

# **Midpoint Centre**

## **SEND Information**

### **2016-17**

In Conjunction with the local authority's local offer, <http://www.wolverhampton.gov.uk/send/education>, schools and settings are expected to outline their provision for children and young people with SEND.

In response to the Children and Families Bill, local authorities are required to publish, information about provision they expect to be available in their area and outside the local area for children and young people from 0 to 25 who have special educational needs.

As well as providing clear, comprehensive and accessible information about the support and opportunities that are available, the SEND information should make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review.

Clause 30 of the Children and Families Bill gives details of the duty on local authorities to develop, publish and review their SEND information. Further information on this is published in the new SEND Code of Practice.

The SEND reforms took effect from September 2014.

<b>Assessment Targets and Review</b>	
<b>How does the PRU identify students with Special Educational Needs?</b>	<ul style="list-style-type: none"> <li>• Close liaison with secondary and referring body through the transition period</li> <li>• Clear referral structures within the PRU</li> <li>• Any concerns are shared through daily briefings, half-termly pastoral and progress meetings.</li> <li>• Analysis of Prior Attainment Data (PAD) and also benchmark testing on entry.</li> <li>• Half-termly analysis of whole school tracking data and students working significantly below target are identified.</li> <li>• Liaison with other professionals where appropriate.</li> </ul>
<b>How will I be informed if my child has been identified as having additional needs?</b>	<ul style="list-style-type: none"> <li>• Via phone call home</li> <li>• Via letter</li> <li>• Via a meeting with the PRU (at parental request) (a translator may be provided if necessary)</li> <li>• Half-termly review meetings with dual registered schools (if appropriate)</li> </ul>
<b>How will my child's needs be assessed?</b>	<ul style="list-style-type: none"> <li>• Alfie cloud baseline assessment for English</li> <li>• Alfie cloud baseline assessment for Maths</li> <li>• Alfie cloud baseline assessment for Science</li> <li>• Neale Analysis of Reading Ability Test</li> <li>• Learning style audit</li> <li>• Referral to Counselling Psychologist</li> <li>• Students Questionnaire</li> </ul> <p>Where necessary we will refer students to outside agencies such as:</p> <ul style="list-style-type: none"> <li>• MAST – (Multi-Agency Support Team) for assessments from an Educational Psychologist (EP), Educational Welfare Officer (EWO), the Area SENCo and/or Specialist Teachers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Gem Centre (CAMHS, Mental Health)</li> <li>• Speech &amp; Language Therapy</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Base 25 (Anger management)</li> <li>• 360 (Substance abuse)</li> </ul>
<b>How will my child's progress be measured and evaluated?</b>	<ul style="list-style-type: none"> <li>• Half-termly whole school data collections and analysis which will be compared to National measures</li> <li>• Half-termly monitoring of tailored intervention packages</li> <li>• Monitoring of student book work</li> <li>• Regular lesson observations</li> <li>• Termly reports sent home</li> </ul>
<b>How will my child's Special Educational Need be monitored and reviewed?</b>	<ul style="list-style-type: none"> <li>• Comparison of current grades compared to targets</li> <li>• Regular reporting systems</li> <li>• Personal Action Plans – reviewed termly</li> <li>• Annual review of Education and Health Care Plans</li> <li>• Regular reviews of Early Help Assessments</li> </ul>
<b>How will my child's needs be provided for?</b>	<p>Following identification of a child's needs intervention will be put in place tailored to the individual's needs. This may entail any of the following interventions:</p> <ul style="list-style-type: none"> <li>• Literacy 'narrowing the gap' programmes</li> <li>• EAL language support</li> <li>• Behavioural, Social and Emotional difficulties counselling</li> <li>• Rapid Reading intervention</li> <li>• Speech &amp; Language support</li> </ul>

