

Royal Borough of Windsor and Maidenhead

Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

Name of School

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| Name of Headteacher: | Mrs N Chandler |
| Name of SEN Co-ordinator (SENDSCO): | Mrs Emily Pearson |
| Name of SEN Governor: | Carol Watkins |
| School address: | Smiths Lane, Windsor, SL4 5PE |
| Contact telephone number: | 01753 860561 |
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| School website: | www.dedworthmiddle.co.uk |



| Point from the Regulations | Considerations |
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| <p>Schedule 1: Point 1</p> | <p>Dedworth Middle is part of the Windsor Learning Partnership of schools based in Dedworth, Windsor. It is a large Middle school with 511 students on roll between the ages of 9 and 13</p> <p>Dedworth Middle is potentially going to benefit from housing a specialist Local Authority Unit for students with an EHCP for Autistic Spectrum Disorders, building to commence in 2021. Students are placed in these units by the Local Authority through a separate assessment process.</p> <p>The Trust's ethos is to make a substantial difference to the lives of young people through the education and experiences we provide. To achieve our mission, we expect all our young people to:</p> <ul style="list-style-type: none"> • have high expectations in all they do • respond positively to challenges • develop a love of learning that remains a lifelong legacy • take increasing responsibility for their own learning • show respect for each other and their environment <p>Aims of our provision in regard to pupils with special educational needs and/or disability.</p> <p>The aims of our policy and practice in relation to special educational need and disability in this school are:</p> <ul style="list-style-type: none"> • To make reasonable adjustments for those with a disability by taking action to increase 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 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 to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils. • To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multiagency approach to meeting the needs of all vulnerable learners. <p>The report is written as a series of questions which parents may ask about their child. The answers provide information on current practice in relation to students requiring additional support to achieve their potential</p> |

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| Schedule 1: Point 2 | What are special educational needs (SEN) or a disability? |
| | <p>At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ❖ 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. <p>Area of SEND</p> <ul style="list-style-type: none"> • 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 broad areas of need: <ol style="list-style-type: none"> 1. Communication and interaction: including Speech, Language and Communication Needs (SLCN); Autistic Spectrum Disorder (ASD) 2. Cognition and learning: including Specific Learning Difficulty (SpLD); Moderate Learning Difficulty (MLD); Severe Learning Difficulty (SLD); and Profound and Multiple Learning Difficulty (PMLD) 3. Social, mental and emotional health; include Behaviour difficulties; and recognised disorders such as Attention Deficit and Hyperactive Disorder; Attachment Disorder; etc (SEMH) 4. Sensory/physical including Hearing Impairment (HI); Visual Impairment (VI); Multi-sensory Impairment (MSI); Physical Difficulties (PD) |
| | How is SEND identified? |
| | <p>Pupils with SEND are identified in a number of ways;</p> <ul style="list-style-type: none"> • We liaise closely with our feeder schools before pupils join us in order to access prior SEND information. • Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills. • Concerns are raised by parents/carers, external agencies, teachers, the pupil’s previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion. • All staff are given support to identify special educational needs and will alert the SENCo to any concerns that they have. • Whole school tracking of attainment outcomes indicates lack of expected rate of progress. • Observation of the pupil indicates that they have additional needs |

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| | <p>What kinds of special educational needs and disabilities does the school provide for?</p> <p>Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.</p> <ol style="list-style-type: none"> 1. A Graduated Response is adopted for pupils identified as having SEND. 2. Provision is identified and managed by the SENCo but will be planned and delivered by teaching and support staff. |
| <p>Schedule 1: Point 3</p> | <p>What is the school's approach to teaching pupils with special educational needs?</p> <ul style="list-style-type: none"> • Under the SEN code of practice, all teachers are teachers of SEND • The SENCO uses national and local data, including school test data, to identify patterns and trends in our data and to plan appropriate next steps to act on the points that have been identified. • Pupil progress meetings identify areas of weakness and the teacher's subsequent intervention to fill gaps. • Information is shared and discussed at Senior Leadership and Governor level. • Findings form part of the School Improvement Plan. • There is a Governor with specific responsibility for monitoring SEN provision in the school. • Pupils contribute to the evaluation process by providing their thoughts during pupil's interviews and discussions. Parents contribute to the evaluation process providing their thoughts during termly meetings and annual review questionnaires and reports. • The needs of the learners are considered when evaluating, and if necessary, a personalised curriculum is planned and delivered. <p>How is the decision made about what type and how much support my child/young person will receive?</p> <ul style="list-style-type: none"> • Class teacher referral • Initial assessments may lead to more specialised further assessment • If necessary assessment by an Educational Psychologist may be required • Information regarding support for children is logged so that effectiveness of any resource or intervention is evident. The assess, plan, do, review model is used • For EHCP pupils 1:1 support may occasionally be necessary, however our aim is to enable children to be as independent as possible in their learning • Small group work – withdrawn from class • The Hub PLC is available for children needing a personalised curriculum or more individualised interventions |

