



Alameda Middle School

Inspire ♣ **Achieve** ♣ **Excel**

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

(SEND REPORT 2018-2019)

Headteacher: Maxine Warner
SENDCO: Claire Cannon
SENDCO Assistant: Sara Hughes
Chair of Governors: Carl Field

SEND Governor: Richard Pillinger

SEND REPORT

SENDCO: Claire Cannon ccannon@alamedamiddleschool.org.uk 01525 750 900

SEND manager: Sara Hughes shughes@alamedamiddleschool.org.uk 01525 750 900

ALAMEDA IS A MAINSTREAM MIDDLE SCHOOL WITH AN INCLUSIVE ETHOS

WHAT KINDS OF SEND DO WE PROVIDE FOR?

- We are a mainstream school for young people age 9 to 13
- We provide support for all types of SEND and Disabilities (Cognition & Learning, Sensory/Physical Needs, Social, Emotional & Mental Health and Communication & Interaction needs). Some of our students have an Education Health Care Plan.

OUR POLICY FOR IDENTIFYING AND ASSESSING SEND NEEDS

- Our SEND policy sets out clearly what our process for assessing needs are. It is the role of the 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 regularly ongoing in class assessments but may involve more specialist assessment from our SENDCO or outside agencies.
- Some students have an Education, Health Care Plan, which clearly set out the needs of the young person.
- All of the above form part of the “Assess, Plan, Do, Review” process.
- The SENDCO is Ms Claire Cannon and can be contacted by phone on 01525 750900 or by email ccannon@alamedamiddleschool.org.uk

CONSULTING WITH PARENTS

- Parents get regular reports from the school regarding students' effort, attitude and progress as well as subject specific targets.
- There are opportunities throughout the year at parents' evening to meet with form tutor, subject teachers and the SENDCO.
- SEND Plans will be sent home three times a year to parents of those children at Stage 2 of the SEND profile.
- As part of the SEND Plan we encourage parents to add their thoughts and comments
- Parents 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.
- The SENDCO hold parent workshops and information sessions.

CONSULTING WITH YOUNG PEOPLE

- We will always meet with a young person before beginning any specific support and explain what we are doing and why
- We ask students for their views on their needs and record this on their SEND plans
- We have an open door policy where pupils can share their concerns with teaching assistants and SENDCOs
- We annually provide a questionnaire to a selection of pupils with SEND needs from each year group

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Alameda children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent

- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority in consultation with our school.

HOW DO I RAISE CONCERNS IF I NEED TO?

- Talk to us – contact your child’s class teacher about your concerns initially. If you feel that you would like to discuss SEND provision for your child, please ask to arrange an appointment with the SENDCO (Special Educational Needs and Disabilities Co-ordinator: Claire Cannon) ccannon@alamedamiddleschool.org.uk. Appointments can also be arranged by phone. Please see the school contact details at the top of this report.

HOW WILL THE SCHOOL SUPPORT MY CHILD?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made wherever possible as per government guidance on the provision for SEND pupils.
- The SENDCO will oversee the progress of any child identified as having SEND e.g. through tracking of data, observations and feedback from staff.
- There may be a TA (Teaching Assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group. This person may work with your child within the classroom or in an intervention area.

WHO WILL EXPLAIN THIS TO ME?

- Teaching staff will be available to meet with you formally at parents’ evenings. You may also receive invitations to attend specific SEND meetings depending on your child’s level of need.
- Form / subject teachers are always happy to discuss your child’s needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this
- An appointment can be made with the SENDCO to discuss support in more detail if required.
- You can request to see the documentation held about your child (e.g. SEND profile) at any time.

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child’s emotional wellbeing as a priority
- The form teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- The school currently has a pastoral support team in addition to the learning support department. Pupils are encouraged to access this if required and some are given designated appointments (provision organised on an individual basis depending on need).

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school has adopted behaviour and exclusion policies available on the school website. If a child has significant behaviour difficulties, a PSP (Pastoral Support Plan) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school works with the Central Bedfordshire Access and Inclusion team as well as agencies such as Jigsaw and the Academy of Central Bedfordshire to design and implement provision.

- The school has an adopted attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the attendance officer who may involve the Early Help Assessment Team if this becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school including morning “meet and greet” sessions and reward for increased / sustained attendance.

HOW DOES THE SCHOOL EVALUATE THE EFFECTIVENESS OF ITS PROVISION FOR SUCH PUPILS?

