



Lockyer's
Middle
School

SEN Information Report

As a Rights Respecting School, children's rights are at the heart of our policies. We recognise, teach, practise and promote the rights of every child as outlined in the United Convention on the Rights of the Child.

Article 23 states: *A child has the right to special education and care if they have a disability so that they live a full life.*

Lockyer's Middle School
Special Educational Needs Information Report
2018-2019

Lockyer's Middle School is a mainstream school. We have high aspirations for all pupils, including those identified as having Special Educational Needs and/or Disabilities (SEND). We are committed to offering an inclusive curriculum to ensure the best possible progress for all pupils regardless of their needs, abilities and learning differences. We strive to ensure that all pupils achieve their best so that they continue to grow into confident individuals living fulfilling lives.

We are a 'Good' school with securely good and outstanding teachers (Ofsted, 2015). Therefore, for the majority of pupils, their needs will be met by high quality teaching. Teachers deliver carefully planned and differentiated lessons, employing skilled and diverse teaching strategies. We recognise that some pupils will require additional support for varying periods. This support is provided through specific classroom teaching strategies and targeted small group and individual interventions. We use a graduated approach to Special Educational Needs (SEN), increasing the amount of support we give to pupils depending on their level of need.

We actively encourage parents to be involved in their child's education and we always welcome parents into school. We believe that good partnerships between home and school are crucial to ensuring that pupils with SEND are supported effectively.



What is a Special Educational Need or Disability?

Pupils with SEN have learning difficulties that make it harder for them to learn than most pupils of the same age. These pupils may need extra or different help from that given to others.

The SEND Code of Practice: 0-25 Years (July 2014) identifies SEN under four broad areas of need:

1. **Communication and Interaction (CI)** ~ for example, where a young person has a speech, language and communication difficulty, which makes it hard for them to make sense of language or to understand how to communicate effectively and appropriately with others.
2. **Cognition and Learning (CL)** ~ for example, where a young person learns at a slower pace than others their age, they may experience difficulties understanding parts of the curriculum, difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as literacy or numeracy.
3. **Social, Emotional and Mental Health (SEMH)** ~ for example, where a young person is struggling to manage their relationships with other people, are withdrawn, or if they behave in a way that hinders their and other pupil's learning or that may have an impact on their health and wellbeing.
4. **Sensory and/or Physical Needs (S/PN)** ~ for example, where a young person has visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

Some pupils may have needs in more than one category and we aim to ensure that personal learning requirements are met.

Some pupils with SEN may also have a disability. A disability is described in the Equality Act (2010) as, "A physical or mental impairment, which has a long term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities."

We recognise that we have a duty towards disabled pupils and therefore, make reasonable adjustments to prevent disabled pupils from being placed at a substantial disadvantage.

How does Lockyer's Middle School know if pupils need extra help and what should I do if I think my child may have Special Educational Needs?

Most pupils with SEN will have been identified by teachers at their previous First School. Pupils with an Education Health and Care Plan (EHCP) already have many of their needs clearly identified.



Mrs Adams the Special Educational Needs Co-ordinator (SENCO) and Mrs Evans the Head of Year 5 work closely with feeder schools to ensure that information held about pupils is shared effectively with staff before pupils transfer to us. This allows us to be prepared to meet the needs of pupils from the very first day that they arrive. If pupils with SEN join the school during the academic year, then communication occurs between schools and information is shared with relevant staff as soon as possible.

During the Summer term teachers and teaching assistants (TAs) visit and get to know Year 4 pupils in their First School before transfer day. We welcome parents of pupils with SEN to visit to discuss their child's needs. In addition to the planned transfer day, extra visits can be arranged to help pupils with SEN to feel less anxious about their transfer to Lockyer's Middle School.

On entry to Lockyer's Middle School Year 5 pupils undertake tests for maths, reading and spelling. This information is used alongside data and information from First Schools to ensure that pupils who may need additional support are identified early. Pupils who require additional support receive appropriate intervention. Interventions use the Access, Plan, Do, Review cycle recognised in the SEND Code of Practice (2014).

We regularly monitor the progress of all pupils. If a pupil is not making expected progress in a particular area of learning and does not respond to high quality teaching, we will seek to reduce any barriers to learning. For instance, we may identify appropriate additional support, liaise with external agencies or complete assessments such as the GL dyslexia screener.

If parents have concerns about their child's progress, they should speak to their child's tutor teacher or the appropriate subject teacher. Parents can also make an appointment with the SENCO.

The Headteacher Mr Legge has overall responsibility for Special Educational Needs and Disability.

The SENCO for our school is Mrs Adams. The Academy Committee member who oversees SEN is Bev Utley, chair of the Academy Committee.

How will Lockyer’s Middle School staff support my child if they have an additional need?