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| | How the school will match / differentiate the curriculum for your child's needs |
| | <ul style="list-style-type: none"> • When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. • If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors. • Reasonable adjustments are made in every area of SEND including uniform and specialist equipment. • Learning Support Assistants (LSA's) may be allocated to work with the pupil in a small focus group to target more specific needs. • If a child has been identified as having a special need, they will be given An individual education plan (IEP) Targets will be set according to their area of need. These will be monitored by the class teacher and by the SENCO. IEP's will be discussed with parents at Parents' Evenings and a copy given to them. • We have a Specialist Dyslexia Teacher 1 day a week who can screen and offer advice and support • The following interventions are available; SALT – Speech and language intervention, Literacy intervention • visual timetables are available. • Classrooms are dyslexia friendly • Resources are provided and strategies are in place as prescribed by Educational Health Care Plans |
| | What support that is available to promote the emotional and social development of children with SEND? |
| | <ul style="list-style-type: none"> • We strongly support the following statement made in the New Code of Practice <p><i>'For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve.'</i> (Code of Practice, 2014: 64).</p> <ul style="list-style-type: none"> • We recognise that emotional and social development can have a huge impact on the achievement and progress of our pupils and therefore we have dedicated significant resources to this area. We employ a Nurture Teacher and ELSA who works with pupils that require additional support in this area. • Quad club at break and lunch time is available for vulnerable children – however not every lunchtime due to current restrictions • Family Friends, Daisy's Dream and counselling services are accessed on a needs basis |



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| | <p>How will I (the parent) be involved in planning for and supporting my child/young person's learning?</p> |
| | <p>We recognise that communication with parents/carers is key. We do this by</p> <ul style="list-style-type: none"> • Progress Reports • School has regular parent/teacher meetings, teachers are available for appointments • SENDCo is available for meetings • School facilitates events relating to aspects of SEN such as resilience/mental health seminars • School uses Home School Liaison Books when necessary • SEN parent drop n sessions 1 Friday a month |
| | <p>How will my child be involved in his/her own learning and decisions made about his/her learning?</p> |
| | <ul style="list-style-type: none"> • At parents evenings children are encouraged to attend in order to be part of decisions about their learning. Children are always welcomed at meetings with teachers and carers • Discussions are held with the pupil regarding any support they may require |
| | <p>How does the school evaluate the effectiveness of its provision for pupils with SEND?</p> |
| | <ul style="list-style-type: none"> • The SENCO is responsible for evaluating the overall effectiveness of the SEN provision. Data from assessments is used to evaluate the effectiveness of provisions and the progress made by each pupil • At a whole school level the progress and attainment of all pupils with SEND is evaluated. • This is to identify where the most or least progress has been made and what information this provides us with regarding the standard of our quality first teaching and differentiation |
| <p>Schedule 1: Point 4</p> | <p>What should I do if I think my child/young person may have special educational needs/disabilities?</p> |
| | <ul style="list-style-type: none"> • Teachers are always available to speak to parents. We encourage you to speak to your child's form tutor in the first instance if you have any concerns. • After this initial conversation if you still have concerns please arrange a meeting with the SENDCo • If concerns are raised that a child may benefit from the support of outside agencies or additional services and we follow the procedures laid out by each service or agency including the school completing a referral for the child. |

