



St Osmund's Middle School

Special Education Needs Report 2019-2020

SENDCO: **Mr Paul Absolom** (NASENCO Award, Exeter University) pabsolom@stosmunds.dorset.sch.uk (Direct line 01305 775074)

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:

Communication and interaction

Autistic Spectrum Condition (ASC) – children are likely to have particular difficulties with social interaction, language, communication and imagination. **Speech, Language and Communication Needs** – 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.

Cognition and Learning

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.

Social, emotional and mental health

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.

Sensory and/or physical needs

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?</p>	<p>Pupils with SEND are identified and assessed by:</p> <ul style="list-style-type: none"> • Information passed on from first and other schools – termly meetings undertaken with catchment first school staff • Whole school screening in Year 5 • Individual assessments for access arrangements • Information collected by the Transition Learning Mentor • Teacher referrals • Teaching Assistant referrals • Pastoral and Wellbeing team referrals • Parental referrals • Pupil referrals • In-house screening or SENSS assessments
<p>How does St Osmund's support young people with SEND?</p>	<ul style="list-style-type: none"> • Plans for High Quality Teaching - differentiated for individual learners • A '<i>Learning Passport</i>' created by the SEND Manager in conjunction with parents, previous school staff and relevant external professionals, reviewed termly - shared with staff and stored on the school SIMS data system • '<i>Pen Portraits</i>' created for incoming pupils in Year 5 in conjunction with First School staff • Interventions (various SEND, curriculum and SEMH) • Pastoral and Wellbeing teams • Communication groups • Assistive technology • Access arrangements • TA support in learning areas • Use of the SEND 'Study' resource to provide alternative learning provision under the guidance of the SEND Study Manager • External agencies including SENSS, SALT, HI, VI, EP and OT • School '<i>Fit-to-Learn</i>' in-house OT support • '<i>Speed-up handwriting</i>' in-house OT support • '<i>Touch typing</i>' in-house OT support • '<i>Earlybirds</i>' before school club daily for pupils with ASC
<p>What facilities does St Osmund's have to support young people with SEND?</p>	<ul style="list-style-type: none"> • The physical environment has ramps and lifts to secure wheelchair access • Disabled toilets access • Access to Assistive technology – laptops, ipads and PCs • Differentiated access to the curriculum • Bespoke timetable arrangements to support individuals with high needs • SEND 'Study' under the guidance of the SEND Study Manager

<p>What support is available at St Osmund's for improving the social, emotional and mental health of pupils with SEND?</p>	<ul style="list-style-type: none"> • PSHCE curriculum is delivered within timetabled lessons for all year groups (including RSE) • Pastoral and Wellbeing team support and 'check-ins' • Nurture groups • ELSA support • Access to CAMHS and MIND ('<i>Connected Minds</i>') • Social communication groups • Dedicated sensory rooms and appropriate resources • The SEND 'Study' – quiet work and support facility • '<i>Breakfast Club</i>' organised daily by the Pupil Premium Learning Mentor • 1:1 and/or small group support lead by the Behaviour Learning Mentor • '<i>Oscar</i>' the school SEND dog – located in the SEND suite
<p>What arrangements are there for consulting pupils with SEND at St Osmund's?</p>	<ul style="list-style-type: none"> • 'Student Voice' • Pastoral and Wellbeing team • An 'open-door' policy for the SEND office and Study • Annual EHCP reviews • Annual 'PASS' survey (Pupil Attitude to School and Self)
<p>What arrangements are there for consulting with parents?</p>	<ul style="list-style-type: none"> • Email office@stosmunds.dorset.sch.uk or staff emails • Telephone 01305 262897 • SENDCO and SEND Manager – available at all parental consultation evenings and via email and phone during the school week • Termly 'SEND Parental Focus Group' meetings • Annual 'Emotional Regulation' parental workshops run in conjunction with professionals from the Dorchester Family Partnership Zone
<p>How does St Osmund's support young people with SEND transferring to the school?</p>	<ul style="list-style-type: none"> • 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 attends Year 4 annual reviews • Upper School SENDCOs attend Year 8 annual 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 requested • Parent Induction evening • Catchment school 'Science' mornings run throughout Year 4 at St Osmund's by

