



**Alvechurch CofE Middle School**  
**SEND information report 2023-2024**

Alvechurch C of E Middle School is an inclusive school which offers a range of provision to support all pupils to achieve, and to feel safe and valued. We welcome all children into our school, regardless of their individual need, and we strive to tailor their provision in order to fully meet their specific requirements. We aim to be as inclusive as possible and recognise our responsibility, as a school, for nurturing our students, regardless of individual needs, and for working with them to achieve their full potential. The purpose of this report is to state how we identify pupils with SEND and how we build in a graduated response in terms of provision.

***“Every teacher at Alvechurch Middle School is a teacher of every child or young person including those with SEND”***

Special Educational Needs fall within four categories of need:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs.

A child may have needs that fall into one or more of these categories.

Our aims within school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to all areas of the curriculum and environment.

- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusions statement.  
<https://www.gov.uk/government/collections/national-curriculum>
- To request, monitor and respond to parent/carer; and pupils' views in order to build a strong working partnership.
- To provide a differentiated curriculum, where a child requires 'additional to and different from' provision, we will work alongside the family and outside agencies to seek special educational provision to best meet the child's needs.
- To provide staff with targeted continuous professional development to ensure a high level of staff expertise to meet pupil needs.
- To support children with medical conditions to achieve full inclusion in all school activities by ensuring consultation and collaborative working with health and social care professionals.
- To work alongside the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of vulnerable learners.

Worcestershire's SEND local offer can be found at:  
<http://www.worcestershire.gov.uk/sendlocaloffer>

### **What are special educational needs (SEND) and/or disability?**

At our school, we use the definitions for SEN and for disability taken from the SEND Code of Practice (2015). This states:

- 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
- Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### **How will the school and staff support my child/ young person?**

At Alvechurch C of E Middle School, we believe that all teachers are responsible for ensuring that pupils identified with SEND are able to access a broad, balanced and differentiated curriculum, achieve success and are fully included in the school.

In line with our graduated response, we would expect that the majority of our pupils would make progress within the provision which is 'Ordinarily Available', through Quality First Teaching, in the context of a differentiated curriculum in the classroom setting.

#### **Class and subject teachers are responsible for:**

Checking on the progress of your child; identifying, planning and delivering any additional help they may need (this could be targeted work or additional support); and informing the SENCo where necessary. This is achieved by:

- Personalised or differentiated teaching and learning for your child as identified on the school's individual provision map (IPM)
- Ensuring that the school's SEND policy is followed in the classroom.

They will respond to pupils' needs by:

- Providing curricular and pastoral support
- Creating an inclusive classroom
- Creating a safe learning environment whereby all pupils can learn effectively
- Implement Quality First teaching strategies/approaches as outlined in the IPM

#### **The SENCo is responsible for:**

- Co-ordinating provision for children with SEND and developing the school's SEND policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Liaising with a range of outside agencies who can offer advice and support to help pupils overcome difficulties.
- Write the SEND information report which must be published on the school's website and be updated annually.
- Timetabling and managing the roles of all Learning Support Assistants.
- Providing the opportunities for whole school training, to ensure that all staff are confident about meeting a range of individual needs.
- Monitoring, alongside the Senior Leadership Team, the progress and effectiveness of provision.
- Ensuring that parents are:
  - Involved in supporting their child's learning and are informed about the level of support their child is receiving, including progress reviews.

- Ensuring a smooth transition for all SEND pupils who are entering/exiting the school.

**Alvechurch C of E Middle School SEND Department Leadership Team comprises:**

Special Education Need Co-ordinator (SENCO): Miss Danielle Shipley

SEND Administrator: Mrs Christine Johnston

SEND Governor: Annette Delaney

**What is the SEND Governor responsible for?**

The SEND Governor is Annette Delaney.

The Governing Body challenges the school and all stakeholders to deliver effective provision for pupils identified with SEND. They ask probing questions to ensure that all teaching and support staff are aware of the diverse needs of SEND pupils; that funding and resources are deployed effectively; and that the impact of provision is reviewed regularly.

In addition, the SEND Governor will:

- Raise awareness of SEND issues at Governing Body meetings.
- Work collaboratively with the Headteacher and SENDCo to determine the strategic development of the SEND Policy and provision in the school.
- Demonstrate an overall responsibility for the provision and progress of learners with SEN and/or a disability.

