

## Brewood C of E (C) Middle School

### Local Offer

#### How does the school know if children need extra help and what should I do if I think my child has special educational needs?

At Brewood C of E (C) Middle School children are identified as having Special Educational Needs and Difficulties (SEND) through a variety of ways including:

- Liaison with First school/previous school
- Child performing significantly below age expected levels
- Child significant decrease in progress over time
- Concerns raised by parent/s or carers
- Concerns raised by staff
- Liaison with external agencies
- Health/Medical diagnosis through paediatrician or medical agencies

#### How will I raise concerns if I need to?

Talk to us - contact your child's form tutor, SENCo (Miss Watson) or Head of Key Stage 2 (Mrs Barrett) or Key Stage 3 (Mr Smith). We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope they are able to do the same in return.

#### How will school support my child?

*Who will oversee, plan and work with my child and how often?*

- Our SENCo oversees all support and progress of any Special Educational Needs and Difficulties (SEND) children requiring additional support across school that is linked with a child's Individual Education Plan (IEP).
- There may be a Teaching Assistant working with your child either individually, as part of a small group or within a whole class setting.
- Each class teacher will oversee and plan the support that each child with SEND receives in their class to ensure that progress is made in every area of the curriculum.
- The exact support and the regularity of the support will be explained to parents during SEND reviews.

*Who will explain this to me?*

- The SENCo will meet with parents twice a year for an SEND review.
- The form tutor will meet with parents each term (as part of a parents evening).
- There is an opportunity to talk to each subject teacher during our consultation day which takes place during February.
- Further information from the SENCo is available throughout the year.

*How are the governors involved and what are their responsibilities?*

- One of our Governors (Mrs Redrup) is responsible for SEND and meets regularly with the SENCo. She reports to the Governors to keep all informed. This report does not refer to individual children and confidentiality is maintained at all times.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

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

- All work within subjects is pitched at an appropriate level by the teacher so that all children are able to access the curriculum according to their specific needs.
- In Key Stage 2 and 3 maths and English are set, based on child's current attainment in the subject. This means smaller groups where work can be differentiated to suit the level they are working at. This can also mean there may be TA support in the class to target individuals or small groups of children. In Key Stage 3 the setting also includes science.
- Within foundation subjects lessons may have a range of activities planned, set at different levels to accommodate for all abilities.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

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

*What opportunities will there be for me to discuss my child's progress?*

- We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways for you to help your child at home.
- We believe that your child's education should be a partnership between parents and teachers. Therefore we aim to keep communication channels open and communicate regularly.
- If your child is on the SEND register they will have an Individual Education Plan (IEP) which will have individual targets. This will be discussed during an SEND review which takes place twice during the school year. Parents receive a copy of the IEP.
- If your child has complex needs they may have an Educational Health Care Plan (EHCP) which means that a formal meeting, in addition to the SEND review, will be held annually to discuss your child's progress and a report will be written.

*How does the school know how well my child is doing?*

- As a school we measure all children's progress in learning against National expectations and age related expectations, termly. APP (Assessment of Pupil Progress) also takes place in English.
- Subject teachers continually assess each child within their subject and record areas where they are improving and where further support may be required. As a school, we track children from entry at Year 5 through to Year 8, using a variety of different methods including National Curriculum levels and Reading and Spelling ages.
- Children who are not making expected progress over time are discussed with the SENCo. The SENCo may then carry out observations of children or request further information from subject teachers by completing a 'Round Robin' on an individual child's progress and providing evidence of the previous support the child has received to date. If additional SEND support is then required, a meeting will then take place to discuss why individual children are experiencing difficulty and what further support can be given to aid their progression. Children are then monitored by the teacher and SENCO and should concern remain after additional class teacher input, a meeting with Parents may be arranged to begin an IEP. Parents are informed of all concerns regarding their child.

- When a child's IEP is reviewed comments are made against each target to show the progress the child has made. This may also include results from testing carried out. If the child has not met the target, the reasons for this will be discussed, then the target adapted into smaller steps or using a different approach to ensure the child does make progress. New targets may also be set based upon class teacher information, parental request or the results of tests.

What support will there be for my child's overall well-being?

*What is the pastoral, medical and social support available in the school?*

- At Brewood C of E ( C ) Middle School all staff believe that a child having high self-esteem is crucial to their well-being. We have a caring, understanding team looking after our children.
- The form tutor has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be parents' first point of contact. If further support is required the class teacher liaises with the Head of Key Stage or SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or Behaviour Support Team.
- The school also has a school nurse who provides drop-in sessions on a fortnightly basis. Children are welcome to talk to her about any concerns or worries they may have.

*How does the school manage the administration of medicines?*

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the form tutor if medication is recommended by Health Professionals to be taken during the school day. This may then involve a care plan being produced through the school nurse.
- On a day-to-day basis the staff in the school office generally oversees the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

*What support is there for behaviour, avoiding exclusion and increasing attendance?*

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and children.
- If a child has behavioural difficulties this may be referred to Behaviour Support Manager (Mr. Slater) and an Individual Behaviour Plan (IBP) may be written, alongside the child and parents, to identify the specific issue, put relevant support in place and set targets. The IBP is reviewed on a regular basis.
- Attendance of every child is monitored on a daily basis by the school administration team and attendance officer. Lateness and absences are recorded and reported upon to the Head teacher. This may also be referred to an Educational Welfare Officer (EWO), where families may be struggling with lateness or absences.

