



This guidance complies with the statutory duty described in **Special Educational Needs (Information) Regulations (Clause 64)** and takes account of:

- **SEN Code of Practice** (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014
- **Equality Act 2010**
- **Children and Families Act 2014**
- Advice provided to Staffordshire schools on producing their **school's local/core offer**

## Aims of this SEND policy

Oldfields Hall Middle School is committed to inclusive practice and it is at the heart of our School Improvement Plan.

The aims of this school information report; our special educational needs and disability policy; and ongoing practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:





1. Communication and Interaction (including ASC)
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory/Physical

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions with the aim of full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## What are special educational needs?

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 or disability 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. 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



## How does our school know if children need extra help? (Schedule 1: Point 1)

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas
  1. Communication and interaction
  2. Cognition and learning
  3. Social, Emotional and Mental Health
  4. Sensory/physical
- A pupil asks for help

## What should I do if I think my child may have special educational needs? (Schedule 1: Points 3 and 6)

- If you have concerns then please firstly discuss these with your child's subject teacher or form tutor. They will listen to and investigate concerns and appraise staff of any reasonable adjustments required. If after appropriate intervention put in place and reviewed by subject teachers, concerns remain, this then may result in a referral to the school SENCO whose name is
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**Fiona McMulkin**

**and whose contact details are [f.mcmulkin@oldfields.staffs.sch.uk](mailto:f.mcmulkin@oldfields.staffs.sch.uk)  
or via the office on 01889 562770.**

- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.
- The Local Authority have suggested specific criteria against which to measure SEND and the school will make reference to this when planning support based on an audit of need.



# Special Educational Needs and Disability (SEND) School Information Report and Policy



Oldfields Hall  
Middle School

To see these criterion, please see the related pages signposted from <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Oldfields Hall Middle School is a Dyslexia Friendly School and as a staff, we gained Dyslexia Friendly Full Status in November 2016.

Concerns about difficulties a child may be having should be referred to the SENCO. Enquiries from parents, staff or students are welcomed and will be taken seriously. School cannot provide a formal diagnosis of Dyslexia but will follow this procedure which is recorded in the Staff Handbook:

When concerns are raised about a child having Dyslexic tendencies; if you notice they are struggling and it is not clear why; or if a parent rings and asks if you think their child has Dyslexia, this is what to do:

- Ask the SENCO for a Dyslexia Indicators sheet and fill it in. They are also available on the SEN noticeboard in the staffroom.
- Send the parent and student a Dyslexia Indicators sheet to fill in if they have enquired about Dyslexia.
- Ask their Literacy and maths teacher to fill one in too.
- Identify common difficulties and differentiate for these with the support of the SENCO.
- Reassure parents/child that you will flag up 'Dyslexic tendencies' with staff and reassure them that we are a Dyslexia Friendly school and will support them in that way. Dyslexia Friendly approaches are good practice for the inclusion of all learners.





- In addition to using Dyslexia Friendly strategies, those that meet the criteria laid down by the Local Authority, may receive 'SEN support' through the graduated approach required by the Code of Practice 2014. Parents will be contacted if provision 'additional to or different from' that provided for other learners is deemed to be required.
- Consult your Dyslexia Friendly training summary to see what reasonable adjustments you may need to make, especially with homework.
- Return to the SEND folder on the Staff Shared Area to refresh your knowledge of the barriers and strategies that can be used to support those with Dyslexic tendencies.

## How will I know how the school supports my child? (Schedule 1: Points 1 and 2)

### The school continues to offer a graduated approach to SEN provision. It includes:

- High quality teaching differentiated to meet the diverse needs of all learners.
- Oldfields Hall Middle School has Enhanced Dyslexia Friendly Full Status.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:
  1. classroom observation by the senior leadership team, subject leaders, the SENCO and external verifiers
  2. ongoing assessment of progress made by pupil in specific intervention groups
  3. work sampling.
  4. teacher meetings with the SENCO/Head of Department if the SENCO is the class teacher.
  5. pupil and parent feedback when reviewing target attainment
  6. whole school pupil progress tracking
  7. attendance and behaviour records





- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly using standardised assessments and are discussed in at least termly meetings that are undertaken between the class/subject teacher, subject leaders and Progress Managers.
- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model.
- Evaluation of individual assessments of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be contacted to support the identification of action to improve outcomes.
- Additional action to increase the rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.
- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- SEN support will identify a clear set of expected outcomes, which will include stretching, relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes will be tracked and reviewed termly/at the end of a set intervention.





- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
  1. Special Educational Needs Inclusion Service (SENIS)
  2. Behaviour Support Service
  3. Autism Outreach Team
  4. Hearing Impairment team
  5. Visual Impairment team
  6. Educational Psychologist Service
  7. Educational Welfare Officers
  8. Physical and Disability Support Service
  9. Social Services
  10. School Nurse
  11. CAMHS (Child & Adolescent Mental Health Service)

For a very small percentage of pupils, who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, and where their needs cannot reasonably be provided from within the school's own resources, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority. This may result in an Education, Health and Care (EHCP) plan being provided.



## How will the curriculum be matched to my child's needs?

- Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, the class teachers will make reasonable adjustments in order to ease barriers to learning, encourage independence and enable them to access the curriculum more easily. In addition, they may be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

## How will I know how my child is doing?

- Attainments towards the identified outcomes will be shared with parents through the school reporting system and Parent's Evenings. Parents may also find the home-school diary a useful tool to use to communicate with school staff.
- Parents are encouraged to arrange an appointment to discuss their child's progress in the first instance with the class/subject teacher, then the SENCO or a member of the senior leadership team. Please contact the school office.