**How does the school know if my child needs extra help?**

Alvechurch Middle School is committed to the early identification of all its pupils' needs. It adopts a graduated response (Assess, Plan, Do and Review) to ensure that all pupils are making expected progress and are achieving in line with predicted performance indicators.

Parents are contacted when concerns arise and a discussion is held to determine what provision the school will be making. If a child needs to be referred to an outside agency, parents will be asked for their permission and views, which form part of the referral process. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo and SEND administrator oversee all additional support.

On entry to Alvechurch Middle School, we assess each pupil's current level of attainment in English and Maths, using a range of baseline assessment tools, in order to ensure that the pupil builds on his/her prior learning and attainment. The school uses the following approaches to screen for children who may have 'additional needs':

- Close scrutiny of entry data
- Evidence of previous teacher assessments and observations
- Standardised screening and diagnostic assessment tools.

- Addressing concerns raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, relating to inadequate levels of progress or inclusion.
- If a pupil transfers to Alvechurch Middle School, and has an identified special educational need, this information is shared with all staff in the form of an IPM.

<b>How does school support cognition and learning - English?</b>		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> <li>- Differentiated curriculum</li> <li>- Additional support with reading via reading intervention.</li> <li>- TA support within class</li> <li>- Access to resources such as high frequency words, coloured reading rulers etc...</li> <li>- Targeted small group work within class</li> </ul>	<ul style="list-style-type: none"> <li>- Small group support sessions</li> <li>- Specific intervention programmes (before school intervention groups)</li> <li>- Writing groups for targeted groups</li> <li>- After school small group tuition.</li> </ul>	<ul style="list-style-type: none"> <li>- Individualised intervention programme</li> <li>- Liaison with Learning Support Team</li> <li>- Use of dyslexia pathways</li> </ul>
<b>How does school support cognition and learning - Maths?</b>		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> <li>- Differentiated curriculum</li> <li>- TA support in class</li> <li>- Access to a CDA approach</li> <li>- Targets small group support within class</li> <li>- Ability groups to enable challenge and support where appropriate.</li> <li>- Opportunities for more able to take part in the UK maths challenge.</li> </ul>	<ul style="list-style-type: none"> <li>- Small group work sessions to targets specific target areas</li> <li>- Specific intervention programme.</li> <li>- Access to personalised booster work via MyMaths/TTRS programme.</li> </ul>	<ul style="list-style-type: none"> <li>- Individualised intervention programmes for specific children</li> <li>- Liaison with Learning Support Team.</li> </ul>
<b>How does school support communication and language needs?</b>		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> <li>- TA support within class</li> <li>- Visual timetables</li> <li>- In class strategies to promote language use.</li> </ul>	<ul style="list-style-type: none"> <li>- Regular withdrawal of small groups for additional language support following advice from Speech and Language Specialists.</li> </ul>	<ul style="list-style-type: none"> <li>- Delivery of individualised speech programmes, where recommended by SALT Specialists.</li> </ul>

How does school support social interactions?		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> <li>- Regular support from class teachers with encouraged form time social support.</li> <li>- Structured games during break/lunch time</li> <li>- Access to the 'hub'</li> </ul>	<ul style="list-style-type: none"> <li>- Small groups for targeted social skills development,</li> <li>- Specific intervention programmes e.g. Talkabout for Children, Socially Speaking.</li> </ul>	<ul style="list-style-type: none"> <li>- Delivery of individualised programmes</li> <li>- Liaison with outside agencies (e.g. Beacon)</li> </ul>
How does school support physical needs?		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> <li>- Regular in-class fine motor skill exercises</li> <li>- Use of equipment such as move 'n' sit cushions, therabands, pencil grips and writing slopes.</li> </ul>	<ul style="list-style-type: none"> <li>- Small groups support for targeted gross and fine motor skill development.</li> <li>- Specific intervention programmes such as the Dyspraxia Programme.</li> </ul>	<ul style="list-style-type: none"> <li>- Delivery of individualised programmes, where recommended by Occupational Therapy, Physiotherapy</li> <li>- Individualised adaptation where necessary in collaboration with Chadsgrove Outreach, (eg: Specialist equipment)</li> </ul>

