



# **GAET SEND Information Report**

**Middleton Technology School**

**Kenyon Lane**

**Middleton**

**Manchester**

**M24 2GT**

**Policy Date: 2023-24**

## **Policy**

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

## **School contact details**

SEND SLT: Laura McNie

SENDSCO: Laura Huddleston

Assistant SENDCO's: Danielle Tomkins & Shanice Lee

SEND Governor: Mr T Brookes

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 SEN 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 SEN.

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.

#### **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 targets set and progress. 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.

Any SEND intervention work undertaken over a period of time will be discussed with parents/ carers prior to start and parents will be informed of the success of the intervention on completion. Feedback of this intervention could be formally reported, via written communication or informally communicated e.g. phone conversation or face to face meeting.

#### **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 SEN 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 SEN support may also have additional transition meetings where necessary. 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.

## **6 Our approach to teaching pupils with SEN**

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

Quality First Teaching is our first step in responding to pupils who have SEN. 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
- Adapting our teaching, for example, additional processing times, pre-teaching of key vocabulary, reading instructions aloud
- Ensuring the school environment is accessible to wheel chair users
- 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
- Allowing outside agencies (e.g. RANDES, or Educational Psychologists) to work with pupils in lessons and during extraction time 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. 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
- Rochdale Additional Needs Team (RANS), which includes specialists teaching team for Physical disabilities, Visual impairment, Hearing impairment, Developmental Language Disorder (specific language impairment), Social Communication and Interaction difficulties (including autism spectrum conditions)
- CAMHS (including #Thrive)
- School Nurse
- Connexions
- SENDIASS Rochdale - Special Educational Needs Disability Information Advice Support Service

## **9 Expertise and training of staff**

Regular staff. Inset around 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

ADHD

Visual Impairment

SALT Strategies and Referrals

## **10 Evaluating the effectiveness of SEN 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.
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

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

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.

## **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 SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of initiatives/clubs to promote teamwork/building friendships etc.
- Pupils with SEN can utilise the My Space or My Space Too facility, during social times, to promote social interaction and express emotion.
- Pupils with SEN may work with the speech and Language therapist (SALT), to promote social interaction.
- Pupils with SEN may be 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 SEN provision**

Complaints about SEN 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 SEN**

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.

You can also contact the SENDCO - Miss Laura Huddleston, or Assistant SENDCO's – Miss Danielle Tomkins & Mrs Shanice Lee 0161 643 5116

### **16 The local authority local offer**

Our local authority's local offer is published here:

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