	Challenge to Learning	Action	(Expected) Impact
1.	Slow processing speed	a. Chunk instructions. b. Provide scaffolding. c. Provide visual prompts.	Starts tasks with increased confidence.
2.	Hearing impairment	a. Careful seating position in class. b. Check understanding of tasks before starting. c. Seat next to a peer to help explain.	Understands tasks set and expectations.
3.	Lacks concentration	a. Clear expectations. b. Kinaesthetic activities throughout the lesson. c. Praise effort and reward with E-praise points.	Increased concentration and engagement.

Example of challenges to learning taken from a pupil passport

Where appropriate pupils who are identified with SEN will be issued with a pupil passport. Recorded on the pupil passport are challenges to learning and actions that teachers will use to attempt to overcome such challenges. Teachers regularly record information linked to what a pupil is learning about in lessons and the progress that is being made towards overcoming their challenges. Pupil passports are sent home at the end of each academic term. We encourage parents to respond to comments made.

Pupils on the SEND register have their pupil passport challenges to learning reviewed termly. New challenges to learning are made in liaison with the class/subject teachers and pupils and where appropriate with parents/carers. Challenges to learning can be discussed at parent’s evenings and are reviewed three times a year.

All teachers are responsible for the progress and development of pupils with SEN in their class. Teachers have support and guidance from the SENCO and when required outside agencies. Every teacher adapts the curriculum to ensure access to learning for all pupils in their class regardless of ability. All teachers have up to date information on the needs of individual pupils so that they can plan suitable learning experiences.

Teachers use various strategies to adapt access to the curriculum. This might include using:

- a visual timetable

- equipment such as a sloped writing board, visual timer, coloured overlay, fiddle tool, noise defenders etc.
- writing frames/boxed up plans
- an individual workstation
- key vocabulary lists
- a netbook or computer
- a safe place
- specific positive behaviour reward systems



Parents are informed if their child has made appropriate progress for their ability and age and therefore no longer require SEN provision.

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

At Lockyer's Middle School, we use one-page pupil profiles. These profiles are a summary of what matters to the pupil and how to support them well. This enables teachers to be aware of the strengths, interests and any specific support needs, which helps to personalise learning for each young person.

One-page pupil profiles help the pupil to have a voice in how they are supported in school, and to have their strengths and what is important to them as an individual acknowledged. They also give the opportunity for parents to share their knowledge and expertise on how best to support their child.



Example of a one page pupil profile

Teachers plan taking into account the pupils' previous attainment. Tasks are differentiated at an appropriate level, so that all pupils are able to access learning according to their specific needs. Typically, this means that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated.

When a pupil has been identified with SEN, the curriculum and the learning environment will be further adapted by the teacher to reduce challenges to learning and enable them to access the

curriculum more easily. These adaptations may include strategies suggested by the SENCO and/or external specialists.



In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or adult help.

Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in school and increase their access to the taught curriculum.

Homework is usually differentiated so that all pupils are set manageable tasks. We understand that homework can be difficult for some pupils to do at home. Therefore, we provide homework support during lunchtimes and a homework club after school.

How are the resources allocated and matched to pupils with Special Educational Needs?

All pupils with SEN are recorded on the SEN register; information is regularly updated and shared with all members of staff so that they are aware of individual needs and how these needs can be best met. Pupils with medical needs may have an Individual Healthcare Plan.

Pupils with an EHCP have a pupil centred Annual Review where we consider the pupil's needs and progress. The Annual Review ensures that a pupil's needs are being met correctly. During an Annual Review both short-term and long-term outcomes are discussed with parents, key teachers, TAs, any external agencies involved and the SENCO.

We know our pupils very well and plan appropriate support for pupils with SEN. Support is also allocated based on advice from external agencies and in consultation with individuals such as parents, tutors, subject teachers, TAs and the SENCO. Parents are informed of the specific interventions their child is receiving. Interventions are reviewed termly.

How will both Lockyer's Middle School and I know how my child is doing and how will you help me to support my child's learning?

We continually monitor the progress made by all pupils through half termly assessments, which might involve independent writing or the completion of a test. If external agencies are working with a pupil, they carry out their own assessments to measure progress.



External agencies feedback directly to parents. We also have regular parent's evenings throughout the academic year. During parent's evenings there is the opportunity to discuss progress made with subject teachers and discuss how parents and teachers can further support learning.

Pupils with SEN have a Pupil Passport, which goes home at the end of every term. Teachers' regularly record information linked to what their child is learning about in lessons and the progress that is being made. In addition to this, all pupils have a homework diary; this enables parents to keep up to date with their child's homework and achievements. Parents also receive three written reports throughout the year.

