



Middleton School
SEN Information Report
June 2018

An SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Middleton School.

Middleton School is a specialist setting catering for 90 pupils with learning difficulties, autism and speech language and communication needs.

Aims and Values of Middleton School

Middleton School

Will provide:

- ✚ A safe, happy, fun and secure environment in which adults and children learn through their own experiences and develop their individual interests and strengths;
- ✚ A supportive partnership with parents/carers which encourages positive involvement in all aspects of their child's development and effective management of their child's particular special needs;
- ✚ A full and balanced curriculum appropriate for every child's needs enabling each individual to develop their potential;
- ✚ An environment in which each member of the school community feels confident enough to take risks and recognise that making mistakes is implicit in the learning process.
- ✚ Will develop in the school community:
- ✚ Independence, self-confidence, self-esteem and lively, imaginative and enquiring minds;
- ✚ Understanding, tolerance, respect and empathy for social, moral, spiritual and cultural diversity, ethnicity, gender and sexuality;
- ✚ Self awareness, social skills, a set of moral values, internal discipline, the ability to know what is right and what is wrong and the understanding that rules and laws protect us and keep us safe;
- ✚ The capacity to work, play and socialise to enable each individual to become good citizens, take their place in society in an informed, positive and active way and contribute positively to the lives of those working in the locality of the school and to society more widely;
- ✚ Questioning, thinking and problem solving skills;

- ✚ The necessary life skills, understanding and knowledge for each key stage within school which will eventually be relevant to transitions, adult life, employment and the wider world.
- ✚ Will encourage:
- ✚ Each child to be independent, confident and able to apply themselves to tasks and physical activities;
- ✚ Positive relationships between parents/carers and staff, parents/carers and their children.
- ✚ Respect for democracy and for public institutions and services

<p>What types of SEN do we provide for?</p>	<p>Middleton School is a specialist primary school designated to meet the needs of pupils with speech language and communication needs, autism and learning difficulties.</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>The pupils are taught in small groups with classrooms on average having 10 – 12 children with one teacher and 3 teaching assistants. Pupils with high needs may be in smaller groups with increased staff ratios. We use a child centred approach providing focused learning opportunities which are highly differentiated and modified to meet pupils’ needs.</p> <p>The curriculum style, model and delivery are based on the National Curriculum however it also includes skills for independence and learning. These include the development of attention skills, communication, sensory resilience, empathy and sympathy, emotional wellbeing and emotional regulation as well as personal care, safety, risk taking, self-confidence and self esteem. These are all necessary for young people to be able to function in a learning environment and in society as a whole. The curriculum also includes many opportunities for offsite learning in our local community.</p> <p>Timetables and lessons are responsive to the needs of the pupils and rely on kinaesthetic approaches to learning with practical activities, workshops and visits out. A feature of the style of curriculum coverage is repetition which enables pupils to capture and assimilate the information and skills.</p> <p>Most pupils make significant progress on entry to school and continue to achieve at a high level up to their transition to secondary provision.</p> <p>Resources</p> <p>Staff are the greatest resource in the school and are expert in using strategies for overcoming barriers to learning. Staff are skilled in behaviour management and are Hertfordshire STEPS trained. They are also skilled in the use of Signalong (signing) and a variety of visual systems which support communication and learning. Most of the 80% of support staff have completed the Cache Level 2 and/or 3 qualifications in Supporting Teaching and Learning.</p>

	<p>The school has:</p> <ul style="list-style-type: none"> ✚ 9 class bases ✚ Sensory Room ✚ ICT Suite ✚ 2 courtyards for practical activities ✚ Outside classrooms ✚ Allotment area ✚ All weather sports area ✚ Playgrounds with static play resources ✚ Three 17 seater minibuses and one 9 seater minibus. <p>Trans disciplinary Approach</p> <p>Within the school a range of professionals work with pupils, parents and staff to ensure that the best possible guidance is provided to encourage and support educational development. These professionals include Physiotherapists (NHS) Occupational Therapists (NHS) Speech and Language Therapists (NHS) Consultant Community Paediatricians (NHS) School Nurses (NHS) alongside Educational Psychologists and Advisory Teachers for Autism, Visual and Hearing Impairment.</p> <p>The interventions and experience of a variety of professionals enable families to be fully supported and consulted which helps the school to have effective and valuable working relationships with the families of the pupils in our school community.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>A far reaching and broad curriculum enables pupils from Early Years through to Year 6 to engage in education. The curriculum offers clear and extensive differentiation and personalisation, which enables all pupils to engage in the learning process. Teachers' planning focuses on the next steps for each individual child and this ensures that pupils make good progress. Pupils' progress is constantly assessed and progress is formally tracked termly and appropriate interventions put in place should further support be needed.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>Pupils have the opportunity to engage with pupils who do not have SEN through a variety of activities and approaches. These include opportunities to compete in sporting activities alongside mainstream pupils, participation in dance and drama events and links with other schools locally including classroom visits.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>The school runs a home / school book system which allows daily communication between parents and carers and the school. In addition there are three consultation evenings (one per term) held throughout the year when parents and carers can come into school, look at their child's work and talk to the class team about their child's progress. The school also encourages communication by telephone or email. Parents are invited to contribute to the annual reviews in written format as well as through their attendance at the meeting. The school also has a parent and carer handbook which suggests ideas of how a parent might help their child to engage.</p>

