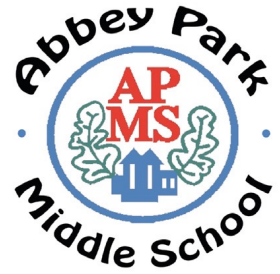


Abbey Park Middle School



SEND Information Report

Reviewed by: SENCo - APMS (June 2017)

Date of next review: June 2018

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT 2016

INTRODUCTION

Abbey Park Middle School is situated in the heart of Pershore, a small market town between Evesham and Worcester. The school is a single storey building which is fully accessible for wheelchairs and is a two or three form entry school for children between nine and twelve years of age.

Pupils transfer to this school from Abbey Park First School and Cherry Orchard First School, with others joining from outside the catchment by positive choice. The majority of the pupils live in the town, mostly on estates within walking distance. The catchment area includes the villages of Wick and the Combertons. Pupils transfer to Pershore High School at the end of Year 7.

In September 2006, our Mainstream Autism Base (MAB) was opened. In recent years the school has become a 'magnet' for children with SEND as parents recognise our expertise in this field. The numbers of pupils with increasingly complex SEND has increased substantially.

The definition for SEN and for disability from the SEND Code of Practice (2014), states:

“A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.”

Pupils with special educational needs are placed on the SEND list, either on at

- **SEN Support**
- **Education, Health and Care Plans (EHCP)**

The school provides support via mainstream classes, a Mainstream Autism Base (MAB), a nurture provision called The POD, The Learning Library Room and using a range of intervention opportunities organised by need.

There is a designated governor with responsibility for Special Educational Needs and Disabilities who reports to the full governing body on all matters relating to SEND, and the school welcomes volunteers from the local community to support our actions.

The SEND team comprises of

- Lynn Evans – Executive Head Teacher
- Louise Chance – SENCo and MAB Teacher
- Anne Green – Senior TA
- Debbie Delaney – Admin and TA
- SEND Governor

OBJECTIVES

At Abbey Park Middle School we aim to ensure that children with SEND are swiftly identified, their needs assessed and appropriate provision made as early as possible. This ensures that such children have full access to the Curriculum and extra-curricular aspects of school life with no discrimination on the grounds of disability or special needs. The ethos of Abbey Park Middle School encourages inclusion and the aim is to promote independent learning whilst supporting pupils with SEND.

As stated in the SEND Code of Practice (2014) a pupil may have additional needs in one of the four following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory or physical

HOW APMS KNOWS IF CHILDREN NEED EXTRA HELP?

Pupils may be raised as needing help if:

- Staff within APMS raise concerns regarding the pupil
- Via formal assessment procedures; whole school tracking of attainment and testing, screening on entry to APMS may indicate need. Pupils with SEND often demonstrate gaps in their learning and hence do not make the expected progress for their key stage and age
- Many pupils joining the school may already have identified needs; sometimes they have needs that require further identification and support as needs change
- Concerns raised by parents and carers
- A pupil may ask for help

WHAT SHOULD A PARENT DO IF THEY THINK THEIR CHILD MAY HAVE A SPECIAL EDUCATIONAL NEED

If a parent has concerns they can initially discuss these with the class teacher. This may then result in a referral to the school SENCo (Louise Chance), who can be contacted on 01386 552667 or via lc@abbeyparkmiddle.worcs.sch.uk. Parents may also contact a member of the SEND team directly if they feel this is more appropriate. Parental views and aspirations for their child will be central to the provision that is provided.

CONSULTATION WITH PARENTS OF CHILDREN WITH SEND

Parents will be informed and will be invited to play a part in all aspects of their child's education through:

- Discussions with class and subject teachers
- Discussions with the SEND Team
- Meetings with other agencies

CONSULTATION WITH CHILDREN WITH SEND

We value the opinions of the child, and they always have the opportunity to offer their thoughts and opinions as part of any formal process. The children are an integral part of the target setting and review process. Specific targets will be discussed with pupils and their feedback is valued. The 'pupil voice' is loud and clear at APMS and there are many opportunities for children to share their thoughts and feelings on all aspects of school life.

ASSESSING AND REVIEWING PROGRESS TOWARDS OUTCOMES

'Assess, plan, do and review'

Assess: a variety of data on the pupil will be used by the school to inform an accurate assessment of the pupils needs. Parents may be invited to the early discussions to support the identification of need to therefore improve outcomes

Plan: If it's deemed appropriate that 'additional and different from' support will be required, then appropriate evidence based interventions will be identified and implemented by staff under the guidance of the Interventions Team

Do: SEND support will be recorded on an Individual Provision Map that clearly identifies a baseline assessment and expected outcomes specific to the identified intervention for that child

Review: progress towards expected outcomes will be monitored and reviewed as regularly as is necessary, RAG rated and next steps planned according to need.

