



## **At Emmanuel we are inspired to go beyond our own limits**

Our Vision at Emmanuel Middle is based on the Biblical text behind our core value of Excellence: Colossians (chapter 3 verse 22 The Message), says ‘...don’t just do the minimum that will get you by. Do your best.’ Our vision is for pupils to strive for their best academically, morally, and spiritually; in fact, we inspire staff and pupils to look beyond themselves because so often our notion of what is ‘our best’ is limited by social, cultural, and personal factors. This is more so for pupils with SEN who can so easily limit their ambition because of their SEN- we want them to think differently!

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.

**Approved By:**

Rob Christopher

**Date:**

**Next Review Date:**

September 2022

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

At Emmanuel Middle School we currently provide additional and/or different provision for a range of needs, including:

- **Communication and interaction needs:** For example –
  - Autistic spectrum disorder (ASD)
  - Speech and language difficulties
- **Cognition and learning needs:** For example –
  - Specific learning difficulties such as dyslexia and dyscalculia
  - Development Coordination Disorder (Dyspraxia)
- **Social, emotional and mental health difficulties:** For example –
  - Attention deficit hyperactivity disorder (ADHD)
  - Attachment disorder
- **Sensory and/or physical needs:** For example –
  - visual impairments
  - hearing impairments
  - processing difficulties
  - epilepsy

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

At Emmanuel Middle School we monitor the progress of all pupils to identify those at risk of underachievement.

On entry into Year 5, we will assess each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages. If these assessments raise any concerns, we may complete additional testing to identify any support requirements or any gaps in learning. At this stage we may agree that some catch up intervention is needed.

Class teachers will make regular assessments of progress for all pupils, using a variety of tools, 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
- The attainment gap between the child and their peers has increased.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

If we are concerned that there may be an 'undiagnosed' special educational need, we will contact you to discuss these concerns. Likewise, if you have concerns, please contact the school.

We may agree that a pupil should be added to our SEN register and further support put in place. In some circumstances, with parental agreement, further advice may be sought from outside professionals such as Community Paediatricians.

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

Mrs Helen Prestage - SENDCo

01202 828100 email at [office@emmanuel.dorset.sch.uk](mailto:office@emmanuel.dorset.sch.uk)

Mrs Elaine Robertson - Pastoral Lead and Lead Teacher for Pastoral Intervention

Mrs Emma Shelley - SEND Administrator

### **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, or the SENDCo.

If we have any concerns, we will have an early discussion with the pupil and their parents 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 consider any parental concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents if it is decided that a pupil will be added to our SEN register.

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 an Education, Health and Care Plan the SENDCo should be invited to your child's Annual Reviews in Year 4. Whilst at Emmanuel, regular contact will be maintained between home and school. For each child with an EHCP, an action plan will be drawn up. This plan will be shared with you and the child to agree targets and will be reviewed on a termly basis.

Regular Parents' Evenings are an opportunity to discuss your child's progress with individual subject teachers and/or the SENDCo. These happen three times a year.

A parent's evening will be arranged in the first half term to give you the opportunity to meet your child's tutor and the SENDCo.

### **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
- House Captains

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

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

We expect and positively promote involvement of our pupils with SEND in all aspects of school life including school productions, sports days, and trips.

### **How do we assess and review the progress of our pupils with SEND?**

Progress of all students is measured and monitored closely.

For pupils with SEND we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class and/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 or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

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 through pupil tracking.

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, in consultation with you. 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:

- K for pupils receiving SEN support where outside agencies are or have been working with the child
- E for pupils with an EHCP
- 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.

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

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

## **From First School**

Emmanuel Middle School holds an Open Evening in the Autumn Term where prospective parents can look at what is offered by the school. If your child has SEND this provides an opportunity to come and speak to the SENDCo.

In the Summer Term of Year 4, our SENDCo, Head of Year 5 and our Pastoral Support Worker 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 prior to transfer.

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

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

If your child has an Education Health and Care Plan your child's First School should invite our SENDCo to the Year 4 Annual Review before transfer, which will take place in the Autumn term of year 4. At this time additional meetings will be organised so that a bespoke transition plan can be arranged prior to transfer. A bespoke transition plan may involve a number of additional visits from middle to first school, introductions to key adults and additional visits from first to middle school. This plan will be discussed and agreed with parents.