- Progress data analysed by SLT, Subjects Leaders, Heads of Year and classroom teachers
- As part of the normal school development and self-review cycle, we carefully examine the data from results, student surveys and teacher observations to evaluate the effectiveness of the provision.
- Termly analysis of the progress pupils make in Core subjects is undertaken by Miss Cannon (SENDCO).
- A department review is carried out annually, and targets set for the next academic year
- An annual link visit between Governors and Miss Cannon SENDCO acts as an evaluation of the department.
- We biannually measure the progress of those children who have access to SoundsWrite and Lexia Intervention.
- The impact of interventions delivered by TAs is reviewed e.g. through data analysis and feedback from staff / pupils.
Learning walks across the school.
Data is sent to the Local Authority through the School Census. This includes attainment data and details of the differing needs of the pupils.

WHAT ARE THE SCHOOL’S ARRANGEMENTS FOR ASSESSING, REVIEWING AND MONITORING THE IMPACT OF STRATEGIES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS?

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers OR that the child is making progress at a level appropriate to them if they are working below age related expectations.
- Tracking pupil progress through regular teacher assessment.
- Tracking pupil progress in terms of their reading and spelling age.
- EHCPs monitored through annual reviews, SEND Profiles / Plans monitored through SEND meetings with parents.
- If progress is not made, different interventions/strategies are put in place or advice sought from outside agencies / Central Bedfordshire Council’s SEN team.
- By reviewing children’s targets and ensuring that strategies are in place to facilitate them being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEND profile when they have made sufficient progress – parents will always be informed if this has taken place.
- SEND Governor visits.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have SEND plans discuss their progress and targets when these are reviewed. Some may also have a reflection time session build into their day if needed.
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their day e.g. with form tutors / pastoral support staff.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Most areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and two disabled parking bays are available. Pupils with limited mobility are timetabled in areas of the school with the easiest access.
- Accessible toilet facilities are available both by the main reception and in the F block / school gym (this is also a wet room where changing facilities could be installed).
- If you have specific access queries or concerns, please speak with us.

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

- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. This is called Quality First Teaching (QFT).
- Subject teachers, alongside the SENDCO will discuss a child's needs and what support will be appropriate.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. pre/over learning of key vocabulary, Numicon for Maths, visual resources, exemplar pieces of work, writing frames plus others as appropriate.
- The SENDCO is accountable to SLT regarding the organisation and implementation of provision for those with SEND.
- There is a governor responsible for SEND. They report information at governors' meetings (along with the SENDCO) to keep them all and updated about SEND provision at Alameda.
- The governors agree priorities for spending within the SEND budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

WHAT ADDITIONAL SUPPORT FOR LEARNING IS AVAILABLE TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS?

- The SEND Department is in regular contact with parents/guardians of pupils with SEND. They are also easily contactable if a parent has a specific concern that needs to be discussed quickly.
- Parenting workshops may also be offered for parents/carers of pupils with specific needs. Occasionally, the SEND Department team organise training to help advise and discuss ways staff can support their child e.g. ASD training (Ivel Valley staff), SENDCO-lead INSET sessions.
- Staff and parents are also given more information on specific needs or signposts to organisations offering further support and information. Further information on the kinds of support available in the school can be found in earlier sections in the SEND policy appendix.
- Alameda adds to our contribution to the Local Offer by the SENDCO sitting on exclusion and EHCP panels, attending PSGs held locally, visits to SEND schools/specialist provisions and liaison with external advisors.

WHAT SUPPORT IS AVAILABLE TO HELP IMPROVE THE EMOTIONAL, MENTAL AND SOCIAL DEVELOPMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS?

There are a range of strategies in place in school to support all pupils and ensure that the whole school community realises its responsibility to promote well-being for all including:

- Dedicated Learning Support classroom and small group teaching space
- ASD-friendly space in the SEND area (no posters etc. on walls to provide a sensory break).
- Anti-bullying policies and strategies including personal risk assessments.
- Supervised break and lunch times.
- Medical room on site.
- Access to staff trained in pastoral support (TAs and KS2 and KS3 learning mentors).
- Personal, Social, Health, Careers Education (PSHCE) / Values lessons looking at our role in society.
- 20 minutes form tutor time every day.
- School council.
- SEND profiles / SEND plans for pupils with SEND.
- Signposts to information from outside organisations for pupils and parents.
- Boosters and 1-1 mentoring.
- 1:1 and small group interventions e.g. pre-teaching key vocabulary.
- Extra-curricular activities (e.g. Cool Cats, Multisports Clubs, Lunch Club).
- Exit cards if needed.
- Positive Behaviour Management Policy and reasonable adjustments e.g. praise / target cards and reward charts.
- Values vouchers.
- Support in accessing lunchtime clubs e.g. Lego, Games Club, Art and IT club (e.g. chaperoning if required).
- Fiddle toys are permitted where necessary.

