

Special Educational Needs Information Report 2020/21

Horringer Court Middle
School



Approved by:	Mrs C Field	Date:
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Last reviewed on:	March 2021
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Next review due by:	February 2022
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WHAT KINDS OF SEN ARE PROVIDED FOR AT HORRINGER COURT MIDDLE SCHOOL?

A child has a Special Educational Need if they have a learning difficulty or disability which requires provision which is special or additional to that normally available for pupils of the same age.

There are four broad areas of need:

- Communication and Interaction - such as Autism Spectrum Disorder or a speech and language disorder
- Cognition and Learning - this includes pupils with a specific learning difficulty, such as dyslexia
- Social, Emotional and Mental Health Needs
- Sensory and Physical Needs

The staff at Horringer Court Middle School have a wealth of experience in supporting the learning of pupils with SEN and are led by our SENCo, Mrs. Rachel Rossiter,

We believe that the purpose of identification of a SEN is to enable us to plan, with the student and their families, what action we need to take and not to label or place a child in a category.

HOW WILL YOU KNOW IF MY CHILD NEEDS EXTRA HELP AND WHAT CAN I DO IF I THINK MY CHILD HAS A SPECIAL EDUCATIONAL NEED?

ALL pupils at Horringer Court Middle School are assessed, formally and informally so that we can get to know them well, identify their strengths and difficulties and set targets across the curriculum.

Where possible, we work closely with primary schools before your child starts with us so that we can talk to your child's teachers, Teaching Assistants and other people who have supported them in their first phase of education.

Pupils with complex special needs are provided with an extensive pre-entry transition programme which enables us to assess and plan for their needs. Students with sensory and physical needs are offered a pre-entry programme which involves parents and health professionals: for example, Occupational Therapists and Outreach support from a local Special School all working together to ensure your child is fully included in school life.

Every parent has the opportunity to meet the Special Educational Needs Co-ordinator (SENCo) at our Information Evenings, at Parents Evenings and at additional meetings across the year, to plan and assess support for your child.

If your child has an Education, Health and Care Plan (EHCP), we will meet with you additionally at your child's Annual Review.

If you have concerns about your child's progress or if you think your child may have a special educational need, please get in touch with us by contacting your child's form teacher in the first instance so that a meeting can be arranged and we can all work together.

If any of our teachers think that your child may have a SEN because they are not making the same progress as other pupils, we will contact you to discuss assessments that can be carried out to help us find out what is causing their difficulty.

Slow progress and low attainment does not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN.

WHAT ARE THE ARRANGEMENTS FOR MEETING WITH ME TO DISCUSS MY CHILD'S SEN?

We are a child and family-centred school so you can expect to be consulted at every step of the way. Before we carry out assessments regarding SEN, we will talk to you to discuss any difficulties that your child may be encountering.

Sometimes we may decide that a child would benefit from a Pupil Passport which sets out their strengths, difficulties, strategies to support in school and next steps. The Pupil Passport will be co-produced with you and your child and we will regularly invite your contributions.

If you have any queries at all regarding support for your child, please contact the form tutor in the first instance.

HOW WILL YOU INVOLVE MY CHILD IN PLANNING FOR THEIR NEEDS?

Each time your child is assessed, we will clearly explain the assessment process and why we are carrying it out. We will talk to your child about the things that they find tricky and how we can help. If your child has a Pupil Passport, their views will be included in the Passport, which they will help to draw up. 'Next Steps' will be reviewed regularly with your child so that they can discuss how they are getting on and anything that they would like to change to make things better.

Pupils' work will be marked and discussed with them regularly so that this feedback can help them towards reaching their expected outcomes.

HOW WILL YOU MEASURE PROGRESS AND REVIEW MY CHILD?

We follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review.

Children are assessed by their subject teachers constantly through teaching and learning, through written work and oral responses in the classroom. Progress is assessed and recorded each term for ALL PUPILS and tracked carefully against national expectations and individual progress.

Your child's teachers may meet with the SENCo to discuss progress against a range of subjects and to establish any patterns.

Your child's progress may be discussed at Year Team Meetings or House Meetings so that teachers can look for patterns across the curriculum.

HOW WILL YOU SUPPORT MY CHILD WHEN THEY MOVE TO UPPER SCHOOL?

We work very closely with County Upper School and have many years' experience of successful transition. Meetings between our SENCo and the SEN Department of County Upper School begin very early in the school year and children have opportunities to visit and meet the learning support teams. Where this isn't possible in person, we will arrange for a variety of online tours and meetings by way of transition.

