



James Bateman Middle School

SEN Information Report - September 2021

General Statement:

James Bateman Middle School, part of The Creative Learning Partnership, is situated in Biddulph, north of Stoke on Trent, and is supported by Staffordshire Local Education Authority. It is a middle school that caters for children from the ages of 9 to 13 and aims to ensure that all pupils, regardless of their specific needs, make the best possible progress at school and are able to access all aspects of school life. James Bateman is an inclusive school, with needs of all pupils with special educational needs (SEND) and/or disabilities being met.

<p>What are Special Educational Needs?</p>	<p>Pupils face a barrier to their learning; they have significantly greater difficulty than their peers in accessing the curriculum.</p> <p>A child with special educational needs will have special educational provision made for him/her.</p> <p>There are 4 main areas of Special Educational Needs:</p> <ul style="list-style-type: none"> • Cognition and Learning • Social, Emotional and Behavioural • Communication and Interaction • Sensory and Physical
<p>What is Special Educational Provision?</p>	<p>Provision that is additional to or different from that provided for other pupils of the same age within a mainstream school setting.</p> <p>Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice, 2014)</p>
<p>How does our school know if children need extra help?</p>	<p>All pupils are monitored closely and progress is reviewed half-termly. Where problems are identified and pupils are struggling to meet national expectations or they are not making the expected amount of progress despite quality first teaching within the classroom, pupils will be placed on a Monitoring Register. Additional support through small group interventions with a Teaching Assistant will be put in place. If the child continues not to make progress, they will be placed on the SEN Register and external advice may be sought. Specific targets will be given to pupils and these will be reviewed at least every half term. Intervention may continue in small groups or may be delivered on a one to one basis. If progress/attainment is still a concern, an application may be made for an Education, Health and Care Plan (EHCP). All pupils on the SEN Register and the majority of those on the Monitoring Register will receive support during any statutory assessment, for example SATs and transition tests.</p>

<p>What should I do if I think my child may have special educational needs?</p>	<p>In the first instance, speak to your child's class teacher who will discuss your concerns. Alternatively, make an appointment with the school SENCo - Mrs Annette Finch.</p>
<p>How will I know how the school supports the child?</p>	<p>School staff have received regular training and updates to ensure that they can recognise and support children who may have a special educational need or a disability. In addition to this, we have access to support from the following external agencies:</p> <ul style="list-style-type: none"> • SEN Advisor • Specialist Support Centres • Educational Psychologist • Autism Outreach • Speech and Language Services • CAMHS • Occupational Therapist • Visyon • Behaviour Support • School Nurse <p>Where an assessment is needed, it may be the school or the parent/carer who make the initial referral depending on the particular area of need. We also work closely with Social Services so support pupils who are looked after by the local authority. Information about these services can be found at:</p> <p>https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducation/Needs/spps/Staffordshire-SEND-Family-Partnership.aspx</p> <p>Alternatively, contact the SENCo, Mrs Annette Finch, at the school via the School Office.</p>
<p>How will the curriculum be matched to my child's need?</p>	<p>All of our lessons are differentiated. This means that the class teacher will set work that is appropriate to the needs of each individual pupil. Where a Teaching Assistant is present, they will provide support where needed and resources will be adapted to the different learning styles of the children. On-going evaluation and assessment will advise next steps.</p>
<p>How will I know how my child is doing?</p>	<p>Termly reports will be sent home outlining the progress, attainment and behaviour for learning of all pupils within the school and Parent's Evenings provide allocated time slots for teachers and parents/carers to discuss this further. Other opportunities for communication with the parents and carers of pupils who are on the SEN Register are offered through coffee mornings and TA 'Drop-Ins' where Intervention Books will be made available to look at and discuss. For those pupils who have an EHCP, reviews take place annually and are amended as deemed appropriate. All SEN pupils have Pupil Passports, which are made available to all staff, and are also located in children's Planners. Progress for all pupils is closely monitored by all staff as well as by Governors.</p>
<p>How will you help me to support my child's learning?</p>	<p>Parents and carers are involved in decision making regarding referrals to external agencies and long-term outcomes for their children. Parents and carers are welcome to come into school to discuss their child's progress at any</p>