Pupils with SEN work towards overcoming identified challenges to learning which are recorded in their Pupil Passport. Outcomes are discussed at parent's evenings. Teachers review outcomes three times a year. If appropriate targeted intervention is put in place.

Pupils with an EHCP will have a pupil centred Annual Review, where we consider the pupil's needs and progress and work to make sure that their needs are being met correctly.

Curriculum maps can be found on our school website; this helps parents to see what their child will be learning throughout the year.

Parents are encouraged to contact the school should they have any concerns.

What support will there be for my child's overall wellbeing?

It is important to us that pupils develop emotionally not just academically. We offer a wide range of pastoral support for pupils. Tutor teachers work closely with pupils in their tutor class to ensure that pupils are happy and that any concerns are addressed quickly.

All pupils participate in Personal, Social, Health, Citizenship, Economic Education (PSHCE) lessons. As part of this curriculum pupils develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up. The curriculum teaches pupils to stay safe and healthy as well as building self-esteem, resilience and empathy.



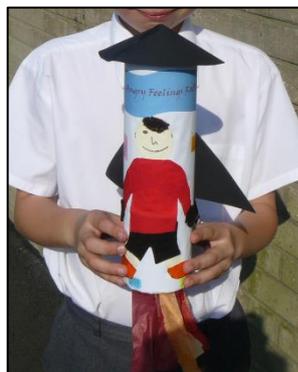
We offer Meet and Greet sessions before school begins for pupils who find the transition to school difficult. This enables pupils to be met by a TA from the moment they arrive at school. TAs talk through the day ahead and discuss any worries, which the young person might have.

We recognise that some pupils find unstructured break and lunchtimes difficult. Therefore, we provide lunchtime clubs and alternative small group opportunities within school such as 'The Hub'. 'The Hub' is a lunchtime support club, which helps to develop social interaction skills. It gives an opportunity for pupils to eat their lunch in a small supportive environment. Pupils also play different games and make crafts.

In addition to this, we run a lunchtime homework club where support is provided to complete homework. Pupils also have access to the library at lunchtimes.

If any of our pupils require additional emotional support, we offer 'Social and Emotional Aspects of Learning' (SEAL) to Year 5 and Year 6 pupils. SEAL promotes social and emotional literacy in pupils and equips them with the skills they need to lead a healthy, happy life. Skills include supporting:

- Social awareness
- Managing feelings
- Motivation
- Empathy
- Social interactions



An example of ELSA anger session work that focussed on how to manage a pupil's feelings.

Mrs Fear leads SEAL sessions.

If needed pupils from all year groups can benefit from Emotional Literacy Support Assistants (ELSA). We have two trained ELSAs: Mrs Baldacchino and Miss Sanders. ELSAs help identified pupils to learn to understand their emotions and respect the feelings of those around them. They provide regular time and space for pupils to think about their personal circumstances and how they manage them.

What specialist services and expertise are available at or accessed by Lockyer's Middle School?

We work closely with the following outside agencies that support specific pupils and their learning needs:

Special Educational Needs Support Service (SENSS)

SENSS is bought in when needed for identified pupils. SENSS provides specialist assessment, teaching and advice for pupils with specific learning difficulties.

Educational Psychologist

The Educational Psychologist is used for advice and to support the school and parents with higher needs pupils.

Speech and Language Therapy Service

Speech and language therapists provide a programme to be delivered in school and at home. Therapists may work one-to-one with a pupil for a block of time to support them with their programme.

Community Paediatrician

After seeking permission from parents, information is shared with the Community Paediatrician. The Community Paediatrician is a specialist doctor who assesses your child's needs.

Hearing and Vision Support Services (HVSS)

HVSS visit individual pupils regularly and monitor pupil progress, their needs and the equipment of hearing impaired and visually impaired pupils. HVSS work closely with the SENCO and key teachers/TAs.



Occupational Therapists and Physiotherapists

Occupational therapists and physiotherapists provide a programme, training and support to enable teachers and TAs to help individual pupils. Progress is regularly reviewed and the programme is adapted as necessary. Trained TAs work with individual pupils on an individual basis following their specialist programme.

Manual Handling Advisor

The Manual Handling Advisor trains staff on how to manage the movement of individual pupils safely.

Child and Adolescent Mental Health Service (CAMHS)

After seeking permission from parents a referral can be made to CAMHS. CAMHS work directly with individual pupils and their family.

School Nurse

The School Nurse visits our school to offer health information, advice and support, deliver school based immunisation programmes and pupil drop in sessions. They weigh and measure Year 6 pupils as part of the National Child Measurement Programme.

What training has the staff supporting children with SEND had?

Staff receive regular SEND training so that we remain up to date and consistent in our approach. Recent staff training has included – Overcoming Barriers to Learning, Writing Effective SEN Outcomes, Autism Awareness, Teaching Hearing Impaired Pupils and Quality First Teaching of Dyslexic Pupils. In addition to this, members of staff attend training and/or network meetings with Dorset County Council and the Wimborne Academy Trust to remain up-to-date with current legislation and practice.