You are encouraged to meet with our SENDCo to discuss any concerns or questions you might have about the support your child will receive at Emmanuel Middle School.  
Tel: 01202 828100

## **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. Internal transition arrangements from year group to year group are also organised to support any anxieties.

## **Leaving for Upper School**

Most of our students move on to Ferndown Upper School or Queen Elizabeth's Upper School 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 pupils with EHCPs and arrange additional visits as needed. Young people and parents are involved throughout. The Head of Year 8 and our Pastoral Support Worker, support with any bespoke transition package required for pupils with SEND.

For any pupils with EHCPs transitioning to specialist settings, early contact is made with the relevant staff and bespoke transition plans agreed and supported. In some cases, this begins in the Summer Term in Year 7.

Information held and any professional reports are shared with the Upper Schools and specialist settings.

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

The school prides itself on being fully inclusive. We encourage independence and resilience from all our students.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be scaffolded for individual pupils.

We will also provide the following interventions:

- Phonics
- Reading support – both 1:1 and in small groups
- Numeracy support for basic skills development
- Spelling
- Handwriting
- Direct Instruction
- ELSA
- Pastoral support
- Meet and Greet
- Homework Club
- HIVE Club
- Social thinking skills group

Some support is provided in class by teachers or teaching assistants. Other additional intervention may be as part of a small group and when appropriate 1:1.

In KS3, **Maths and English** intervention is provided within smaller sets to increase adult to pupil ratio.

Some pupils may have access to a Chromebook in lessons. This allows them to access scaffolded resources and complete tasks provided via Google Classroom, as well as providing access to online learning platforms such as Hegarty Maths, Accelerated Reader and Tassomai.

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it: For example - by grouping, 1:1 teacher time, teaching style, questioning, lesson activities and content.
- Adapting our resources and staffing. Teaching Assistants are allocated to year groups, depending on the SEND need within that year group. Additional support is then allocated across classes in the most effective way possible.
- Identifying gaps or misconceptions in learning using questioning to effectively challenge young peoples' learning.
- Using quality first teaching strategies: For example - giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, chunking learning into small steps, modelling, building in regular retrieval practice etc.
- Setting appropriately challenging targets based on young peoples' age and prior attainment, and taking into account the nature of their SEN.
- Using recommended aids, such as laptops, chrome books, coloured overlays, visual timetables, writing slopes, larger font, specialised subject equipment etc.
- Supporting sensory needs by using strategies and providing equipment such as: strategic seating, decompression time, wobble cushions/stools, fidget/stress toys
- Where students have a high level of need, home-school books and/or pupil passports are provided.

### **Additional Support for learning**

We have the equivalent of 9.3 full time teaching assistants who are trained to deliver interventions such as phonics, reading, numeracy, vocabulary support, spelling, handwriting, and social thinking skills.

Teaching assistants will support pupils across a class, or in small groups when delivering intervention.

On occasion 1:1 intervention is provided to deliver individual learning programmes or Emotional Literacy Support.

We work with the following agencies to provide support for pupils with SEN:

- County Specialist Teachers
- Educational Psychologist Service
- Speech and Language Therapy Service
- Child and Adolescent Mental Health Service
- Hearing and Visually Impaired Support Service
- East Dorset Family Partnership Zone
- Occupational Therapy
- Community Paediatric Services
- Local Medical Services and School Nurse
- Mosaic

**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 E.G. Specialist teacher assessments. Teaching staff receive regular training on INSET days and throughout the year to improve quality-first-teaching strategies.

The Teaching Assistant team liaises regularly with Heads of Year and subject teachers to share good practice and cascade information from training events. The team is deployed in such a way as to ensure that all staff build close relationships with the children and become well attuned to their needs.

In the last academic year all teaching assistants have attended training events on:

- Promoting independence in learning
- Delivery of phonics intervention
- ADHD training

Additionally, individual teaching assistants have attended training on:

- Social thinking skills
- Attachment Disorder
- Delivery of individualised learning programme for Specific Learning Difficulties
- Supporting pupils through bereavement

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

The Accessibility Policy sets out how the school is fully accessible to people with a range of disabilities e.g. 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 several Chromebooks which can be used in class to record written work either through typing or using talk assistive technology.