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the form / subject teacher or SENDCO at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Every child has a homework diary where parents and school can communicate in an 'informal' written form. You may also contact staff via email (see the school website for email addresses).
- There are parents' evenings throughout the year where you can book appointments with members of staff with separate afternoon/evening sessions for parents to meet with the SENDCO.
- Your child may have documentation that will have individual targets. This is discussed with you in review meetings to which you will receive an invitation. The conversation will also provide suggestions as to how you can support your child's learning at home.
- When the child's SEND plan / EHCP is reviewed, comments are made against each target to show what progress the child has made / make adaptations to targets and provision if needed.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's' progress in learning against national expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress

from entry in year 5 to exit in Year 8 using a variety of different methods. Please ask the school if you require any further details.

- Pupil Progress Meetings and Inclusion Meetings are held by form / subject teachers, the SENDCO and the Headteacher or Deputy Headteacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES INSIDE AND OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & 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 that will cover the same curriculum areas will be provided within the school environment wherever possible.
- Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis. We have a range of inclusion activities at lunch times from smaller settings to eat in and clubs in the learning support area e.g. Cool Cats.

HOW DOES THE SCHOOL ENABLE PUPILS WITH SPECIAL EDUCATIONAL NEEDS TO ENGAGE IN THE ACTIVITIES OF THE SCHOOL (INCLUDING PHYSICAL ACTIVITIES) TOGETHER WITH PUPIL WHO DO NOT HAVE SPECIAL EDUCATIONAL NEEDS?

- Differentiated work and resources allow pupils to be involved in whole class activities.
- Specialist equipment, e.g. ball with a bell can be used in PE for visually impaired pupils, sloping desks, wide grip pencils.
- Mixed ability group discussions/talk partners.
- Class whiteboards used with different coloured backgrounds to suit dyslexic pupils (also coloured paper for worksheet if required)
- Appropriate seating plans.
- Trips outside of school always involve a risk assessment and support put in place to ensure all pupils can take part and enjoy the trip.

ADDITIONAL INFORMATION RELATING TO LOOKED AFTER CHILDREN (LAC)

- Alameda staff liaise with the Virtual School.
- The SENDCO will submit information and/or attend multiagency meetings to add to the "whole picture" about the child through PEP reviews and continuous open dialogue with any other professional agencies working with the pupil.
- Parents, staff and pupils involved in target setting e.g. through SEND plan / EHCP reviews / PEP reviews.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting
- We hold link visits with lower school staff where information is shared using a standardised proforma.
- Additional visits are organised with/for the children if transition is likely to prove challenging. The Head of Year 5 and/or SENDCO attend these events. Both pupils and their families are invited to ask any questions concerning transition / SEN support for their child.
- We liaise closely with the schools and families when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an EHCP, the SENDCO can attend the review meeting in Year 4 if requested.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition.

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

- Our SENDCO is has achieved the national SENDCO accreditation and is fully qualified and holds accredited status in this area.
- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- The environment is designed to support children with individual needs e.g. visual timetables, access to laptops etc. as required.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Educational Psychology, Jigsaw, Speech and Language Therapy (SALT), GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), paediatricians, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way. The SENDCO is due to carry out a skills audit of TAs and arrange update training as necessary.
- The experience and training of support staff includes: Lexonik, Numicon, SoundsWrite, ASD strategies, de-escalation techniques for challenging behaviour.
- The school also operates an internal training programme for support staff, facilitated by the HLTA and Headteacher.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the form teacher in the first instance.
- General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website
- Further information is available from the SENDCO (Claire Cannon).
- The school has a complaints policy, which is available on the policy page of the school website.

- External advisory services including [IPSEA](#) and [Parent Partnership](#).

THE LOCAL OFFER

- The Local offer is a local authority's publication of all the provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who don't have EHCPs.
- For more information on the Local Offer click below:
 - [Central Beds SEND Local Offer](#)

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

For Year 5 admissions from Year 4, please use the contact Central Bedfordshire Council's School Admissions Service.

For in year admissions, please contact Cathy Vince in Alameda Reception.

SEND Staff contact details

SENDCO: Claire Cannon ccannon@alamedamiddleschool.org.uk 01525 750 900

SEND manager: Sara Hughes shughes@alamedamiddleschool.org.uk 01525 750 900