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| Schedule 1: Point 5 | What SEND training is provided for all school staff? |
| | <ul style="list-style-type: none"> • Training needs and CPD opportunities are planned around the needs of the pupils with SEND and the adults who will be working with them. For example, training will be planned for adults who are working with pupils with a hearing impairment. Priorities for training are based on these individual needs and the areas contained in the School Development Plan. Training is provided through external courses and workshops or onsite CPD sessions with visiting professionals |
| | What Specific SEND qualifications are held by staff? |
| Schedule 1: Point 6 | <ul style="list-style-type: none"> • The current SENCO is working towards the NASENCO accreditation. • One other member of staff has completed this qualification as well. • One teacher is a trained Nurture specialise, one teacher is a trained ELSA specialist, we have a trained SALT LSA and LSA's trained to deliver handwriting and literacy interventions. |
| | What Accessibility is there to the school building? |
| | <ul style="list-style-type: none"> • We are partially wheelchair accessible. Ground floor accessible only. Provision is considered when timetabling • We have Two toilets available for disabled access, all changing facilities are accessible. And a disabled parking space • The school environment and furniture can be planned to ensure that it meets the requirements for people with visual and auditory impairments. • Visual aids are provided when recommended and text is enlarged so it is clearly visible for those children with visual impairments. |
| | How do we ensure all the school's facilities can be accessed by children with SEND? |
| | <ul style="list-style-type: none"> • Dedworth seeks to ensure our learning environment is suited to the needs of children with SEND. For example, where possible pupils with a hearing impairment are placed in a classroom with good acoustics. Advice is continually sought from the Hearing Consortium, Occupational Therapists and Autism Specialist Advisory Teacher. As well as Shine, Berkshire Sensory Consortium, Occupational Therapy and other external agencies as required. Advice is also welcomed from Independent Advisors. • EHC Plans highlight specific equipment resources required |

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| | <p>How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?</p> |
| <p>Schedule 1: Point 7</p> | <ul style="list-style-type: none"> • School makes reasonable adjustments to enable all children to access all areas of the curriculum including external activities. Schools aim is to ensure that children are fully included in all aspects of school life. Tools to enable this may include Risk Assessments. Parents and Carers are always fully involved in this process. |
| | <p>How will the school monitor your child's progress ?</p> <ul style="list-style-type: none"> • As a school we measure children's progress in learning against national expectations and age-related expectations including the progress and attainment of pupils with SEND. • Teachers continuously assess what pupils can achieve, what progress is being made and the next steps for their learning. • Teachers use a variety of evidence including comments and achievements during lessons, evidence from pupils' books and the learning tasks they complete, formal test results including SATs, reading and spelling ages, and information from intervention programmes and class LSA's. • Pupil Progress meetings are timetabled so that Parents evenings immediately follow and give feedback on attainment and progress as well as what the next actions that are to be taken |
| | <p>In addition to the school's normal reporting arrangements, what opportunities will be available for you to discuss your child's progress with school staff?</p> <ul style="list-style-type: none"> • Additional meetings can be organised to discuss your child's progress depending on the circumstances. You would initially make an appointment to see your child's class teacher. The SENCO may attend these meetings as needed. • Parents are provided with regular newsletters which are also available to view on our school website • We encourage you to talk regularly to your child's class teacher as this provides a valuable means of communication between home and school. • In some circumstances it may be helpful to introduce a home/school contact book where bullet points will be made to share information with you about your child's day. We encourage parents to add their own bullet points so that we are fully informed. |

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| | <p>How does the school communicate with parents / carers who have a disability?</p> |
| | <ul style="list-style-type: none"> • We cooperate fully with the needs of the parents. The SENCO, Mrs Pearson would arrange a meeting, or speak to them by telephone, to discuss their needs and how the school could assist them. • For parents with a hearing impairment we would communicate via text, email |
| | <p>How will you help and prepare my child to join your school?</p> |
| | <ul style="list-style-type: none"> • Transition both into and out of the school is effective by means of visiting both the upper and lower schools to discuss pupil's needs with the teachers. • One to one transition is available if required. Additional visits to our school are encouraged. • Paperwork and additional pupil information is forwarded as required • Year 5 teachers provide timetables and maps and ensure a smooth transition takes place • Transition Groups continue once the children have moved to our school for the first half term • Nurture |
| | <p>How will you prepare my child young people to join their next year group/school/college/ stage of education or life?</p> |
| | <ul style="list-style-type: none"> • Discussions with parents, carers, children and the school they are coming from or going to take place in advance of the transition. Parents, carers and the children visit both our school and the school they maybe going to on enough occasions in order to ensure transition is as smooth as possible • All relevant information such as annual review paperwork, additional pupil information is forwarded as necessary • Offer visits to required school • Meetings are held with the Head of Year, the SENCO and High school SENCO to ensure that all relevant information is passed on. • Some pupils may have a separate transition meeting where parents are invited to discuss the transition • Some pupils may have additional transition visits to the next school which they will be attending • The notes from this meeting are typed up and distributed amongst all those who attend the meeting. • For pupils transferring to an alternative setting we would liaise with the SENCO of the new school to ensure that all documentation and information is effectively communicated. • All the pupil's information will be passed to the new school including the advice note identifying the strengths and areas for development and strategies that are effective in supporting the pupil. |