	<p>mutually convenient time. Parents and carers are always welcome to help out at school, particularly with extracurricular activities and opportunities often arise for parents/carers to become Parent Governors on our committed Governing body. Parents and carers are always encouraged to work with and support their child at home, particularly with reading, spelling and times table knowledge.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>If a child needs more than the usual pastoral support offered, pupils will have access to various areas of provision including Visyon (counselling service) and from an Emotional Literacy Support Assistant (ELSA) who will have been trained to support pupils within the school environment.</p> <p>If a child needs a Personal Care Plan or medical support, a plan will be put in place detailing who is responsible for administrating the support. These will be reviewed on a regular basis and the plans will include details of any support provided by external agencies.</p> <p>Children's views are always sought when reviewing Learning Programs, Classroom Support Plans or Education, Health and Care Plans.</p>
<p>What happens if my child has medical needs?</p>	<p>A detailed Care Plan will be put in place by the school in collaboration with parents/carers and any other health professions if their input is required.</p> <p>All medicine administration procedures adhere to the LA Policy and DfE Guidelines.</p> <p>All medicines brought into school should be clearly labelled and given to a member of the Office staff who will administer as required.</p>
<p>What training do the staff supporting children and young people with SEND undertake?</p>	<p>Staff have received training in:</p> <ul style="list-style-type: none"> • Supporting pupils with dyslexia • Memory and motor skills • Nurture groups and supporting pupils with behavioural needs • Attachment Disorder • Supporting pupils with Autism • Precision teaching and differentiation • Intervention programmes in Maths and Literacy • Use of Information Technology (ICT) to support pupils • Supporting pupils' reading
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>As far as is reasonably possible, all children will have access to all activities. For children who cannot access all activities, reasonable adjustments will be made. If necessary, special risk assessments and care plans will be put in place. Parents and carers will always be fully included in this process.</p>
<p>How accessible is the school environment?</p>	<p>Where a child is deemed to have an additional need, the school will carry out a process of evidence gathering, required to ensure that he/she receives the correct support and intervention. As an inclusive school, we will make reasonable adjustments to ensure that pupils are able to access the curriculum as well as the wider life of the school. Where pupils have been allocated additional support through an Education Health and Care Plan (EHCP), provision</p>

	will be made to ensure that a Teaching Assistant is put in place to develop strategies aimed at supporting and encouraging positive development in all areas.
How will the school prepare and support my child when joining or transferring to a new school?	We liaise closely with Biddulph High School where most of our pupils transfer to. For children with SEN, we ensure that we talk to the SENCo and share all relevant information. For a child with an EHC Plan, professionals from the next school are invited to the final Annual Review meeting, however strategies are put in place much earlier and include: additional visits by the pupils to their new school, visits by Teaching Assistants from their new school as well as targeted intervention work, led by a Teaching Assistant from their current school to support and alleviate any anxieties about the transition. Where external agencies are already involved, additional support may be accessed as part of the transition process.
How are the school's resources allocated and matched to children's special educational needs?	Where specialist equipment is required to support a pupils' individual needs, the school will make every effort to provide it e.g. pencil grips, coloured overlay, sloped desks etc. Parents/carers should liaise with the school when specialised equipment is required. Needs will be addressed through: <ul style="list-style-type: none"> • Support in the classroom from teachers and teaching assistants • Small group intervention and re teaching sessions • Provision of specialist resources • SEND CPD for all staff
How is the decision made about how much support my child will receive?	For pupils who do not have an Education, Health and Care Plan (EHCP), the level and type of support provided will be as a direct result of on-going assessments, collaboration between teachers, parents/carers and SENCo as well as acting on advice and recommendations provided by external agencies. For pupils with an EHCP, the decision regarding support will made at the time of application for the Plan or when the Plan is being reviewed.
How will I be involved in discussions about planning for my child's education?	Parent/carer views will be gained through meetings, Parent Evenings, Pupil Planners and via written and email correspondence. If you have concerns regarding your child's learning, in the first instance please speak to the class teacher who will help to decide the best way forward. Class teachers will liaise with the school SENCo who will advise on strategies, look at next steps and decide whether external support is required.
Who can I contact for further information or if I have any concerns?	If you do not currently have a child in school, please contact the School Office on 01782 973900. If you already have a child in school, in the first instance please contact your child's Form Tutor or the School Office staff. If your concerns continue, the SENCo and Head teacher will always be happy to talk to you. In the unlikely event that school has not been able to address your concerns, please contact the Chair of Governors - details of how to do this are on the school website. If you have a child with SEN, you may wish to contact The Family Partnership Service for advice and support on 01782 356921. Further support for SEND, a

	<p>discussions may be sought with members of the Local Assessment Team via it's website at:</p> <p>https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/Staffordshire-SEND-Family-Partnership.aspx</p>
<p>Support services for parents of pupils with SEND include:</p>	<p><u>The Local Offer?</u></p> <p>Staffordshire Local Offer provides information in one accessible place, for children and young people aged 0-25 with special educational needs and disabilities (SEND), their parents/carers and professionals. The Local Offer includes information on local services to help children, young people, parents and carers make choices about the support that they receive.</p> <ul style="list-style-type: none"> • <i>Staffordshire's Local Offer</i> can be accessed at: localoffer@stafforshire.gov.uk <p><u>Where else can I access more information about the Authority's Services?</u></p> <ul style="list-style-type: none"> • <u>Staffordshire Market Place</u> provides information about support, services and activities available throughout Staffordshire https://www.supportstaffordshire.org.uk/news/staffordshire-marketplace • <u>Staffordshire Cares</u> provides information to support adults and children experiencing difficulties in relation to disabilities and health issues https://www.staffordshire.gov.uk/health/care.aspx • <u>SEND Assessment and Planning</u> (now known as SENDIASS - SEN Information, Advice and Support Service). This service provides support for the parents and carers of SEN pupils https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/Staffordshire-SEND-Family-Partnership.aspx

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