

# St Osmund's CE Middle School

SEND Information Report  
October 2022

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time. Children and young people's SEND are generally thought of in the following broad categories of need and support.

<p><b>Communication and interaction</b></p>	<p><b>Autistic Spectrum Condition (ASC)</b> – children are likely to have particular difficulties with social interaction, language, communication and imagination.  <b>Speech, Language and Communication Needs</b> – children may have difficulty communicating with others because they find it hard to say what they want, understand what is being said to them or understand the social rules of communication.</p>
<p><b>Cognition and Learning</b></p>	<p>Some children may have difficulty learning and may learn at a slower pace than their peers even with differentiated work. Some children may have specific learning difficulties (SpLD) for example dyslexia, dyscalculia or dyspraxia.</p>
<p><b>Social, emotional and mental health</b></p>	<p>Some children may display challenging, disruptive or disturbing behaviour which may reflect underlying mental health difficulty such as anxiety, depression, substance misuse, self-harm or eating disorders. Other children may have other disorders such as attention deficit, hyperactivity or attachment.</p>
<p><b>Sensory and/or physical needs</b></p>	<p>Some children with vision impairment (VI) or hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support or equipment to access their learning.</p>

### How does St Osmund's identify and assess pupils with SEND?

- Information passed on from first and other schools
- Whole school screening in Year 5
- Individual assessments for access arrangements
- Information collected by the Transition Learning Mentor
- CATS testing, baseline testing and progress data
- Teacher referrals
- Teaching Assistant referrals
- Pastoral and Wellbeing team referrals
- Parental referrals
- Pupil referrals
- In-house screening or SENSS assessments

### How does St Osmund's support young people with SEND?

- Quality first teaching, with appropriate scaffolding in place
- Teaching Assistant (TA) support in classrooms where appropriate
- Personalised provision through time-limited programmes
- Access arrangements for statutory assessments
- Scaffolding/ additional support as needed for summative assessment
- Personalised provision through adapted resources and interventions
- Use of the SEND 'Study' resource to provide alternative learning provision under the guidance of the **Study Learning Mentor**
- Access to a sensory room
- Termly parent drop in sessions
- Online parent consultations
- Key students given prior warning of any staffing, timetabling or room changes
- Use of social stories to prepare key students for any off timetable events
- Support to access extra curricular activities such as clubs, trips and residential visits
- Key workers assigned to those children who need them

<p><b>What facilities does St Osmund's have to support young people with SEND?</b></p>	<ul style="list-style-type: none"> <li>• The physical environment has ramps and lifts to secure wheelchair access</li> <li>• Disabled toilets access</li> <li>• Access to Assistive technology – laptops, I pads and PCs</li> <li>• SEND Study, to provide alternative learning provision under the guidance of the <i>Study Learning Mentor</i></li> <li>• Sensory room</li> </ul> <p>Please see our Accessibility Plan</p>
<p><b>What support is available at St Osmund's for improving the social, emotional and mental health of pupils with SEND?</b></p>	<ul style="list-style-type: none"> <li>• PSHE curriculum is delivered within timetabled lessons for all year groups (including RSE)</li> <li>• Pastoral and Wellbeing team support and 'check-ins'</li> <li>• Volunteer student mentoring program</li> <li>• Nurture groups</li> <li>• ELSA support</li> <li>• Access to a counsellor</li> <li>• Nature Therapy Group</li> <li>• Access to Mental Health Support Teams</li> <li>• Access to CAMHS and Dorset MIND (<i>'Connected Minds'</i>)</li> <li>• Social communication groups</li> <li>• Dedicated sensory rooms and appropriate resources</li> <li>• The SEND 'Study' – quiet work and support facility</li> <li>• <i>'Earlybirds'</i> before school support for children with ASC</li> <li>• <i>'Breakfast Club'</i> organised daily by the Pupil Premium Learning Mentor</li> <li>• 1:1 and/or small group support lead by the SEMH Learning Mentor</li> <li>• <i>'Oscar'</i> the SEND Manager's dog – located in the SEND suite</li> <li>• Supervised, structured break and lunch time options in KS2</li> <li>• Representation from pupils with SEND on the Student Voice</li> <li>• Graduated approach to EBSA</li> </ul>

