques. In addition, we provide Play Therapy with a worker from PTUK who supports pupils referred in by school. `

Input from Therapists/Advisory Teachers/other specialist support services

The school has access to Northumberland County Council's HINT (High Incidents needs team)team which offers:

- **Educational Psychologist** [click here to find out more](#)
- **Autism support** [Click here to find out more](#)
- **Emotional Wellbeing and Behaviour support** [Click here to find out more](#)
- **Specific Learning Difficulties (Literacy and Maths)** [Click here to find out more](#)
- **Speech, language and communication support** [Click here to find out more](#)
- **Sensory support service (Hearing, Vision and multisensory impairment)** [click here to find out more](#)
- **Education welfare officer (EWO)**

We are also able to refer to additional specialists to support pupils, including:

- **School Nursing Team** [Click here to find out more](#)
- **Primary Mental Health** [Click here to find out more](#)
- **Children and Young People's Service (CYPS)** [Click here to find out more](#)

We have access to:-

- **Visual and hearing impairment teams** [Click here to find out more](#)
- **Occupational Therapists and Physiotherapists** who are able to provide support for pupils with a need in these areas

We seek support and guidance from specialist voluntary groups, such as:

- **Autism Northumberland** [Click here to find out more](#)
- **The Dystonia Society** [Click here to find out more](#)
- **Toby Henderson Trust** [Click here to find out more](#)

Lunchtime and after school support

Lunchtime homework clubs available for all year groups every day

A range of specialist interests and sports clubs are available at lunchtimes and after school for all pupils and are shared with pupils and parents on a termly basis

PARENT SUPPORT INVOLVEMENT/LIAISON:

Partnership with parents/carers

At all stages of the special needs process, the school keeps parents/cares fully informed and involved.

Parents / carers of pupils with SEND are informed of their child's progress on a regular basis both through the two formal school reports and informally through discussion with TAs, teachers and SENDCO. The school has a policy of welcoming parents and carers to discuss their child's needs either in person, over the phone, or via email.

Home-school diaries are used as a form of communication between parents, carers and teachers. Parents and carers are encouraged to check for notes and sign the planner on a weekly basis.

We included specific questions related to SEND on parent/carer surveys.

As part of the transition process, both into and out of OMS, we encourage parents/carers to meet with the SEND department to discuss the needs of their child and how best to support them.

As a school, we evaluate our provision for SEND pupils on an annual basis to ensure it meets the needs of our learners and their learning outcomes.

The SENDCO shares information on the child with SEND with staff through an Pupil Profile and SEN support plan which details areas of strength, difficulties and strategies which can be used to support the pupil.

We hold parents' evenings twice a year, provide interim reports on subjects and a written report at the end of each academic year.

Parents and carers are welcome at any time to make an appointment to see the form teacher / SENDCO.

Partnership with students

Students' views matter to us. Students are encouraged to be actively involved in writing and reviewing their pupil profiles. For their annual review, students with EHCPs are asked more formally about their views, their learning, their targets and the support or interventions they are given.

How will Ovingham prepare children with SEND to join their next setting/college/stage of education or life?

We have carefully planned and structured transition programmes between our feeder First Schools and the High School . We liaise with the SENDCOs and Year 4 teachers from our feeder first schools and with the SENDCO, Student Welfare Officer and Year 9 pastoral team from the nominated receiving High school to transfer information for pupils on the SEN register.

Pupils with an EHCP will have their transition plans and arrangements formalised in their change of phase annual review meeting, usually held in the year before they are due to transition to another school. Parents and carers nominate their preferred choice of receiving school at this meeting.

- [Click here to learn more about this](#) process in Northumberland

Vulnerable and SEND pupils are personally invited to additional transition visits with a trusted adult and the SENDCO to their receiving High School. Similar arrangements are in place with those transferring into OMS from Year 4. Pupil's with SEND who transfer mid-year to Ovingham are welcome to arrange a structured and graduated phased introduction to the school, their new classmates, and the subject areas. This may be with a trusted adult from their current school.

Ovingham has an annual Open Evening, usually in October, to allow pupils and their families to look around the school, meet the staff, discuss additional needs with the SENDCO, and ask any questions.

What to do if you have concerns about your child's provision at OMS:

We want to involve you in deciding on the best possible ways to support your child. If you have any concerns, then please contact your child's form teacher or subject teacher to begin with. Following this you could contact the school office and ask for the head of curriculum, pastoral lead or SENDCO. If a parent/carer has a complaint they can refer to the policies and procedures section of the school website. Further support about the SEND provision in school is available from the SEND Governor (Mrs L Mainwairing)

The Local Authority SEND support service team can be contacted on: 01670 623555 [Click here to find out more from the support team's handy leaflet.](#)

COMPLETED BY: H Tweddle (SENDCO)

Date: September 2023