	middle school staff
What training do staff at St Osmund's have in SEND?	<ul style="list-style-type: none"> • SENDCO - NASENCO qualification (Exeter University 2019) • SEND Manager (Principal TA) <ul style="list-style-type: none"> - 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' • 20+ TAs with varying NVQ and VI qualifications • Annual 'DASP' TA training day • 'Attachment Friendly School' training for all staff (Feb 2019) • Specialist expertise from external services including SENSS, VI, HI, SALT, OT and EP
Key members of staff at St Osmund's Middle School	<p>Mrs S Sawtell - Headteacher and Deputy DSL Mr S Beet - Deputy Headteacher and Deputy DSL Mr P Absolom - Assistant Headteacher (Inclusion) SENDCO & DSL Mr G Biddle - Assistant Headteacher (Behaviour, Attendance & Pupil Wellbeing) & Deputy DSL Mrs A Dipple - SEND Manager & Principle TA Mrs A Burgess - SEND Study Manager Mrs C Carter-Miles - SEND Link Governor</p>
St Osmund's SEND Local Offer	Published through www.dorsetforyou.co.uk
Complaints	<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: pabsolom@stosmunds.dorset.sch.uk (Direct line 01305 775074)</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
- Children & Families Act: www.gov.uk/government/publications/young-persons-guide-to-the-children-and-families-act-2014
- Dorset for You: www.dorsetforyou.com/local-offer
- Xchange (Information for families of children who are disabled): www.xchangeonline.co.uk/kb5/dorset/aiminghigh
- Dorset Parent-Carer Council Voice: 07827 793244 www.dorsetparentcarercouncil.co.uk
- Barnardo's parent/carer support: www.barnardos.org.uk/cygnet/yk_cygnet-parents_carers_support_programme.htm
- Dorset ADHD support:
<https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=4TwWXmg44E8&localofferchannel=76>
- Autism Wessex, Dorset ASD support group: 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/
- Dorset's Disability Charity: www.diverseabilities.org.uk/
- The vision and hearing support service: www.dorsetforyou.gov.uk/hearing-and-vision-support

Glossary of SEND Terms

<i>Acronym</i>	<i>Stands for...</i>	<i>Means...</i>
CAMHS	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
COP	Code of Practice	The legal document which outlines how students with SEND from 0-25 should be supported in their journey through school
CYP	Child or Young Person	Used in the COP; child referring to age under 16 years old
DSL	Designated Safeguarding Lead	Member of staff with Level 3 qualification who leads safeguarding within an educational establishment
EHCP	Education, Health and Care Plan	The modern replacement for an 'Educational Statement' – a legal requirement for SEND support through to age 25
EP	Educational Psychologist	A professional who helps parents and teachers to understand and manage the learning and / or behaviour of a child
ELSA	Emotional Literacy Support Assistant	An experienced Teaching Assistant or support staff trained, monitored and supported by an EP to deliver 1:1 emotional support
FPZ	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
HI	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.
MLD	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
MSI	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
OT	Occupational Therapist	A medical professional who helps parents and teachers to understand and meet the physical needs of a child
PPS	Parent Partnership Service	A group that helps parents with children who may have SEND
PSP	Pastoral Support Plan	A plan written together by the school, parents and child to support the child's learning and behaviour at school
SALT	Speech and Language Therapy Service	A Team of professionals who assess and support young people with speech and / or language difficulties
SEMH	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
SENDCO	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
SEND	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
SENDIASS	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.
SENSS	Special Educational Needs Support Service	SENSS is a countywide Special Educational Needs teaching and advisory support service
SpLD	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
TA/HLTA/PTA	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
VI	Visually Impaired	A significant disability which has the potential to have an adverse impact on learning and development