SUPPORTING CHILDREN BETWEEN STAGES OF EDUCATION

Where identification has already taken place, we aim to liaise as fully as possible with the previous school, and support agencies in order to provide a smooth and effective transition and continuity of provision. Part of our responsibility to children with SEND is to ensure a

secure and stress-free transfer to the next stage of their education, whether on entry into, or exit from their three years at Abbey Park Middle School. We maintain regular contact with the SENCo's at Abbey Park First School, Cherry Orchard First School and Pershore High School, and where necessary will contact Co-ordinators from out of catchment schools.

We deliver a comprehensive transition programme for any child entering into or moving onto the next educational placement. The transition programme is personalised according to need to ensure the child has closure at their current placement and can move to their next educational placement with minimal upset and stress.

MAB Transition

Once Worcestershire County Council have confirmed the MAB placement, the following may happen:

- The child will visit the MAB provision and school with their parent/s/carer; an initial informal visit
- Contact is made with the feeder schools before Easter agreeing the plan for the summer terms transition programme for the identified child
- APMS visit the prospective MAB pupil observing them in a variety of lessons and activities at different times of the school day including meeting their teacher, teaching assistants, peers, SENCo and other staff.
- A pupil passport will be produced by the child in conjunction with parents/carers and teachers.
- A series of structured Base visits take place in the second half of the summer term. Visits may include a tour of the school, circle time activities or other structured activities, to work through the transition work book answering questions and collecting information and to meet other Base pupils at APMS

In addition the MAB pupils will be fully involved in mainstream transition activities and visits.

Through liaison with the feeder school, a detailed transition portfolio will be produced outlining the pupils contact with outside agencies, academic ability, social and communications skills, obsessions and other relevant information.

The pupil will receive a folder of information regarding their visits, (including photographs), in preparation for September so that they can reflect and revisit this during the summer holidays.

APPROACHES USED TO TEACH CHILDREN WITH SEND

The most important resource in the school are the teaching staff and teaching assistants (TAs). We have used evidence from the Sutton Trust to define our approaches to learning to ensure all pupils have access to the Curriculum according to their needs. This is achieved by Inclusive Quality First Teaching by staff who are skilled in the delivery of the curriculum across a range of abilities and needs. Staff are aware of different learning styles and adopt multi-sensory approaches for children for whom such methods result in successful learning. There is flexibility within each class as to the grouping or setting arrangements. At present, English is taught in a variety of groups to support personalised learning and mathematics is taught in

ability groups; the remainder of the curriculum is taught in mixed ability classes. Pupils with Specific Learning Difficulties are given special consideration when groups are organised. Learning at home tasks are also differentiated across the curriculum, and timetables adapted to suit pupils where necessary.

The school employs TAs to motivate and support pupils with and without Special Educational Needs in all areas of the curriculum with priority being given to basic skills.

ADAPTATIONS TO THE CURRICULUM & LEARNING ENVIRONMENT FOR PUPILS WITH SEN

All staff are made aware of the pupils with Special Educational Needs; these pupils are recorded on the SEND list. Appropriate provision is made to ensure that all pupils are able to access the curriculum. Pupils are given SMART targets to help them make progress in specific areas and these are recorded on Provision Maps and reviewed termly. These pupils will be on the SEND list at SEN Support.

THE MAINSTREAM AUTISM BASE (MAB)

This specialist provision currently offers placements for up to ten pupils with an autism condition. The MAB is run as an LA provision and complies with the Service Level Agreement. In addition, the MAB runs in line with the school SEND policy and operates an inclusive policy towards all pupils.

The MAB staff have specialist training and are experienced in working with pupils with autism. The MAB staff work as a team under the direction of the MAB Teacher who reports to the school SENCo team.

MAB pupils have access to:

- A broad and balanced curriculum.
- An Individual Provision Map, an Education, Health and Care Plan which will be monitored and reviewed regularly in line with SEND Code of Practice
- A differentiated curriculum to address their areas of need including communication, social and imagination
- Support at social times
- Equal opportunities to access all activities available at the school and in the wider community including inclusion on trips, visits and enrichment activities.
- Specialist input from outside agencies as required
- An individual social skills measurement assessment and/or AET Progressions Framework assessment which will be monitored annually in line with annual reviews for EHCP
- Access to alternative therapies and intervention, including the Lego Therapy or social stories.

All teaching and support staff at APMS have all received AET Level 2 Training and have regular professional development on autism awareness or training related to specific pupils as and

when required. For example, Tourette's Syndrome or ADHD. Staff can access advice concerning curriculum differentiation as needed via the SEND Department.

THE POD

Due to the ever increasing number of pupils with additional needs, the POD has been formed to address the needs of pupils who require guidance and support, socially, emotionally and academically, for a variety of reasons.