<p><b>How are adaptations made to the curriculum and the learning environment of pupils with SEND?</b></p>	<ul style="list-style-type: none"> <li>• Groupings that target specific levels of progress</li> <li>• Adapted resources and teaching styles</li> <li>• Learning scaffolded appropriately</li> <li>• Access arrangements for tests and/or examinations</li> <li>• Additional adult support</li> <li>• Follow strategies for specific learning difficulties</li> <li>• Learning passports in place for each child on the SEND register with headlines available as teachers complete the register at the start of each lesson</li> <li>• SEND focused, annotated seating plans</li> <li>• SEND friendly, adapted knowledge organisers</li> <li>• Modified materials for students with a visual impairment</li> <li>• Classrooms organised to promote the participation and independence of all students</li> </ul> <p>Please see our <a href="#">Accessibility Plan</a></p>
<p><b>How is pupil progress towards outcomes reviewed and reported?</b></p>	<ul style="list-style-type: none"> <li>• Time limited intervention programs with specified assessment points</li> <li>• Data tracking</li> <li>• EHCP reviews</li> <li>• Parent and carer meetings</li> <li>• Observations and follow up discussions</li> <li>• Use of Edukey Provision map software</li> </ul>
<p><b>How does St Osmund's evaluate the effectiveness of the provision made for pupils with SEND?</b></p>	<p>Impact tracking is completed and provision is updated according to individual pupil's needs.</p> <ul style="list-style-type: none"> <li>• Development of costed provision map using Edukey software</li> <li>• Measurable targets set and reviewed for students receiving intervention</li> <li>• Analysis of whole school data</li> <li>• Observations and feedback</li> </ul>

**How does St Osmund's support young people with SEND transferring to and from the school?**

- Year 4 to 5 - 'Transition Learning Mentor' spends February to July in catchment and other schools developing a bond with and collecting information about the new cohort. September to February is then spent at St. Osmund's helping settle and support the cohort in conjunction with the Year 5 tutor team and teachers
- SEND Manager/ SENDCo attends Year 4 EHCP Reviews
- Upper School SENDCOs attend Year 8 EHCP reviews
- Transition and Enhanced Transition Year 8 intervention groups run from spring half-term onwards in conjunction with the DASP Communications Lead
- Additional bespoke arrangements for individuals / small groups during the summer term
- Parental 1:1 visits by request
- TAF / TAC meetings organised as required
- Parent Induction evening

**What training do staff at St Osmund's have in SEND?**

- SENDCO - NASENCO qualification (University of Exeter, 2020)
- SEND Manager:
  - OCR Level 5 Diploma – SpLD & dyslexia
  - Elkan Level 3 Speech & Language
  - Professional qualifications in autism, attachment, vision impairment, hearing impairment, ADHD
  - 'Person-centred review facilitator'
- 16+ TAs with NVQ level 3 and above qualifications; some with specialisms
- Annual 'DASP' TA training day
- 'Attachment Friendly School' training for all staff
- 'Trauma Awareness' – 3 staff with Level 5 diploma
- Specialist expertise from external services including SENSS, VI, HI, SALT, OT and EP
- Weekly TA meeting with CPD element
- Professional Learning Groups for teachers and support staff

<b>Key members of staff at St Osmund's Middle School</b>	<p>Mrs S Sawtell - Headteacher and Deputy DSL  Mr S Beet - Deputy Headteacher and Deputy DSL  Mr G Biddle - Assistant Headteacher (Behaviour, Attendance &amp; Pupil Wellbeing) &amp; DSL  Mrs S Farmer – Assistant Headteacher (Teaching and Learning)  Mrs C Carter-Miles – SENDCo (ccarter-miles@stosmunds.dorset.sch.uk)  Ms A Dipple - SEND Manager  Mrs C Davies – Learning Mentor (SEMH)  Miss A Burgess – Learning Mentor (The Study)  Mrs E Gould - SEND Link Governor</p>
<b>St Osmund's SEND Local Offer</b>	<p>Published at <a href="https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer">https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer</a></p>
<b>Complaints</b>	<p>The complaints policy is published on the school website. It is hoped that all situations of concern can be resolved quickly through discussion and early action. Please do not hesitate to contact the SENDCo by phone or email as below:  <a href="mailto:Ccarter-miles@stosmunds.dorset.sch.uk">Ccarter-miles@stosmunds.dorset.sch.uk</a></p>

The following websites and links are suggested for use in conjunction with this document:

SEN Code of Practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Children & Families Act: [www.gov.uk/government/publications/young-persons-guide-to-the-children-and-families-act-2014](http://www.gov.uk/government/publications/young-persons-guide-to-the-children-and-families-act-2014)

Dorset for You: [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer)

Xchange (Information for families of children who are disabled): [www.xchangeonline.co.uk/kb5/dorset/aiminghigh](http://www.xchangeonline.co.uk/kb5/dorset/aiminghigh)

Dorset Parent-Carer Council Voice: 07827 793244 [www.dorsetparentcarercouncil.co.uk](http://www.dorsetparentcarercouncil.co.uk)