How does school support well-being?		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> <li>- Whole school caring ethos</li> <li>- Topical assemblies that promote British Values, School and Christian Values</li> <li>- Delivery of PHSCE within class</li> <li>- Collective worship time giving the opportunity to reflect on our Christian values.</li> <li>- Positive behaviour policy which promotes positive social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>- Small group support for wellbeing</li> <li>- One to one support with children who are identified.</li> <li>- Group Thrive sessions.</li> <li>- Nurture support groups.</li> <li>- Access to Forest School.</li> <li>- Support Via the 'Welcome Pod'</li> <li>- Quiet spaces/ alternative arrangements during lunch time.</li> <li>- Access to the learning pod at break and lunch time for structured activities</li> </ul>	<ul style="list-style-type: none"> <li>- Support from outside agencies</li> <li>- Access to sessions with Sarah Plumb-school mental health professional.</li> <li>- Access to sessions with Asha Tamplin (school bereavement councillor)</li> <li>- Personal Thrive sessions with one of the trained Thrive practitioners - Asha Tamplin or Charlotte Palethorpe.</li> </ul>

	- Structured games for KS2 during break time.	
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### **What should a parent do if it thinks their child may have special educational needs?**

If you (parent(s)/carer(s)) have concerns relating to your child's learning or inclusion, then please initially discuss these with your child's teacher/subject teacher/ head of year. This then may result in a referral to the school SENCo. You may also contact the SENCo or the Deputy Head teacher directly if you feel this is more appropriate. All parents/carers will be listened to. Their views and their aspirations for their child will be central to the assessment process and the provision offered by the school.

### **How is expertise and training, in relation to children and young people with SEND, shared amongst staff?**

Alvechurch Middle School works closely with a range of outside agencies to support students and their families. As part of our local offer, Alvechurch Middle School will have very close links with health services, social care and educational services. We have very good relationships with a variety of outside agencies that come into school to work with, and offer advice and support for, individual children with SEND.

All staff are fully aware of safeguarding procedures; they have received updated Safeguarding, child protection and Prevent training.

### **How we facilitate the inclusion of SEND pupils with non-SEND pupils in daily activities**

Alvechurch Middle School aims to teach all children together in their classes, where possible, with the subject teachers differentiating work and supporting each child. Teaching assistants are often present in the classroom to support the learning and/or additional needs. At times, it may be necessary for a child with SEND to access intervention, either as part of a group or 1:1. For some children, with parental agreement, the school uses outside support agency resources and staff.

The school may identify the need for additional intervention to be provided in order to support a child to make the expected progress. This is regularly monitored to assess the progress of all children receiving additional support, to ensure that provision is having the desired impact. Interventions run for fixed periods of time, however this can be extended if we feel more support is required.

Our Equality and Inclusion Policy promotes the involvement of all our learners in all aspects of the curriculum, including activities outside the classroom. Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs. If appropriate, parents/carers are consulted and involved in planning this.

### **Arrangements for assessing reviewing pupil progress**

Every child's progress is monitored carefully throughout their time at Alvechurch C of E Middle School, through data analysis and pupil progress meetings.

In accordance with the SEND Code of Practice (2015), the process for responding to children identified as needing additional support follows the four-step cycle called The Graduated Response, as outlined below:

**ASSESS** - The child will be assessed thoroughly to identify the key area of need, and next steps targets will be produced.

**PLAN** - Provision needed to support the child to achieve their next steps targets will be carefully planned to scaffold the child's learning towards their goal. This may be in the form of: intervention; curriculum adaptations; resourcing and additional support. If the support is through intervention (individual or small group work over and above what is offered to the class), this is delivered by skilled teachers/teaching assistants.

**DO** - The support planned is put in place and monitored over a period of time, leading to review.

**REVIEW** - Following the additional support, progress will be reviewed against the child's targets in order to consider the next steps. Where additional support is provided through Wave 2 or 3, targets are set and regularly reviewed by the SENCo and people involved in the delivery of the support.

#### **How we review the effectiveness of provision made for pupils with SEN.**

Your child's progress is continually monitored by subject teachers.

Progress is reviewed formally each term which is provided to parents/carers in the form of an attainment report. This also provides parents/carers a snapshot of their child's effort grade for each subject.

At the end of each key stage (Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs) Results are published nationally for these assessments.

Children on the SEND support register or additional needs register will have an IPM which is reviewed by staff termly.

The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved in the child's education in attendance.

#### **Arrangements for consulting parents of children with SEND, and involving them in their children's education.**

Parents' evenings and annual reports give all parents and carers regular feedback on their child's progress. If your child receives regular extra support, you will receive additional feedback on their progress. When appropriate, parents/carers may be contacted to discuss the support that the school is providing, and how they can help their child at home. The pupil's views will be obtained and, when appropriate, they may attend all or part of any meeting. We aim to work in partnership with parents to support each child and young person's well-being, learning needs, progress and aspirations.

