

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

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

### **1. What kinds of SEND do we provide for?**

- We are a mainstream school for young people aged 9-13.
- We provide support for all types of SEN and Disabilities, and some of our pupils have Education, Health and Care Plans (EHCP).
- Our site is set over two storeys, there is lift access for those that cannot use stairs.

### **2. What is our policy for identifying children and young people with SEND and assessing their needs, and who is the SENDCo?**

- 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.
- The SENDCo can be contacted by phone on 01767 314562 or by email via the school office: [info@edwardpeake.beds.sch.uk](mailto:info@edwardpeake.beds.sch.uk)

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

- Parents/carers get 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' evenings to meet with class teachers, subject teachers and the SENDCo.
- Parents/carers will receive Support Plans three times a year for those pupils who are on the SEND register.
- As part of Support Plans we encourage parents/carers to discuss the provision with the SENDCo.
  - We meet with the parents of children with EHCs yearly 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.

### **4. How do we consult with young people with SEND and involve them in their education?**

- We will always meet with a pupil before beginning any specific support and explain what we are doing, and why.
- 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.

This report is update annually by the SENDCo and shared with the Full Governing Body  
Review date: June 2019

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

## **5. How do we assess and review children and young people's progress towards outcomes?**

- 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 students receiving specific SEND support have their progress tracked and monitored by the SENDCo after each reporting cycle. Those with less than expected progress are highlighted and support put in place or existing intervention re-evaluated.
- We complete reports regularly through the year for all pupils and this information is sent home to parents/carers.
- We try to use our normal school assessment processes as much as possible so as not to overburden our pupils with too many assessments.

## **6. How do we support pupils' transition between lower & middle and middle & upper school?**

- There are well planned programmes of transition activities from both lower school to middle school and middle to upper.
- Additional visits are in place for pupils to develop a smooth transition.
- Staff from the pupils' new school are invited to key meetings and reviews.
- Preparing pupils for adulthood is provided in PSHCE lessons.

## **7. What is our approach to teaching pupils with SEND?**

- We want everyone in our school to make excellent progress and to achieve the very best that they can, in all aspects of their all-round education, regardless of any Special Educational Needs or Disabilities that they may have. We have high aspirations for all of our pupils.
- This means that there is complete equality of opportunity in the curriculum that is offered to pupils.
- 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.
- 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. These may include barriers related to the child themselves, and also those in the learning environment.

## **8. 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.

- Lessons are differentiated to allow pupils of all abilities to access the curriculum.
- The site is accessible and meets all the requirements of the Equalities Act 2010.

**9. What is the expertise of staff to support pupils with SEND and how do we continue to train them? How do we secure specialist expertise?**

- The SENDCo attends regular termly updates as part of the SEND cluster group for BCUS as well as regular CPD events held by the CBC SEND team.
- Staff are encouraged to undertake training and development as part of their own performance management.
- We undertake in house training to ensure Continuous Professional Development for all staff on SEND.
- The SENDCo can access additional support and advice from external agencies if and when necessary.

**10. How do we know how effective our provision for children and young people with SEND is?**

- As part of the normal school development and self-review cycle, we carefully examine the data from results, pupil surveys, parent surveys, EHC reviews and teacher observations to evaluate the effectiveness of the provision.
- Termly analysis of the progress pupils make in Core subjects is undertaken by the SENDCo.
- A SEND department review is carried out annually, and targets set for the next academic year.
- This will be reported termly to Governors through the Headteacher's report.

**11. What do we do to make sure pupils with SEND are able to engage in activities alongside pupils in the school who do not have SEND?**

- Through targeted support we ensure that there are no barriers for any students with SEND for our activities in school.
- We actively encourage students with SEND to take part fully in the life of the school.
- We are a fully inclusive school.

**12. What support have we got in place for improving emotional and social development of our students?**

- Our Support Plans show clearly the provision in place for those young people with emotional and social needs.
- All pupils have access to The Peake at break and lunch time if additional support is needed with emotional and social development.
- Pupils can access 1:1 SMILE mentoring support from named adults around the school.

### **13. How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils SEND and how do we support families?**

- We draw on a range of local providers such as: NHS, Union Street Clinic, Child Development Centre, local GPs, School Nurse;
  - CAMHs;
  - Children's Social Care;
  - Early Help Intervention from CBC;
  - Education Psychology Service;
  - Outreach service from Ivel Valley School;
  - ASD specialist teacher support from Ivel Valley School;
  - Academy of Central Bedfordshire;
  - CHUMS;
  - Jigsaw
  - Speech and Language support
  - SMILE mentoring support
  - We also have a full time Family Support Worker
- There are many others teams that we can access from time to time to help us secure the best possible support for pupils.
- They may come in and help us with assessments, providing advice as needed, or they may be alternative providers.

### **14. 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 Parental Complaints Policy which is available from the school office and on the school website.