	<p>In addition the school has a Family Liaison Officer whose primary role is to support parents and carers of the children in school. She regularly provides information and advice to parents and carers as well as being able to support them should they have any concerns about their child in the home or school environment. Coffee mornings and training events also support the pupils and their families.</p> <p>Parents are also invited to special events such as our Summer Picnic, Harvest Festival, Christmas celebrations and school shows.</p> <p>Ultimately the school operates an open door policy which enables parents and carers to come in to share any concerns or to telephone staff.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>On a lesson by lesson basis pupils are encouraged to review what they have learnt and the progress which they have made. They are also involved in termly target setting and review.</p> <p>Pupils complete pupil view forms for their EHCP review.</p> <p>Pupils are actively involved in assemblies and share news and achievements daily.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Teachers working with children in the EYFS complete the assessment cycle half termly to assess the progression of the individual children in the class. For all children the school has also developed Middleton Frameworks which show small steps of progress within levels which we have called 'M Scales'. These are also used by other local primary schools which allows for opportunities to moderate pupils' work across settings. The school also has an assessment tool to track the progress of pupils' key skills.</p> <p>Progress is reviewed formally each term and the resulting data analysed and additional interventions put in place if necessary.</p> <p>An annual report informs parents and carers about their child's progress and this also forms part of the annual review of the child's Education, Health and Care Plan during which the outcomes outlined in the plan are reviewed and amended by the class teacher and parent or carer.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>The school views relationships and emotional wellbeing as vital to learning. There are good ratios of staff to pupils so that they can feel supported and valued and have their needs met. Behaviour and anxiety management plans are created if required and staff meet regularly to maintain levels of awareness and training. The school has a significant focus on communication as many problems arise out of frustration at not being able to express their needs and feelings.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>There is a highly skilled and experienced workforce that consists of a range of professionals, teachers, Learning Facilitator, HLTA, Level 3 Teaching Assistants and Teaching Assistants.</p>

	<p>Many of the teaching team have higher level qualifications and Masters degrees. Many have also had specialist training in supporting children with autism.</p> <p>Teachers work closely with other professionals such as Speech and Language Therapists, Physiotherapists, Occupational Therapists and other specialist support teams who provide support and guidance to school staff.</p> <p>There are three members of staff who are trained safeguarding officers to ensure that pupils are effectively protected from harm. They ensure that all other staff are aware of their duty to keep children safe.</p>
<p>How will we secure specialist expertise?</p>	<p>Some specialist expertise is provided through commissioned services. The Senior Leaders also bring in other trainers to supplement the skill base across the school. We also share good practice to support the development of the whole workforce.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>The school uses its own budget to provide the majority of resources and facilities that are needed to provide for the pupils. Sometimes the school will secure resources through making applications to charitable organisations. Our parent group Friends of Middleton School also fund raise in order to secure additional experiences and equipment.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>The school is well supported by the Children’s Disability Team, the VI and HI Services and Children’s Safeguarding services to meet pupil’s needs. PALMS offer support with communication and behavioural needs.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The school evaluates its own effectiveness and this is monitored through a variety of processes. The Headteacher reports on all aspects of the school to governors. The school buys external monitoring once a year to provide governors with an independent view of the school and the Headteacher’s performance.</p> <p>Views of parents, carers and children are collected annually and the results of this evaluation is fed back to governors and the wider community.</p> <p>The school is subject to an Ofsted Inspection every 3 – 5 years with the next one being due in 2020.</p>
<p>How can parents or carers raise a concern or make a complaint?</p>	<p>We operate an open door policy which means that parents and carers can share concerns in person as they arise. They can also contact staff by telephone or they can talk to the Family Liaison Officer.</p> <p>Where there are exceptional circumstances complaints should be directed to the Headteacher. If a complaint is about the headteacher then the Chairman of Governors can be contacted.</p> <p>The school has a robust complaints policy, a guide to this is available on the website and the complete policy is available from the school.</p>

Who can pupils contact if they have concerns?	Pupils can talk to members of the class team if they have a concern or else they can talk to any member of staff.
What support services are available to parents?	<p>As the school is a specialist provision everything we do provides a level of support.</p> <p>We are able to listen to parents' concerns and needs providing signposting and making referrals if required. Our Family Liaison Officer is the first port of call for parents in this case.</p> <p>The school provides some training for parents on various topics which might help them to support their child; these include signing and behaviour management.</p> <p>Within the school foyer we display relevant posters and have leaflets available to parents as and when they visit the school. This includes services for parents and clubs and activities for their child.</p>
Where can the LA's local offer be found?	https://hertfordshire.gov.uk/microsites/local-offer/send-strategy.aspx