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

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their learning targets each term
- Reviewing the impact of interventions at prescribed points
- Monitoring by the SENCO
- Using EHCP action plans to measure progress
- Holding annual reviews for pupils with EHC plans
- Staff awareness of individual need through the use of Pupil Passports
- Academic progress of pupils with SEND
- Involvement of pupils with SEND in extra-curricular activities and events
- Pupil attendance
- Number of exclusions
- Consultation with parents/ carers
- Pupils' awareness of their own achievements and progress

### **How we enable pupils with SEN to engage in all activities along with their peers**

All 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 attend our residential trip(s). Tutors work closely with parents and pupils to alleviate any concerns or anxieties and remove barriers to attendance.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Emmanuel Middle School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all young people, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.

For pupils with a disability we ensure that:

- Prior transition meetings take place early in the Summer term. Any adaptations to our site / facilities are discussed with specialist services and implemented prior to entry in September.
- 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. Outside, the school has a disabled parking bay. Inside there is a disabled toilet and changing room.
- Within the school we have supported disabilities through adaptations such as: the addition of sound proofing, use of IT technology, adaptations to grounds.
- The school conforms with current disability legislation and is fully accessible. 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.)

<https://www.emmanuel.dorset.sch.uk/> About us / Policies and Documents

### **How we support emotional and social development?**

Mrs Elaine Robertson - Pastoral Lead and Lead Teacher for Pastoral Intervention

We provide support for pupils to improve their emotional and social development in the following ways:

- A dedicated PSHE curriculum, to include RSE and careers, through years 5 to 8.
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are encouraged to attend extra-curricular clubs and activities.
- Pupils with SEN are encouraged to apply for our ambassador and leadership schemes in KS3.
- All pupils in year 8 and year 5 are included in our buddy system.

We have a zero-tolerance approach to bullying and regularly promote our Anti-bullying strategy.

For pupils who need more directed emotional and social support we have 2 dedicated pastoral support workers, who are ELSA qualified. Support for areas such as anxiety, friendship and social skills may be provided through individual or small group sessions.

Some pupils require more direct support for a particular social or emotional need. This is provided through targeted **ELSA intervention** programmes. If this is required parents are fully involved throughout this process.

### **What other organisations do we work with?**

Regular meetings take place between the SENDCOs of all schools within Wimborne Academy Trust. The SENDCO attends bi-monthly SENDCO Network Meetings run by the Trust Inclusion Lead and termly Local Authority Inclusion Briefings.

Emmanuel Middle School works closely with the following outside agencies to ensure effective and efficient support for our pupils with SEND:

- County Specialist Teachers
- Educational Psychologist Service
- Emmanuel Middle Schools' specific SEN case worker
- Speech and Language Therapy Service
- Child and Adolescent Mental Health Service
- Hearing and Visually Impaired Support Service
- East Dorset Family Partnership Zone
- Occupational Therapy
- Community Paediatric Services
- Local Medical Services and School Nurse
- Social Care
- East Dorset Locality team

Parents / carers are kept informed about and contacted before any involvement of outside agencies.

### **Independent Advice for parents/carers**

Independent advice is available from:

- Dorset Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS).
- Dorset Parent Carer Council (DPCC).

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

Complaints about SEN provision in our school should be made to the Headteacher in the first instance.

Mr Rob Christopher - Headteacher  
Mrs Helen Prestage - SENDCo

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

They will then be referred to the school's complaints policy. A copy of the Trust Complaints Procedures can be found on the school website.

<https://www.emmanuel.dorset.sch.uk> About us / Policies and Documents

The Academy Committee may be involved if necessary. In the case of an unresolved complaint the Local Authority may be involved.

The parents 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

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

Dorset Council Local Offer: <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

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

## **Document History**

<b>Date of issue:</b>	<b>Date of next review:</b>	<b>Date approved:</b>	<b>Person responsible:</b>	<b>Nature of change:</b>
Sept 2021	Sept 2022	Sept 2021	H.Prestage	Restructure, review and

				update of key information
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