



## Mission Statement

**At Emmanuel we seek to create a warm and friendly atmosphere where children receive a high-quality education within the Christian ethos of caring for one another and where everyone feels secure and valued.**

**Emmanuel Middle School prides itself on its commitment to inclusivity to ensure the best possible progress academically, socially and emotionally for all our pupils whatever their needs or abilities**

## **What kinds of Special Education Needs and Disabilities (SEND) are provided for at Emmanuel Middle School?**

At Emmanuel Middle School, we have supported pupils with the following needs:

- Learning Difficulties;
- Speech and Language Difficulties;
- Autistic Spectrum Disorder - ASD;
- Specific Learning Difficulties/Dyslexia/Dyscalculia;
- Development Coordination Disorder (Dyspraxia);
- Physical Difficulties;
- Medical Needs;
- Sensory Difficulties;
- Hearing Impairment;
- Visual Impairment and
- Social, Emotional and Mental Health difficulties

## **How to we identify and assess children SEND?**

We work very closely with our local first schools. If you are considering Emmanuel Middle School for your child in Year 5, you are encouraged to meet with us as soon as possible when your child is in Year 4. We will then discuss and agree a bespoke transition plan which might include extra visits for you and your child, meetings with other professionals, staff training etc.

Details of SEND are shared between schools and recorded on SIMs (the school's database). All teachers will be informed about pupils' needs through the SEND register held on SIMs.

If necessary, pupils, parents and the SENCo will agree a Provision Map (previously IEP) outlining what support pupils can expect and what targets they are working towards. This may be in the form of a home/school book.

If a young person starts the school and we are concerned that there may be an 'undiagnosed' SEND, we will contact you to discuss these concerns. Likewise, if you have concerns, please contact us to discuss these. If we agree that further advice needs to be obtained eg from the Paediatrician, we can help make the referral or provide supporting evidence.

All students are assessed on arrival in year 5. If these assessments raise any concerns we may complete additional reading or spelling tests. At this stage we may agree that some catch up intervention is needed.

In Year 6, pupils with SEND are tested to see whether they qualify for additional support for their SATs exams. If eligible, pupils can have a reader, scribe, extra time or rest breaks.

### **Who is the SENDCo and how can I contact her?**

Mrs Alice Ponchaud Assistant Head/SENDCo

01202 828000 email at [office@emmanuel.dorset.sch.uk](mailto:office@emmanuel.dorset.sch.uk)

Elaine Robertson Lead Teacher for ELSA and SEAL.

### **How we support children with SEND?**

The school prides itself on being fully inclusive. We encourage independence and resilience from all of our students. Teachers will differentiate the curriculum to meet the needs of all learners in their classes. Teaching Assistants are allocated, as required, where additional support is needed to access the curriculum.

We expect our SEND students to participate in all aspects of school life including school productions, sports days and trips.

The SEND department offers a range of Intervention Programmes to address the varied needs of pupils. These include Reading, Spelling and Mathematics programmes and work for Self-Esteem and Social Skills.

Some support is provided in class by teachers or TAs. Interventions may be 1:1 or as part of a small group. Sometimes it is necessary for interventions to take place in lesson times: we will only do this with your consent.

The **Reading Plus** intervention is for pupils who have severe literacy difficulties. It supports pupils with standard scores below 85 and who are not making expected progress. The intervention includes highly engaging books, online activities and homework tasks. Reading Plus is an online resource that can be accessed at home.

**Nessy** is an on line **spelling** intervention that is offered to students, mainly in years 5 and 6. This can also be accessed at home.

Years 5 and 6 are also offered short interventions in the morning to help with handwriting. Writing slopes and other aids can also be provided.

Additional reading comprehension intervention is offered to Year 6 students to help them prepare for SATs.

**Maths** intervention is delivered to pupils who have not reached age related expectations and/or have gaps in their knowledge. This intervention is tailored to meet the needs of the individual child.

Some pupils may have access to a laptop in some lessons. This will be determined by the Specialist Teacher / assessor after relevant tests are completed.

**The Hive** is open before school and at break and lunchtimes for those who may be feeling anxious or those who may need extra support with self-confidence, friendship issues etc. (See Section 11)

**ELSA** is available for students who are experiencing emotional difficulties or anger management issues. (See section 11)

The **Medical Room** officers keep medicines in locked cupboard, including insulin, epipens and inhalers. Pupils can come to the Medical Room when necessary to take medicines. When pupils are too unwell to stay in school, parents are contacted to arrange collection.

The **school building** remains open throughout the day. It is maintained in order to make sure it is safe and accessible for pupils with a Visual Impairment or Physical Disability. The school conforms with current disability legislation and is fully accessible. The school has disabled parking bays as well as a disabled toilet and changing room. The school will make 'reasonable adjustments' to accommodate disabled users including pupils, staff and visitors. (For further information, please refer to the school's Disability Policy, which can be found on the school website.

### **How do we consult and involve parents?**

As a parent, you know your child best. If your child is new to Emmanuel Middle School and/or you have any concerns please arrange a meeting with their tutor, the SENDCo.

