



GAET SEND Information Report

Middleton Technology School

Kenyon Lane

Middleton

Manchester

M24 2GT

Policy Date: 2023-24

Policy

The Trust's SEND policy and this information report apply to children and young people who have SEND and those who are looked after by the local authority and have SEND. We are an inclusive school, and as such, support the Local Authority's Local Offer for children and young people with SEND.

School contact details

SEND SLT: Laura McNie

SENDSCO: Shanice Lee

Assistant SENDSCO: Danielle Tomkins

SEND Governor: Mr Osian Strello

Contact: 0161 643 5116

1. What kinds of special educational needs does the school provide for?

Our school promotes the ethos of inclusion for all. Our school currently meets the needs of students with additional needs such as:

- Communication and interaction, for example, autistic spectrum conditions, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

- Sensory and/or physical needs, for example, visual impairments, hearing impairments

2. Identifying pupils with SEND and assessing their needs

We will utilise academic attainment from previous settings or assess each pupil's levels of attainment on entry. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs and emotional health and well-being.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Other factors such as English as an Additional Language, traumatic events or persistent behaviour difficulties does not mean that a pupil is recorded as having SEND. The Graduated Response will be applied to look for early identification of SEND should it be required.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional to is needed.

3. Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will notify parents/carers when it is decided that a pupil will receive SEN support.

When a pupil is transitioning into Middleton Technology School, there will be communication between the previous school and ourselves, to ensure all SEND information is passed on and we can make preparations, in school, to meet the needs of the individual. Local feeder primary schools can invite our SENCO/Assistant SENCO, to year 6 pupils EHCP annual reviews, to aid a smooth transition into year 7.

Pupils who may find the transition into high school challenging, will be offered additional transition sessions with the SEND team, which is coordinated with the primary school. This will include visits to the school, additional transition meetings with the SENDCO and an offer to attend Summer School, to ensure that we are more familiar with the individual and are more prepared to meet the needs of the young person. The SENDCO will also liaise with parents and primary schools regarding any students with a diagnosis, to ensure a personalised transition package is formalised.

Any SEND student making a non-routine transfer will be a part of our school's admissions process and SEND information will be gathered at the admission's meeting and information is sought from the child's previous school. Where the pupil is SEND and under the care of the Local Authority or Children's Social Care are supporting the family, Middleton Technology School will liaise with Children's Social Care to ensure correct support is in place.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Parents will receive three school reports over an academic year. One attitudinal report, which looks at general attitude to learning in each subject area and two academic reports, which are data based and shows individual progress and attitude to learning, in each subject. The reports are spread out over the year and parents/carers will receive a report each term of the year.

EHCP students will have an annual review of outcomes set and progress towards these. This is done via a meeting with Parents, School and outside agencies who are working with the student. An additional review meeting can be arranged if needed and parents/ carers will receive a copy of the review, along with the Local Authority.

5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is coming from or moving to. For pupils moving to another setting, we will agree with parents/carers and pupils which information will be shared as part of this.

Pupils with an EHC Plan will have additional transition meetings with their chosen post 16 education providers. This can include visits to the provider or the SEND link from the chosen provider attending Middleton Technology School, to meet the student and to attend their annual reviews, so their needs can be written into their plan. Where an Education, Health

and Care Plan is put in place, the further education or training provider will be named following discussion with the young person and their family, via the review process and consultation with any provider to ensure that they are able to meet the needs of the young person.

Any student who has SEND support may also have additional transition meetings where necessary. We have links with local post-16 providers and there will be communication between the pupils chosen post 16 provider, the school SENCO or utilising our Connexions representative, to ensure that the provider is prepared to meet the needs of the individual.

There are guided choice discussions to support Year 9 students with their KS4 choices and the move to KS4. These discussions will form part of the Review process.

6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High Quality Teaching is our first step in responding to pupils who have SEND. This will be adapted to enable learners to achieve in the classroom through scaffolding, guidance and support.