## How will you help me to support my child's learning? (Schedule 1: Point 6)

- Please look at the school website. It can be found at [www.oldfields.org.uk](http://www.oldfields.org.uk) and includes links to websites and resources in the different subjects that we have found useful in supporting parents to help their child learn at home. The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organise a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.





## What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- The school works with YESS (Youth Emotional Support Service) to provide a listening service to students whose difficulties may be impeding their readiness to learn.
- The school runs Social Skills groups dependent on need.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governors for responsibility for this area.
- Please see the school website for our Safeguarding Policy.

## Pupils with medical needs

- Pupils with medical needs usually have a detailed Health Care Plan, compiled by medical professionals in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by medical professionals as competent. Refresher training is provided as required. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting Pupils at School with Medical Conditions (DfE) 2014**.





## What training do the staff supporting children and young people with SEND undertake? (Schedule 1: Point 4)

The SENCO has achieved the National Award for SEN Coordination.

SEND is a priority in our School Improvement Plan and each department considers how best to support students with SEND. To support them in this, whole school awareness training is an integral part of our Professional Development timetable.

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- The effective deployment of support staff
- Supporting reading and writing across the curriculum
- Medical training including administering an Epi-pen, supporting children with diabetes and physiotherapy

The SENCO attends termly SENCO updates and Pupil Premium Updates with the Headteacher.

The SENCO has also provided a guide to the features of effective writing so that staff and TAs have a shared language for Literacy provision and the SENCO assisted in delivering literacy across the curriculum training for the school staff.





The maths department has the same approach to ensure consistency and all TAs have attended maths training to ensure commonality of approach as detailed above.

Enhanced training has been provided to key staff, Teaching Assistants and the SENCO on:

- Precision Teaching
- Demand Avoidance
- Social Skills – with particular reference to those on the Autism Spectrum
- Understanding behaviour and positive planning
- Attendance at the termly SENCO Update
- Understanding Diabetes

Specialist training has been provided to the SENCO on:

- The SEN Coordination National Award
- The school can seek advice from specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils.
- The NHS Speech Language Therapist visits regularly to assess and plan support for targeted pupils. This is often delivered by a TA.
- The social and emotional health of our students is monitored by qualified mental health practitioners. We have forged a partnership with YESS (Youth Emotional Support Service).





## How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out, reasonable adjustments are made and procedures put in place to enable all children to participate in all school activities in line with the 'Managing medical Conditions in School (2014) document.

## How accessible is the school environment?

- A disabled parking spot is marked and located next to the school reception with a ramp up to the path.
- Yellow markings are used to ensure easier negotiation of the site for those with visual impairments
- Two toilets have been adapted to ensure accessibility for visitors with a disability
- A medical room has been provided in order to enable a safe place for insulin testing/injections and to recover.
- An Occupational therapist, a representative from the Physical Disability Support Service and the Visual Impairment Team have all visited the site and made recommendations.
- Extra bannisters have been installed on staircases. Many of our specialist teaching rooms are upstairs.

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.



## How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition. These include:

### On entry:-

- A planned programme of visits are provided in the summer term for pupils starting in September.
- We run a summer school for new Y5s joining us.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SEND team communicates/meets as necessary with parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns. The SEND team visit every setting to collect information and records. This information is then disseminated to all staff. Where necessary, extra visits to Oldfields are arranged. Subject leaders meet with First School staff to discuss setting arrangements and to moderate assessment.



## Transition to the next school (Schedule 1: Point 6)

- The transition programme in place for pupils in Y8 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN.
- The annual review in Y8 for pupils with a statement of educational need or an Education, Health and Care plan is held before the end of the Autumn Term and begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx>,
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SEND team of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.





## How are the school's resources allocated and matched to children's special educational needs? (Schedule 1: Point 5)

The school receives funding to respond to the needs of pupils with SEND from a number of sources: a proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); the Notional SEN budget; the Pupil Premium funding for pupils who meet certain criteria; and any 'Catch Up' funding. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture support, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

The school makes the decisions as to how funding will be allocated based on an audit of need using the Local Authority criteria and the impact of the spending will be evaluated.





## How is the decision made about how much support my child will receive?

- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken by the SENCO following discussions with subject teachers and parents. Much of this will have been planned before transition.
- For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or at the annual review.

## How will I be involved in discussions about and planning for my child's education?

This may be through:

- discussions with the class teacher, SENCO or senior leadership team member.
- during parents evenings.
- E-mail/telephone communication

## Who can I contact for further information or if I have any concerns? (Schedule 1: Point 7)

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher
- Your child's Progress Manager
- The SENCo
- The Headteacher

The School Governor with responsibility for SEN is:

**Ms K Adams. She can be contacted via the school office.**





# Special Educational Needs and Disability (SEND) School Information Report and Policy



Oldfields Hall  
Middle School

## Support services for parents of pupils with SEN include: (Schedule 1: Point 8)

- SENDIASS: Staffordshire Family Partnership for independent and impartial advice
- Phone: 01785 356921
- E-mail: [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk)
- Or via the Staffordshire Connects website

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page> (Schedule 1: Point 9)

Should you require further information, please do not hesitate to contact me on [f.mcmulkin@oldfields.staffs.sch.uk](mailto:f.mcmulkin@oldfields.staffs.sch.uk) or via the school office on 01889 562770.

This SEND policy is required to be updated every three years in the light of changes to the school's response to SEND provision.



# Special Educational Needs and Disability (SEND) School Information Report and Policy



Oldfields Hall  
Middle School

Policy reviewed	February 2021
Date of next review	February 2024