Teachers and the SENCO are available to meet parents before and after school by appointment.



**The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured.**

We continually review all provision to develop enhanced skills and knowledge. All of our teachers hold qualified teacher status and all staff members, including TAs, receive training to enable them to learn new strategies to best support our pupils with SEND. Continued liaison with Health Agencies, including Community Paediatrician, SALT, OT and Family support, provide further advice and support for our school community.

**External services**

All external services that we work with are vetted in terms of safeguarding. These external services include:

Educational outside agencies: Educational psychologist (Helen Colles), Learning Support Team (LST), and positive behaviour support.

Specialist outreach services: Complex Communication Team (CCN), Hearing Impaired Service, Visually Impaired Service, and Integrated Services for Looked After children.

Specialist health services such as: school nurse, speech and language (SALT), Occupational Therapy (OT), physiotherapy (PT) Child and Adolescent Mental Health (CAHMS) umbrella pathway and other health professionals.

We also work with: Social Services, Early Intervention Family Support, Early Help Hub.

**Arrangements for admission of disabled pupils.**

The school is arranged over 3 floors, with lift access to all. All areas of the school are fully accessible to children with disabilities. We ensure that equipment used is accessible to all children, regardless of their needs. Each classroom with high reach tables has access to an adjustable desk/workspace.

Before and after school provision is accessible to all children, including those with SEND.

Extra-curricular activities are accessible for children with SEND. Should further equipment or facilities be required to meet your child's needs then, where reasonable, these will be secured.

Where feasible, we make reasonable adjustments to improve the accessibility of our environment to meet individual needs.

We have disabled toilets on all floors.

Our policy and practice adhere to The Equality Act 2010.

**Arrangements for supporting pupils moving between phases of education and preparing them for adulthood.**

We carefully plan induction programmes for any new pupils that are joining our setting. We have excellent relationships with both our feeder first schools and the high schools.

Further support is provided as necessary for those with SEND. This includes optional additional visits to the new setting, both individually and as part of an enhanced transition programme, and additional liaison with key staff for identified pupils.

In addition to this we also:

- Hold annual reviews for pupils with EHCPs
- Liaise with the SENCO and feeder school staff, transferring relevant information to support a smooth transition, thus ensuring appropriate support is available.
- Arrange taster sessions to the school to sample different lessons and meet the staff.
- Facilitate school visits for vulnerable students to gain confidence and meet staff.
- Hold a Year 5 induction day: a full day at Alvechurch Middle School in the summer term. Students with SEND are supported during the day, where appropriate.
- Facilitate individual visits with the student and parent/carer, plus the opportunity to discuss needs in more detail with the SENCo
- Have transition plans between age groups and key stages, and work particularly closely on transition with our students with ASD who find changes in routine difficult.
- Hold regular meetings with the Year 4 staff in the pyramid of feeder first schools, and relevant staff at the pyramid high schools.
- Ensure all paperwork is prepared and shared with the feeder schools ahead of transition, to enable the feeder schools time to action relevant support.
- Liaise with specialist services to support transition meetings and provide additional advice and continued support at each stage of transition.

### **Named contacts within the school for when young people or parents have concerns**

In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SEND, further information and support can be obtained from the SENCo, Miss Shipley.

You can contact Miss Shipley directly via [dshipley@alvechurch.worcs.sch.uk](mailto:dshipley@alvechurch.worcs.sch.uk)

### **Other sources of information**

Worcestershire's SEND local offer can be found at  
<http://www.worcestershire.gov.uk/sendlocaloffer>

Worcestershire's SEND improvement plan:  
[http://www.worcestershire.gov.uk/info/20546/local\\_offer\\_news\\_and\\_updates/1614send\\_inspection\\_and\\_peer\\_review/1](http://www.worcestershire.gov.uk/info/20546/local_offer_news_and_updates/1614send_inspection_and_peer_review/1)

SEND Services and Support Groups:

[http://www.worcestershire.gov.uk/info/20417/special\\_educational\\_needs\\_and\\_disabilities\\_information\\_advice\\_and\\_support\\_service/348/sen\\_services\\_and\\_support\\_groups](http://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service/348/sen_services_and_support_groups)