The term 'POD' has been used to indicate that this provision aims to support and educate its pupils through a nurturing ethos. It sits at the heart of the school and has a caring atmosphere whilst at the same time providing very clear structured boundaries for the children. Pupils are supported to develop the skills to be happy and successful learners and be fully integrated into the life of the school.

The POD offers a safe place for pupils who are in need of additional pastoral care. It is a place where self-esteem and organisational skills can be developed. This will develop in to increasing independence skills. The POD prepares pupils for transition in daily life; not only in a lesson by lesson basis, but also for the future. Curriculum activities need to be individualised for each pupil and a nurturing approach is proven to be the most effective.

Pupils that benefit from the POD are the individuals that continue to struggle to make progress social, emotionally or academically despite the support and intervention given by the mainstream staff. The access to The POD may be on a short term or longer term basis and is needs led. The POD staff liaise with parents, teachers, other school staff and outside agencies to meet the needs of the pupils.

THE LEARNING LIBRARY ROOM

This is a dedicated room which serves several purposes. It is a specialist teaching room for intervention programmes, it house the reading scheme resources and records for pupils and staff and it is a supervised safe room at break and lunchtimes where any pupil can participate in a wide range of fun and formative activities.

EXPERTISE AND TRAINING OF STAFF TO SUPPORT PUPILS WITH SEN

Staff are encouraged to complete audits on their strengths and areas for development. Following identification of their needs, staff are actively encouraged to attend courses that will enable them to fulfil their role more effectively and enhance their personal development. Examples of this include: Promoting skills to deliver nurture groups, running S&L focus groups or social skills groups.

HOW CHILDREN WITH SEN ARE ENABLED TO ENGAGE IN ACTIVITIES WITH PEERS

Abbey Park Middle School ensures that staff have the necessary expertise and the appropriate adaptations to the physical environment to support a child with SEND to enable them to take part in all school activities, events, trips and residential visits. Risk assessments are carried out and appropriate procedures are put in place in to ensure all pupils are able to participate in all aspects of school life in the way that is most appropriate for them.

EVALUATING THE EFFECTIVENESS OF THE PROVISION MADE FOR CHILDREN

In order to measure and demonstrate progress and in accordance with the revised Code of Practice, children identified as having SEND are recorded on the SEND register and a personalised provision map is drawn up, focussed on individual target areas for improvement. The provision maps are produced by the SEND and Intervention team in conjunction with subject staff leaders. Where there is need for a more personalised targets, which may not be achieved purely through quality first teaching or intervention programmes then a personalised plan will be planned, implemented and reviewed.

WORKING WITH OUTSIDE AGENCIES TO SUPPORT THE CHILD AND THEIR FAMILY

If the rate of progress of a child is deemed to be inadequate, despite the delivery of high Quality First Teaching and interventions, then advice will be sought from external agencies as to the best way to meet the needs of the child. Parental discussions and permission will be gained prior to a referral being made. When outside agencies are involved, requests are made for specialist reports or any assessments/programmes of work that could be delivered. This is used to further inform Quality First Teaching when planning for specific pupils. Referrals to agencies may include the following:

- School nurse
- Social Care
- Occupational Health
- Physiotherapy
- Early Intervention Family Support Worker
- Specialists within the LA Special Educational Needs Support Service
- Learning Support Service
- Worcestershire Dyslexia Pathway
- Integrated Specialist Support Services
- Chadsgrove Teaching School
- CCD Team
- Hearing Impairment Team
- Visual Impairment Team
- Educational Psychologist
- Education Welfare Officer

COMPLAINTS PROCEDURE

Should a parent feel that their child has a SEND which is not being addressed by the school they should, in the first instance, contact the class teacher or the SENCo, who will arrange an appointment to discuss the concerns. If this initial contact does not resolve any issues, the Head teacher should be informed. Parents have the right to complain to the Governors of the school using the Complaints Policy which can also be found on the school website. Governors can be contacted via the links on the website, by letter to the school or through the school office.

APMS' SEN information report has been written in accordance with:

- Section 69(2) of the Children and Families Act 2014 and regulations 51

- Schedule 1 of the Special Educational Needs and Disability Regulations 2014
- Paragraph 3 of schedule 10 of the Equality Act 2010

ADMISSIONS ARRANGEMENTS

Admissions to APMS are in accordance with WCC guidelines for mainstream provision and specialist mainstream Autism Base provision.

INCLUSION ACROSS ALL ASPECTS OF SCHOOL LIFE

The school utilises staffing and resources to ensure all pupils have the opportunity to access all aspects of school life, including curriculum, extra-curricular clubs, trips, visits, activities, events and residential.

FURTHER INFORMATION

Worcestershire County Council's Local Offer, outlining services available for children and young people who have SEND can be found at:

<http://worcestershirelocaloffer.org.uk/>

Independent Parental Special Education Advice

www.ipsea.org.uk/

SENDIASS, provide SEND information, advice and support to families

http://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service