Barnardo's parent/carer support: [www.barnardos.org.uk/cygnet/yk\\_cygnet-parents\\_carers\\_support\\_programme.htm](http://www.barnardos.org.uk/cygnet/yk_cygnet-parents_carers_support_programme.htm)

Dorset ADHD support: [group https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=4TwWXmg44E8&localofferchannel=7\\_6](https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=4TwWXmg44E8&localofferchannel=7_6)

Autism Wessex, Dorset ASD support group: [www.autismwessex.org.uk/event\\_calendar/view/dorchester-parent-and-carer-autism-support-group-2](http://www.autismwessex.org.uk/event_calendar/view/dorchester-parent-and-carer-autism-support-group-2)

Dorset disabled clubs, social meetings and support groups: [www.ableize.com/Disabled-Groups-and-Clubs-by-County/Dorset/](http://www.ableize.com/Disabled-Groups-and-Clubs-by-County/Dorset/)

Dorset's Disability Charity: [www.diverseabilities.org.uk/](http://www.diverseabilities.org.uk/)

The vision and hearing support service: [www.dorsetforyou.gov.uk/hearing-and-vision-support](http://www.dorsetforyou.gov.uk/hearing-and-vision-support)

<b>Acronym</b>	<b>Stands for...</b>	<b>Means...</b>
<b>CAMHS</b>	Child and Adolescent Mental Health Service	Medical professionals who work with schools and families to identify and work with children with a mental health issue
<b>COP</b>	Code of Practice	The legal document which outlines how students with SEND from 0-25 should be supported in their journey through school
<b>CYP</b>	Child or Young Person	Used in the COP; child referring to age under 16 years old
<b>DSL</b>	Designated Safeguarding Lead	Member of staff with Level 3 qualification who leads safeguarding within an educational establishment
<b>EHCP</b>	Education, Health and Care Plan	The modern replacement for an 'Educational Statement' – a legal requirement for SEND support through to age 25
<b>EP</b>	Educational Psychologist	A professional who helps parents and teachers to understand and manage the learning and / or behaviour of a child
<b>ELSA</b>	Emotional Literacy Support Assistant	An experienced Teaching Assistant or support staff trained, monitored and supported by an EP to deliver 1:1 emotional support
<b>FPZ</b>	Family Partnership Zone	Family Partnership Zone is a geographical area of Dorset where people come together to help and support children, young people and their families with any aspect of family life. This is the early help provision below social services input
<b>HI</b>	Hearing Impaired	Deaf, hearing impairment and hard of hearing refer to those who have none to some hearing, are able or unable to use it for speech and language development, as well as communication purposes.
<b>MLD</b>	Moderate Learning Difficulties	Pupils with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts
<b>MSI</b>	Multi-Sensory Impairment	A condition which causes difficulties with both sight and hearing. Many children also face other challenges, such as medical conditions or physical disabilities

<b>OT</b>	Occupational Therapist	A medical professional who helps parents and teachers to understand and meet the physical needs of a child
<b>PCR</b>	Person Centred Review	Annual Review meeting for a child with an EHCP
<b>PPS</b>	Parent Partnership Service	A group that helps parents with children who may have SEND
<b>PSP</b>	Pastoral Support Plan	A plan written together by the school, parents and child to support the child's learning and behaviour at school
<b>SALT</b>	Speech and Language Therapy Service	A Team of professionals who assess and support young people with speech and / or language difficulties
<b>SEMH</b>	Social, Emotional and Mental Health	A type of special educational needs in which children/young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations
<b>SENDCO</b>	Special Educational Needs and Disabilities Co-ordinator	A person (qualified teacher) who manages both the overview and the day to day running of special educational needs within a school
<b>SEND</b>	Special Educational Needs and Disabilities	Students who have a need which requires support which is additional to or different from the rest of their peer group
<b>SENDIASS</b>	Special Educational Needs and Disabilities Information Advice and Support Service	A service which provides free impartial, confidential and accurate information, advice and support about education, health and social care for children, young people and their parents on matters relating to special educational needs and disability. <a href="http://www.dorsetsendiass.co.uk">www.dorsetsendiass.co.uk</a>
<b>SENSS</b>	Special Educational Needs Support Service	SENSS is a countywide Special Educational Needs teaching and advisory support service
<b>SpLD</b>	Specific Learning Disability	Means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations
<b>TA/HLTA/PTA</b>	Teaching Assistant Higher Level Teaching Assistant Principal Teaching Assistant	Adults who work with teachers and students to support the learning process for children with SEND
<b>VI</b>	Visually Impaired	A significant disability which has the potential to have an adverse impact on learning and development