Your child will have a planner for recording homework and other updates. This can be used to contact their tutor. The planner should be signed regularly by your child's tutor and yourselves every week.

Informal drop in **coffee mornings/afternoons** at least once a term. Please look on the website or contact the school for more information.

If your child has a Statement, of Special Educational Needs (SEN) or Education, Health and Care Plan (September 2014) the SENDCo should be invited to your child's Annual Reviews in Year 4.

Annual Parents' Evenings are an opportunity to discuss your child's progress with individual subject teachers and/or the SENDCo.

In Year 5 a parents evening will be arranged in the first half term to give you the opportunity to meet your child's tutor and the SENDCo.

### **What expertise and training do our staff have to support young people with SEND?**

All staff are provided with specific information about your child's needs and copied into any professional reports eg SENSS assessments. Teaching staff receive regular training on INSET days.

The Teaching Assistant team meet regularly to share good practice and cascade information from training events. The following table sets out some of the expertise on our team and some of the training recently attended.

### **What if my child needs specialist equipment?**

The Accessibly Policy sets out how the school is fully accessible to people with a range of disabilities eg the school is all at ground level and fully wheelchair accessible.

If you have any specific request or concerns please contact the SENDCo who will be happy to meet with you, the Site Manager and other professionals.

The school has a number of AlphaSmarts, Chromebooks and netbooks which can be used in class to record written work.

## What other organisations do we work with to secure specialist advice and support?

Emmanuel Middle School works closely with a number of outside agencies including:

- Teacher Advisors for Hearing Impaired (HI) / Visual Impaired (VI)
- CAMHS
- Occupational and Speech Therapy
- Paediatric Services

We can refer to CAMHs or the Speech and Language Service on your behalf or you can ask your GP to refer. You would usually access Paediatric services through your GP but we have found it helpful to provide a report for you to take with you.

We also work close with the **East Dorset Family Partnership Zone** and Dorset Families Matter.

## Independent Advice for parents/carers

Independent advice is available from a number of organisations. We work closely with SENDIASS and Rose Road.

 <p>Tel: 07823 353896          Independent Support mainline: 0300 303 8603          Email: <a href="mailto:vanessahenderson@roseroad.org.uk">vanessahenderson@roseroad.org.uk</a></p> <p>W: <a href="http://www.roseroad.org.uk">www.roseroad.org.uk</a>          F: <a href="https://www.facebook.com/Rose-Road-Association">www.facebook.com/Rose-Road-Association</a>          T: <a href="https://www.twitter.com/Rose_Road">www.twitter.com/Rose_Road</a></p>	<p><b>SENDIASS</b></p> <p>Jane Schmidt          Dorset Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)          Co-ordinator          Tel: 07748624609</p>
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## **How do we consult with young people and involve them in decision making?**

By using a person-centred approach.

As a school we regularly seek the views of our students. This is done through:

- School council
- Ambassadors
- Junior sports leaders

We encourage students to take an active part in all aspects of school life.

Our wellbeing programme, including Seal and ELSA encourages children to have the skills and confidence to speak about their feelings, resolve conflicts etc.

Young people with Education and Health Care Plans are asked their views before the Annual Review and invited to attend. All reviews are held using a Person-Centred Approach.

## **How do we support young people move between different phases of their education?**

- **Transition arrangements from First School**
- **Transition within school.**
- **Transition to Upper School.**

### **From First School**

If your child has a Statement of Special Educational Need (SEN) or Education Health and Care Plan (from September 2014) your child's First School should invite SENDCo to the Year 4 Annual Review before transfer to Emmanuel Middle School.

You are also welcome to come and meet with the SENDCo to discuss any concerns. Tel: 01202 828100

Additional visits can be arranged and agreed between schools according to your child's needs.

In the summer term of Year 4, the SENDCo and Head of Year 5 visit the First Schools, meet the children and SEND information about your child is passed on.

This information is, in turn, passed on to all teaching staff, your child's tutor and the Teaching Assistants.

Parents of Year 5 are invited to a New Intake Parents' Evening in the Summer Term at Emmanuel Middle School

Emmanuel Middle School holds an Open Evening in the autumn Term where prospective parents are able to look at what is offered by the School. There will be an opportunity to come and speak to the SENDCo at this time.

The First School SENDCo will inform us whether your child still has SEND needs by the end of Year 4 and discuss the intervention they have had. They will advise us if this intervention needs to be continued and/or make recommendations as to how we might best meet the needs of your child.

You are encouraged to meet with the SENDCo to discuss any concerns or questions you might have about the support your child will receive at Emmanuel Middle School.

If your child's needs are still present by the end of Year 4, your child will automatically be placed on the SEND register in Year 5 in line with the New Code of Practice (September 2014)

The SEND register is reviewed at least three times a year. When your child's needs are above the criteria for SEND, s/he will be removed from the register. However, the description of his/her needs remains in the school database (SIMS) throughout their time at Emmanuel Middle School. The following codes are used on the SEND Register – I for intervention only, K where outside agencies are or have been working with the child, E for EHCP and N when a code has been removed as it is no longer necessary.