	<p>The impact of interventions is reviewed on a termly basis and progress monitored. It will then be decided if the child still requires the additional support or whether additional intervention is required.</p>
<p><b>How can we, as parents, be involved in supporting our child?</b></p>	<ul style="list-style-type: none"> <li>• By contacting the PRU at any moment of the academic year to discuss any issues / concerns.</li> <li>• Through extended learning by requesting work to be sent home so parents can assist in the reinforcement of intervention programmes.</li> <li>• By attending all review meetings as requested</li> <li>• By ensuring the PRUs expectations are upheld as per the Home-School agreement</li> <li>• By offering input in the setting of targets for PAPs</li> <li>• Parents Evenings</li> </ul> <p>Parents are invited to all Annual reviews of Statements and EHCPs. Parents' views are sought in the target setting process.</p>
<p><b>How can I raise any general concerns I may have?</b></p>	<ul style="list-style-type: none"> <li>• During parents evening</li> <li>• Any time via email/phone or visiting the Centre</li> <li>• During review meetings</li> </ul>
<p><b>Who are the best people to talk to in the PRU about my child's difficulties?</b></p>	<p>Form tutor/ class teacher is responsible for:</p> <ul style="list-style-type: none"> <li>• Ensuring all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's needs (also known as differentiation).</li> <li>• Checking on the progress of your child and identifying, planning</li> <li>• Delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the Senior Management Team (SMT) as necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</li> </ul> <p>The Assistant Headteacher is responsible for:</p> <ul style="list-style-type: none"> <li>• Student behaviour is discussed on a daily basis and phone calls are made home with positive and negative information.</li> <li>• Mr Sankara tracks behaviour and is able to put in appropriate interventions.</li> </ul> <p>Please contact: Mr. Sankara</p> <p>The Behaviour Mentor is responsible for:</p> <ul style="list-style-type: none"> <li>• Delivering structured intervention programmes in order to support your child with coping mechanisms and strategies which promote positive behaviour for learning in line with the PRU's behaviour policy.</li> <li>• Ensuring that staff are equipped with strategies which are effective with your child and cater towards their emotional, social and behavioural needs.</li> </ul> <p>Please contact: Mr. Jones or Mr Fennell</p> <p>The SMT are responsible for:</p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, this includes the support for children with SEND.</li> <li>• Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>Ensuring that the Management Board is kept up to date about any issues in the school relating to SEND.</li> </ul> <p>Please contact Mr B Callaghan (Head of Centre) or Mr P Rawlinson (Deputy Head of Centre).</p> <p>All of the above can be contacted by calling main reception on 01902 551695</p>
<b>Curriculum Access</b>	
<b>What curriculum offer will my child have access to?</b>	<ul style="list-style-type: none"> <li>SIMs provision mapping</li> <li>Differentiation – the classroom teacher will ensure that lessons are differentiated to the individual child's needs. This will be via support staff, by outcome, by resources or differentiated tasks.</li> </ul>
<b>How the curriculum is organised and made accessible to all, including teaching groups?</b>	<ul style="list-style-type: none"> <li>In Key Stage 4 all students have access to English, maths, science, ict and PSHE, along with vocational subjects.</li> <li>If students need to continue to study a specific course /subject we will liaise with mainstream establishments to cater for this.</li> </ul>
<b>How are the adults helped to work with students with SEND and what training do they have?</b>	<ul style="list-style-type: none"> <li>The PRU has a Centre Development Plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.</li> <li>Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.</li> <li>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.</li> </ul>

	<p>Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to any member of the Senior Management Team.</p>
<p><b>What are the types of special education needs that the PRU provides for?</b></p>	<p>The PRU caters for students at SEN Support level which includes needs such as:</p> <ul style="list-style-type: none"> <li>• Social, Emotional and Mental Health needs</li> <li>• Behaviour issues</li> </ul>
<p><b>Grouping and Pastoral Care</b></p>	
<p><b>How is the pastoral support system structured and what strategies are available to support my child's behaviour?</b></p>	<p>The pastoral team is led by the Deputy Head of Centre whose role is outlined above.</p> <p>The PRU will support your child's behaviour by providing:</p> <ul style="list-style-type: none"> <li>• Behaviour for Learning</li> <li>• Reward "Peach" scheme</li> <li>• Regular reward trips which may include, Go-Ape, the Safari Park, local cinemas and parks, go karting, quad biking etc</li> <li>• Personal Action Plans</li> <li>• Social, emotional and mental health support</li> <li>• A structured behaviour policy with explicit expectations including a classroom code of conduct</li> </ul>
<p><b>What are the support mechanisms in place and how are groups planned, including what social support is available i.e. mentoring?</b></p>	<p>The Behaviour Mentor and the Counselling Psychologists organise relevant interventions to support groups of identified students or to individuals dependent on need. Students will be referred via a structured referral pathway. Where appropriate, the PRU refer the child to outside agencies for alternative provision to cater for any additional needs. This may be on a temporary or full-time basis.</p>