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| Schedule 1: Point 8 | How your child's views will be sought about the help they are getting and the progress they are making? |
| | <ul style="list-style-type: none"> • Pupils who have an Education Health and Care plan (EHC) are involved in their annual reviews by sharing their thoughts with a TA or writing a report about their year. This is then included in the annual review meeting. • Pupils views are sought at the review point of IEP • Pupils' views are also sought as part of our Reading and Maths intervention programmes. During interviews pupils are able to share their feelings associated with the subjects and what progress they have made |
| | What preparations will there be for both the school and my child before he or she joins the school? |
| | <ul style="list-style-type: none"> • Visits will be planned to enable the pupil to visit of a number of sessions. The frequency and length of these visits is dependent upon the needs of each pupil and will be considered on a case by case basis • We would encourage parents and child to visit the school for a tour. • Additional visits can be arranged dependent on the needs of each pupil. Preparation meetings also take place between professionals and parents to ensure that the school is appropriately resourced for the child's entry. |
| Schedule 1: Point 9 | What arrangements do school have for feedback from parents, including compliments and complaints? |
| | <ul style="list-style-type: none"> • Parents are encouraged to provide feedback on their child's annual report and record their thoughts on the progress that their child has made during the year. Positive relationships between parents and class teachers are always encouraged. • If you have a complaint we would initially like you to make an appointment to talk to us about it. You can make an appointment to see either the SENCO (Mrs Pearson) or Headteacher (Mrs Chandler) to discuss your complaint. There is also a formal complaints procedure. |
| Schedule 1: Point 10 | How does the governing body involves external agencies to ensure the needs of pupils with special educations needs are met and support for their families? |
| | <ul style="list-style-type: none"> • The SEN governor works closely with the SENCO (Mrs Pearson), meeting regularly to review progress of pupils with special education needs, and ensures the services of other agencies of expertise are accessed to ensure the best guidance and strategies are put in place for the children with SEND and to supporting their families. • Governors annually review the effectiveness of the provision for pupils with special educational needs. • There is a nominated SEN Governor. • Governors oversee the School Improvement Plan, which refers to training planned for staff relating to SEND. • Governors have the opportunities to review policies, including the SEND policy, SEN Information Report and Disability Equality Policy and Scheme |

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| <p>Schedule 1: Point 11</p> | <p>What Arrangements do school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies??</p> <ul style="list-style-type: none"> Information about external agencies is available in the front entrance, from the SENCO (Mrs Pearson) Outside agencies and professionals are invited to attend and offer signposting and guidance about the agencies they represent and how they can help meet the needs of the children that are represented. |
| <p>Schedule 1: Point 12</p> | <p>How do the school provide help with personal care where this is needed, eg. help with toileting, eating etc .?</p> <ul style="list-style-type: none"> In situations where a pupils' special educational or medical needs or disability require them to have support with eating or toileting, we are able to provide support. We have procedures and some resources to support pupils with these aspects of their daily lives. In these circumstances we communicate with parents and carers and medical professionals, including the school nurse, and ensure that a care plan is in place. |
| <p>Schedule 1: Point 13</p> | <p>Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?</p> <ul style="list-style-type: none"> You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families. Tel: 01628 683182 Email: IAS@rbwm.gov.uk Website: http://ias-rbwm.co.uk/ <p>Information on where the local authority's local offer is published.</p> <ul style="list-style-type: none"> Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: https://rbwm.afcinfo.org.uk |