All teachers and support staff have access to the data on SIMs.

If necessary, pupils, parents and the SENDCo will agree a SEND Pupil Passport (previously IEP) outlining what support pupils can expect and what targets they are working towards. This may be in the form of a home/school book.

### **Within School**

Some students find any change to routine difficult. At Emmanuel Middle School we support any young person with these anxieties whether it is attending assembly, a school production, going on a trip or wet play. See **The Hive and ELSA** section.

## **Leaving for Upper School**

Most of our students move on to Ferndown Upper School or Queen Elizabeth and we have a good working relationship with their SEND and Pastoral Department. We meet in the autumn term to discuss individual young people, attend Annual Reviews of EHCPs and arrange additional visits as needed. Young people and parents are involved throughout.

Information help on our database and any professional reports are shared with the Upper School.

## **How do we support young people with their emotion and social development and preparing them for adulthood and independent living?**

If you have any worries about your child, you can raise your concerns by contacting their tutor, the SENDCo or Pastoral Lead.

### **The Hive**

**The Hive is staffed by Mrs Munson and Mrs Kirby both are qualified ELSA's.**

**Since September 2017 The Hive is open from 8.30 in the morning for those children who find coming into school an anxious time.**

**The Hive is open at break times for children who feel they need a little extra support or are having friendships concerns. Children play games together and have the opportunity to talk through anything that is worrying them.**

**Lunchtime Hive is by invitation only. Students eat together and have an opportunity to chat/develop social skills and grow in confidence. They also play games and complete activities together.**

### **ELSA**

**Any member of staff can refer a young person for ELSA. Session take place during lesson time and can be 1:1 or in a group depending on need. The impact of ELSA is monitored closely and referrals to other professionals made where necessary and after consultation with parents.**

### **How do we evaluate the effectiveness of our provision?**

Progress is initially measured by the subject teacher and reports are sent to parents regularly – see Website for detailed information.

Progress of all students is measured and monitored closely. The performance of students with SEND is compared to non-SEND. The impact of interventions and in class support is regularly monitored through pupil tracking and lesson observations/performance management.

After testing in September, classes are put in 'sets' for English and maths. In KS3 children are also put in sets for Science and this determines their sets for French, computing and RE).

Parents evening are held three times a year in October, January and April.

Where students have a high level of need a home school books/pupils passports can be provided.

### **Who can I talk to if I'm not happy? The role of the Academy Committee and Local authority.**

If there are any complaints relating to the provision for pupils with SEND, these will be dealt with in the first instance by the Head of School. The Academy Committee may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

A copy of the Trust Complaints Procedures can be found on the school website.

### **Where can I find more information?**

[www.emmanuel.dorset.sch.uk](http://www.emmanuel.dorset.sch.uk)

[www.dorsetforyou.gov.uk](http://www.dorsetforyou.gov.uk)

## **East Dorset family Partnership Zone**

The East Family Partnership Zone encompasses Children's Centres, Family Workers and Targeted Youth Workers who have come together under one management structure. However, the zone's workforce is seen as including all of the partnership agencies (including the DCC staff) where there is a common aim to stop things getting worse when a problem is identified.

The East Family Partnership Zone Team has its base at Cedar House in the Ferndown Industrial Estate. It serves the East Dorset area, including the towns of Ferndown, Wimborne, Verwood, Corfe Mullen, West Moors and the surrounding villages, the school pyramids and communities. The zone recognises the need to be using community knowledge and building relationships with key partners. Ensuring effective Early Help for vulnerable children and their families delivering shared overarching outcomes:

**That people in Dorset are Safe, Healthy, Independent and Prosperous**

**Our partnerships will also be working to ensure:**

**Children are ready for School**

**Children attend their School or Education setting regularly**

**Children do well in their Education**

**Families make good choices**

**Young People are ready for Adulthood**

**How do we do this?**

- By following the Dorset Families Matter principles and the proactive and early identification of difficulties for children and young people that are emerging within their family, school and/or their wider community. We will use predictive measures and data to support this.
- By ensuring there are range of opportunities to work in partnership with schools, health professionals and voluntary and community organisations.
- By using a partnership approach to build resilience in children, young people and their families and helping them to effect sustainable change.
- By using the vision & values of Dorset Families Matter ensure a whole family approach to engaging with and meeting the needs of vulnerable children and other family members.
- By empowering partners to work in ways which provide early solutions to difficulties that prevent escalation and enable sustainable change.
- By using an evidence based approach to problem solving which includes practical solutions alongside creativity and innovation.

Requests for support can come from a partner agency or young person, parent or carer. We operate a 'no wrong door' principle to enabling requests for support to be actioned accordingly, be this by signposting, by advice and assistance, by facilitating & enabling a partner agency to take action or by undertaking direct work. Contact

[eastfamilypartnershipzone@dorsetcc.gov.uk](mailto:eastfamilypartnershipzone@dorsetcc.gov.uk)