



# SEN and Disability Policy

Lockyer's Middle School

Updated: September 2022



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

### 2022-2023

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 and Mrs McEnnerney, the Heads 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 CATS, English, maths and a STAR reading age test. 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 using 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 form tutor or the appropriate subject teacher. Parents can also make an appointment with the SENCO.

The Head teacher Miss A. Dufek has overall responsibility for Special Educational Needs and Disability.

The SENCO for our school is Mrs J. Adams.

The Academy Committee Member who oversees SEN is Mrs S. Lynch.

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

SHORT TERM TARGETS (linked to longer term outcomes), SPRING TERM					
Smart Target (Plan) June 2022 Review	Provisions (Do)	Evidence for Review	Not Yet	Partially Met	Almost There
C + L Use capital letters and end of sentence marks accurately (full stops, question marks and exclamation marks).	<ul style="list-style-type: none"> <li>Provide a reminder to check for capital letters and end of sentence marks at the end of every 3-5 sentences.</li> <li>Adult support to check through and edit written work together.</li> <li>Guided self-check (as a class or individual), with a focus on eliminating these specific errors.</li> </ul>	<p>Ollie is beginning to use capital letters at the start of sentences - this is not yet consistent.</p> <p>Some end punctuation in evidence, including full stops and exclamation marks.</p>		X	
C + L Solve multi-step problems by breaking down the problem into smaller steps	<ul style="list-style-type: none"> <li>Model with steps broken down (colour/separate). Cue card to show:               <ol style="list-style-type: none"> <li>1. Read it myself.</li> <li>2. Have it read to me.</li> <li>3. Read it myself again.</li> <li>4. Try the problem.</li> <li>5. Check my solution.</li> </ol> </li> <li>Adult prompting to highlight key vocabulary.</li> <li>Reminder card showing key vocabulary (total / difference / more or less than / change from). Reminder card showing key vocabulary (total / difference / more or less than / change from).</li> </ul>	<p>Ollie's approach to independent learning fluctuates greatly. Some lessons, he is engaged and able to use adult support sparingly. In others, his output grinds to a halt without constant scaffolding and guidance.</p>		X	

Example of a pupil target record

Pupils on the SEND register experience different types of challenges, which require additional support to aid the child's learning. Taking these challenges into consideration, targets are identified by the child's teachers and are recorded alongside specific actions that teachers, parents and pupils will do to help to achieve these targets. These targets 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
- an iPad or Chromebook
- 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 requires SEN provision.

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

At Lockyer's Middle School we use SEN Support Plans, which are shared with all staff. 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.

SEN Support Plans 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.

Teachers plan taking into account the pupils' previous attainment. Teachers implement suitable 'ways in' for individual pupils so that pupils are able to access learning according to their specific needs. Typically, tasks are differentiated at an appropriate level, which means that in a lesson there would be 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 focuses on daily deliberate practice of key skills such as: reading, spelling and times tables in Year 5. Online/app-based learning programmes are used to quiz pupils on their maths, English and science. The quizzes consist of short multi-choice questions with feedback given instantly as to whether an answer is correct. The platform adjusts the level of difficulty to the pupil's individual responses.

We understand that homework can be difficult for some pupils to do at home. Therefore, we provide homework support during lunchtimes.

## 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. 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 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.

All pupils have access to an online reward system; this enables parents to keep up-to-date with their child's achievements. Parents receive three written reports throughout the year.

Pupils with SEN have an individualised Support Plan. As part of this plan targets are identified by the child's teachers and are recorded alongside specific actions that teachers, parents and pupils will do to help to achieve these targets. These targets are reviewed three times a year.

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 overviews 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. Form tutors 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 and Economic Education (PSHE) 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 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 have opportunities to be supported whilst socialising.

In addition to this, we run a lunchtime homework club where support is provided to complete homework. The school library is also open during some 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.

If needed pupils from all year groups can benefit from our Emotional Literacy Support Assistant (ELSA) or support from the Pupil Wellbeing Lead. Mrs J. Macleod is training to become our new ELSA and Mrs H. Pugh is our Pupil Wellbeing Lead. Both types of support help identified pupils to learn to understand their emotions and respect the feelings of those around them. ELSA support provides 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:

#### **Specialist Teacher**

When needed we can access support from a specialist teacher. The specialist teacher provides advice regarding how to support individual pupils, staff training, specialist assessment and if appropriate they can work one-to-one with a child.

#### **Educational Psychologist**

We have an Educational Psychologist assigned to our school called Ms T. Druce. 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.

## 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.

## Family Partnership Zone

Family Partnership Zones are made up of different professionals who want the very best for children, young people and families. The Family Partnership Zone works with families to make sure you get the right help at the right time.

## 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: Autism Awareness, 'Ways in' for SEN Pupils, Writing and Reviewing Targets for SEN Support Plans, Teaching Hearing Impaired Pupils, Supporting Pupils with Anxiety and Teaching Walkthrus. In addition to this, members of staff attend training and/or network meetings with Wimborne Academy Trust and Dorset County Council 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 Epilepsy and Epi-pen training.

Our ELSA is having 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.

Our TAs have recently received training in: Effective Questioning, Phonics, Supporting Pupils with Autism 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 are two disabled parking spaces 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 an accessibility toilet and physiotherapy area.

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 Heads 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, music 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 form tutor 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 form tutor 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 our ELSA 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 focus on facilitating a smooth transition. A representative from the appropriate Upper School will be invited to attend the Annual Review.

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 parent's evenings, telephone calls and additional meetings with a tutor, Head of Year or SENCO.



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