<b>Are there additional services providing support to children with SEN in the PRU?</b>	<ul style="list-style-type: none"> <li>• Learning Support Assistants</li> <li>• Attendance Officer</li> <li>• CAMHS support</li> <li>• Additional Counselling Psychology input to provide a higher level of service to the PRU and students</li> <li>• School Nurse</li> <li>• Autism Outreach Service</li> <li>• Educational Psychology Service</li> <li>• Sensory Service for children with visual or hearing needs</li> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Information , Advice and Support Service (to support families through the SEND processes and procedures)</li> </ul>
<b>Are there opportunities for my child to have a voice?</b>	<ul style="list-style-type: none"> <li>• Voice of the student survey</li> <li>• School Council</li> <li>• Student panel involved in the interview process of new staff where appropriate</li> <li>• Students are given the opportunity to express their views during school inspections.</li> </ul>
<b>What strategies are available to support my child's attendance?</b>	<ul style="list-style-type: none"> <li>• An appointed Attendance Officer will monitor your child's attendance on a daily basis and liaise with parents/carers when appropriate via text,</li> <li>• Reward visits, vouchers and raffles will take place on a half-termly basis to encourage 100% attendance to the PRU</li> </ul>
<b>What types of SEND does the PRU provide for?</b>	<ul style="list-style-type: none"> <li>• Behavioural</li> <li>• Social</li> <li>• Emotional</li> </ul>

	<ul style="list-style-type: none"> <li>• Psychological</li> <li>• SCLN</li> <li>• HI</li> <li>• VI</li> <li>• SpLD – Dyslexia / Dyspraxia</li> <li>• Medical (dependent on need)</li> </ul>
<b>Outline the details of the transition period i.e. moving into the PRU and moving on from the PRU including post 16</b>	<ul style="list-style-type: none"> <li>• Induction programme</li> <li>• Reintegration programmes back in to mainstream settings</li> <li>• Transition weeks at the end of year 9</li> </ul>
<b>How will my child access the PRU?</b>	<ul style="list-style-type: none"> <li>• There is access to the building for students with a physical disability but within the building there is no lift access to the first floor facilities however all the curriculum can be catered for on the ground floor.</li> <li>• Transport is provided at the discretion of the Local Authority. This may be by public transport or taxi.</li> </ul>
<b>How does the PRU allocate its SEND budget?</b>	<ul style="list-style-type: none"> <li>• Staffing</li> <li>• Intervention – small group tuition / one to one</li> <li>• Development of resources</li> <li>• Additional curriculum</li> <li>• Extra-curricular activities</li> <li>• Staff CPD</li> <li>• Educational visits</li> </ul>

## Glossary

AEN

Additional Educational Need

ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Services
CPD	Continued Professional Development
EAL	English as an Additional Language
EHCP	Educational Health Care Plan
EP	Educational Psychologist
EWO	Educational Welfare Officer
HI	Hearing Impairment
MAST	Multi Agency Support Team
MLD	Moderate Learning Difficulty
MFL	Modern Foreign Languages
NEET	Not in Employment, Education or Training
PAD	Prior Attainment Data
PAP	Personal
PD	Physical Disability
PRU	Pupil Referral Unit
SCLN	Speech, Communication and Language Needs
SEND	Special Educational Need and Disability
SpLD	Specific Learning Difficulty
TA	Teaching Assistant
VI	Visual Impairment