*How will my child be able to contribute their views?*

- There are suggestion boxes in various locations around the school which are regularly checked by the Head of Key Stage and acted upon.
- We have an effective student council where children are able to raise any issues or share their viewpoints.
- Children who have an IEP are welcome to attend SEND reviews where they can discuss and set their targets with the SENCo/form tutor and teaching assistants present (where possible).
- If your child has an EHCP their views will be sought before any review meetings.

What specialist services and expertise are available at or accessed by the school?

- Our SENCo is a fully qualified teacher and has undertaken training and professional development with regard to SEND.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Health Services (GP's, school nurse, clinical psychologist, speech and language therapists, paediatricians, occupational therapists, and Physiotherapists); Local Support Teams (Social Services, social workers, welfare officers,

parent support workers); Educational Psychologists and Behaviour Intervention.

What training have the staff supporting children with SEND had or are currently having?

- All staff have received training from the Autism Outreach Team.
- A number of staff have also received training in Speech and Language and CAMHS training relating to specific medical conditions for children in our care.
- All Teaching Assistants have received additional training from AOT and effective support strategies to use in school - social stories, comic strip conversations, and behaviour management.
- Teaching Assistants and a number of teachers have received dyscalculia training.
- As part of our 'Dyslexia Friendly Status' staff are regularly updated in effective strategies to support children with dyslexia.
- All of our Teaching Assistants have received training in delivering reading and spelling/phonics programmes.
- Several Teaching Assistants have been trained in delivering Speech and Language programmes from Speech and Language therapists.
- A number of Teaching Assistants have been trained in delivering Occupational Therapist programmes from Occupational Therapists.

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

- All children are included in all parts of the school curriculum and we aim for all children to be included on school visits, including residential visits. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

How accessible is the school environment?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is split level with lifts to access the different levels.

### How will the school prepare and support my child when joining the school and transferring to a new school?

- We encourage all parents and children to visit the school prior to starting where they will be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. This also provides opportunity to meet SEND support staff who may work with your child. The Head of Year, SENCo and a Teaching Assistant would also usually visit them in their current school.
- Children are invited to join us on our Induction Day which takes place in July. Additional visiting days through sport, maths and ICT may also be arranged with feeder schools.
- We identify SEND children leaving for new schools/high school who may require additional support, input or additional visits and write social stories with children if transition is potentially going to be difficult. Year 8 SEND children may also be identified for a transition programme during the summer term as part of their IEP.
- When children are preparing to leave us for a new school, typically to go to secondary school, we arrange additional visits. At our feeder secondary school, Wolgarston High School, they run a programme specifically tailored to aid transition for the more vulnerable children.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

### How are the school's resources allocated and matched to children's SEND needs?

- We ensure that all children who have SEND are met to the best of the school's ability with the funds available.
- We have a team of Teaching Assistants who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a Teaching Assistant.

- If required, further funding can be applied for to provide additional support, in addition to what is already being received.

How is the decision made about what type and how much support my child will receive?

- The SENCo, alongside discussions with relevant staff will consider the needs and what support would be most appropriate.
- On entry children will be tested on their reading/spelling age and phonics. This can help to identify any gaps in learning.
- A Provision Map is produced by the SENCo to indicate the variety of support the school needs to offer at any one time. From this a weekly support plan can be produced and support allocated in accordance with need.
- Different children will require different levels of support in order to bridge the gap to work towards and achieve age expected levels.
- Support will continue through on-going discussions with parents and will be reviewed regularly.

How do we know if it has had an impact?

- By reviewing children's targets on IEPs and ensuring they are being met.
- Subject teacher's regular assessment in lessons against national/age expected levels. The child is making progress academically and the gap is narrowing.
- Teachers are asked to provide evidence of a child's progress for a SEND review.
- Teaching Assistants will also check that children have made progress on their individual programmes and make this available for the review.
- Verbal feedback from the teacher, parent and child.
- Children may no longer be required to be listed on the SEN register when they have made sufficient progress or 'caught up' with their peers.

Who can I contact for further information?

- The first point of contact would be your child's form tutor to share your concerns.
- You may also wish to speak to your child's subject teacher.
- You could also arrange to meet SENCo (Miss Watson)

- Look at SEN policies on our website.
- Contact Parent Partnership -  
[www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home](http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home)

Who should I contact if I am considering whether my child should join the school?

- Contact the school office to arrange to meet with our Head teacher (Mr Swift), Deputy Head teacher (Mr Smith), or Assistant Head teacher (Mrs Barrett), who would willingly discuss how the school could meet your child's needs.
- You may also wish to discuss your child's specific SEND with the SENCo (Miss Watson), please let the Head teacher, Deputy Head teacher or Assistant Head teacher know and they can arrange this.