If a young person has a specific medical condition that requires specialist support, we make sure that all staff understand the needs of the individual and when required designated members of staff are trained to support. For example, we have recently had specific training about haemophilia, epilepsy, Epi-pen and catheter training.

All of our ELSAs are TAs who have had expert training from Educational Psychologists to support the emotional development of pupils. They have regular supervision from Educational Psychologists to help them in their work and they meet with the SENCO monthly to discuss their cases.

TAs who deliver more specialist support receive training from outside agencies. For instance, TAs who deliver physiotherapy sessions receive specific training and a programme, which has been written by Occupational Therapists or Physiotherapists. TAs who lead Speech and Language sessions follow a programme that has been written by a Speech and Language Therapist. Similarly, a specialist SEN teacher visits weekly and liaises with members of staff who deliver their programmes in school.

Our TAs have recently received training in effective questioning, teaching maths skills and guided reading sessions.

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

We aim for all children to be included on school trips and residential stays. We will provide the necessary adaptations, having consulted with parents. On occasions, it might be appropriate for a parent/carer to accompany a child on a school trip, depending on the child's individual needs.

A risk assessment is carried out prior to any off-site activity, to ensure health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover similar curriculum areas will be provided in school.

How accessible is the school environment?

We have an Accessibility Plan, which describes the actions that have been taken to increase access to the school environment and the curriculum. The school building has gone through considerable changes in the last few years. The following adaptations have been made to the school environment:



- There is disabled parking with easy access to the school reception.
- Ramps with handrails have replaced the numerous steps into and out of different blocks to ensure that the site is more accessible to all.
- Key areas have acoustic panelling.

- A new block has been converted to allow for two physiotherapy rooms and an accessibility toilet.

We encourage parents to visit to discuss the needs of their child. Where possible reasonable adjustments can be made, working with the Local Authority, to improve the accessibility of the school environment so that we are able to meet the needs of the child.

How will Lockyer's Middle School prepare and support my child with transition to another class, school or setting?

Ensuring that pupils are well prepared to transfer to a new school is important to us in order that pupils get the best possible start in the next phase of their education.

Transition from First School

The SENCO and Head of Year 5 work closely with feeder First Schools. Throughout the year before transferring to Lockyer's Middle School there are various opportunities for Year 4 pupils to visit and participate in taster afternoons such as a Science and Art project. This enables pupils to become familiar with the school alongside their current Year 4 teacher and peers. Families are encouraged to tour the school during our annual open evening in September.

During the Summer term teachers, TAs and current pupils visit First Schools and get to know Year 4 pupils before transfer day. In addition to the planned transfer day, extra visits can be arranged to help pupils with SEN to feel less anxious about their transfer to Lockyer's Middle School.

Also, where appropriate, we offer the opportunity for pupils with SEN to visit the day before pupils officially have their first day at school. This helps pupils to feel more confident as they can meet with their tutor teacher and discuss any last minute concerns.

Transition During the Academic Year

If pupils with SEN join the school during the academic year, then communication occurs between schools and information is shared with relevant staff as soon as possible. Extra visits can be arranged before a pupil transfers to us.

Transition to a New Year Group

All pupils experience a transfer day where they meet their new tutor teacher and Head of Year. Before transferring to a new year group teachers spend time sharing SEN information, social/emotional needs and academic information about each pupil. If required, pupils can work with one of our ELSAs to complete specific work that looks at transition.

Transition to Upper School

During Year 8, all pupils experience a transfer day to their new Upper School. The SENCO and Head of Year 8 liaise to share important information such as SEN needs and strategies to support the pupil. Additional trips can be arranged according to individual needs. Any Annual Reviews will have a representative from the appropriate Upper School.

Prior to transfer parents are invited by the Upper Schools to attend meetings to discuss their child. All documentation is transferred at the end of the Summer term to help Upper School staff be prepared to meet the needs of the young person.

How are parents involved in the school? How can I be involved?

We believe that parents have a crucial role to play in supporting their child's education. Good partnerships between home and school are vital to ensuring that pupils with SEND are supported effectively. We maintain communication throughout a child's time at Lockyer's. This is achieved through use of a Pupil Passport, notes in a child's homework diary, parent's evenings, telephone calls and additional meetings with a tutor, Head of Year or SENCO.



This SEN Information Report has been written in collaboration with Lockyer's Middle School staff, Academy Committee member and parents of pupils with SEND.

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September 2017	2	September 2018	27 th September 2017	SENCO	Annual update
March 2018 amendment	2a	September 2018		SENCO	RRS statement added to cover
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