When your child is preparing to leave Horringer Court Middle School, we ensure that the new school is provided with all the relevant information they will need in order to support your child effectively and, where ever possible, will work with the new school to ensure a smooth transition.

HOW WILL HORRINGER COURT MIDDLE SCHOOL SUPPORT MY CHILD?

Teachers are responsible and accountable for the progress and development of ALL the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

If your child has Special Educational Needs, a Pupil Passport may be drawn up which sets out your child's strengths, difficulties, targets and strategies to enable the most effective support and full access to the curriculum. Pupil Passports are created in consultation with parents, professionals involved with the child and the pupils themselves. They are overseen by Mrs. Rachel Rossiter, our SENCo.

Additional support will be discussed with you. This support may be delivered by Qualified Teachers or experienced support staff.

Pupils identified with SEN will be placed on our SEN Register. Support for pupils may include TA support in the classroom or small group or 1:1 interventions for literacy, numeracy, emotional literacy, motor skills and counselling. Some pupils may also receive small group support which focuses on social and emotional aspects of learning alongside a highly personalised curriculum.

Governors of Horringer Court Middle School have a duty to oversee the effectiveness of provision for pupils with SEN and to ensure that parents are kept informed. Governors will consider the progress of students with SEN alongside the progress being made by other students in the school in order to monitor the equality of teaching, learning and opportunity.

We systematically review and compare the outcome of any intervention to monitor impact and effectiveness.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

At Horringer Court Middle School we ensure that our teachers use differentiated teaching and learning strategies so that the curriculum is accessible for all children. Some children with SEN will have individually tailored timetables in order to best promote their inclusion and learning; for example, when on a dual-placement with another school.

We are a dyslexia-friendly school and many of our teachers have received training on supporting pupils with specific learning difficulties. Where appropriate, children have the opportunity to record their work in a variety of ways including laptops and i-pads.

WHAT TRAINING IS PUT IN PLACE FOR STAFF SUPPORTING MY CHILD?

The SEN Department has a wealth of experience in supporting pupils with a range of SEN.

Through Performance Management Appraisals, all staff are given opportunities to discuss their training requirements so that they can provide the best possible support for all pupils.

Where specific and expert training is required (for example, when a pupil with a medical condition joins our school), we will ensure that this is in place for all relevant members of staff.

HOW DO YOU EVALUATE THE EFFECTIVENESS OF SUPPORT GIVEN TO MY CHILD?

When reviewing your child's Pupil Passport or any interventions, all those involved will contribute by commenting on progress against 'Next Steps'. Your child's teachers will discuss progress made within each curriculum area and this will be carefully recorded and tracked.

WILL MY CHILD BE ABLE TO ENGAGE IN ACTIVITIES WITH CHILDREN AND YOUNG PEOPLE WHO DO NOT HAVE SEND?

We have a number of lunchtime and after-school clubs that all our children are included in. We provide a lunchtime club, ICT club and homework club to support equal access. Where these are not available face-to-face, a range of extra-curricular activities will be provided through online platforms.

We ensure that any educational visits give opportunity for all pupils to be included and we provide additional support so that they can always be as fully involved as possible.

WHAT SUPPORT IS IN PLACE TO IMPROVE SOCIAL AND EMOTIONAL DEVELOPMENT?

All children attend regular school assemblies and have weekly PSHE lessons. When these are not available face-to-face, these will be provided through online platforms. In addition, some children may receive small group sessions where there is a focus on the social and emotional aspects of learning alongside academic progress. We also seek outside support, where necessary; for example, Play Therapy, Bereavement Counselling.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

We work with a range of experts and outside agencies. For example:

- Some children have the support of a Speech and Language Therapist who works closely with the school to train our staff and advise on strategies and programmes.
- We regularly receive guidance from Occupational Therapists for example for pupils who have mobility difficulties, etc.
- We seek support from the County Inclusive Support Service (CISS) where appropriate.
- Looked After Children Support Services work closely with us to support those pupils with SEND who are under the care of the Local Authority.
- We carry out Common Assessment Framework assessments through our Pastoral Team where it is felt that a 'Team Around the Child' approach may support children and their families who need additional help from other agencies such as Health and Social Care.

WHAT DO I DO IF I HAVE A COMPLAINT?

Your first point of contact is always your child's form tutor. Please explain your concerns to them first. If you are not satisfied that your concern has been addressed, please speak to our SENDCo, Mrs. Rachel Rossiter.

LOCAL OFFER

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=63wK-4RiVq4>