We will also provide the following interventions, as appropriate:

- In class support provided by Curriculum Tutors and Teaching Assistants
- All students with an EHC Plan are allocated a key worker.
- Visual timetables
- Literacy and Numeracy programme – withdrawal from lessons
- An on-site Speech and Language therapist, who can work with referred individuals or small groups of students
- Access to My Space or My Space Too during social times
- Sensory Intervention
- Social and Life skills workshops
- SEMH intervention and support
- Dyslexia Screening
- Support from Educational Psychologist and RANS
- Homework Club
- A personalised pupil profile created with the student
- Testing for access arrangements for exams
- Regular updated staff training and drop in sessions
- Settling-in evening for parents

7 Adaptations to the curriculum and learning environment

Our approach to adapting the curriculum and the learning environment is described in our accessibility plan. We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Adaptations to our teaching, for example, additional processing times, pre-teaching of key vocabulary, reading instructions aloud, other forms of assistive technology
- Seating plans considering students physical and environmental needs
- Ensuring the school environment is accessible to wheel chair users
- Subject leaders working closely with SENDCo to make suitable adaptations
- Offering a 'safe space' for SEND pupils to work in, to support emotional needs. My Space and My Space Too are areas available for pupils to complete extraction work and they can access these to use during social times
- Accessing outside agencies and services (e.g. RANS, Educational Psychologists, Speech and Language team) to work with pupils in lessons and during intervention times to develop strategies to support pupils learning further and support with specialist equipment when required

8 Additional support for learning

We have a team of Curriculum Tutors and Teaching Assistants who support both in the classroom and who are trained to deliver interventions, when needed, for example 1-1 or small group work. This includes liaising with Maths and English teachers to lead the Literacy and Numeracy intervention programme, Social time clubs, specific interventions with a focus on a key area.

We work with a number of agencies to provide support for pupils with SEND, when required. These include:

- Educational Psychologist Service
- Rochdale Additional Needs Team (RANS), which includes specialists teaching team for Physical disabilities, Visual impairment, Hearing impairment, Social Communication and Interaction difficulties
- Speech and Language team
- CAMHS (including #Thrive)
- School Nurse
- Connexions
- SENDIASS Rochdale - Special Educational Needs Disability Information Advice Support Service
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9 Expertise and training of staff

Our SENDCo has designated time each week to manage SEND provision. We have a team of HLTAs, Curriculum Tutors and teaching Assistants who are trained to deliver SEND provisions. Regular staff Inset and training with a focus on different areas of SEND is provided by the

SENDCO and key members of the SEND team.

The SEND team receive CPD on areas of SEND throughout the year including:

Safeguarding and Child Protection

ASC strategies

ADHD strategies

Visual Impairment

SALT Strategies

The SEND team hold weekly drop in sessions for staff.

10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions by comparing before and after the intervention has been completed. This is typically 6 – 8 weeks and will be reviewed by the SENDCo/Intervention Lead
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC Plans
- Listening to parental voice
- Analysing pupil data (academic, pastoral, behaviour and attendance)

11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Adaptations will usually be a part of a risk assessment and may include additional staffing, time amendments or amended equipment

12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school leadership opportunities
- Pupils with SEND are also encouraged to be part of initiatives/clubs to promote teamwork/building friendships etc.
- Pupils with SEND can utilise the My Space or My Space Too areas, during social times, to promote social interaction and express emotions
- Pupils with SEND may work with the speech and Language therapist (SALT),

to promote social interaction

- Pupils with SEND may take part in social skills workshops, to improve social interaction and teamwork

We have a zero tolerance approach to bullying, further detail can be found in the Trust's anti-bullying policy.

13 Complaints about SEND provision

Complaints about SEND provision in our school should be made in line with the Trust's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

14 Contact details of support services for parents/carers of pupils with SEND

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offer impartial, confidential and free support. They can be contacted on: 01706 769634 with information provided at: <https://www.barnardos.org.uk/rochdalesendiass>

15 Contact details for school

In school your child's class/form teacher is your first point of contact or your child's Learning Progress Mentor or Learning and Progress Coordinator.

Year 7 – Mrs Wright and Miss Storer

Year 8 – Miss Naylor and Mrs Boardman

Year 9 – Mr Street and Mrs Westbury

Year 10 – Mr Moggeridge, Mrs Thompson and Mrs Higgs

Year 11 – Mr Martin and Mrs O'Neill

You can also contact the SENDCO, Mrs Shanice Lee, or Assistant SENDCO, Miss Danielle Tomkins.

Initial contact can be made using the school telephone number 0161 6435116

16 The local authority local offer

Rochdale Local Authority's Local Offer is published here:

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page>