

Bilbrook Middle School – School Information Report 2017/2018

<p>1. How does Bilbrook Middle School know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<p>Any student arriving at Bilbrook Middle School would be identified as having a special educational need through the transition process with feeder primary schools. This involves regular communication between the SENCo of both schools. Many students coming to Bilbrook Middle School have been previously identified as being at SEN Support at an earlier stage of their schooling and all relevant information will be transferred with them via an SEND file.</p> <ul style="list-style-type: none">• If you are concerned that your child may have a special educational need, you can contact the school's Special Educational Needs Coordinator (SENCo) to discuss your concerns using the contact details on the school website, Mrs Elaine Noble at eno@ch-pb.com
<p>2. How will Bilbrook Middle School's staff support my child/young person?</p>	<ul style="list-style-type: none">• Students at SEN Support have an SEND Passport. This is written in consultation with teachers, parents and the student. This identifies a pupil's needs, the support that will be provided by teachers and teaching assistants in the school and from external agencies, as well as targets to be achieved and a date when the plan will be reviewed.• Students with SEN: Plan have an Education, Health and Care Plan (EHCP) which includes welfare and specialised teaching hours, which the student is legally entitled to receive.• The SENCo monitors the support provided across the school for all students with SEND.• The SENCos from the primary schools, meet with the SENCo as part of the transition process. This ensures that relevant information is transferred, in order to meet the needs of your child. Any students with a history of SEND provision will have relevant information transferred to the school via SEND files. Any current external agency, involved in supporting your child, will be contacted by the SEND team. This is to ensure the school is informed of the child's needs and to clarify the service that will be provided for your child.• As part of the transition programme your child will have the opportunity to attend transition days at

	<p>the school during the summer term of year 4. Students will have an opportunity to experience school life, explore the site, meet staff and get to know individuals at the school. A separate visit to the school can be arranged for any student for whom this would be beneficial. This may be organised on an individual basis or in small groups to suit the needs.</p> <ul style="list-style-type: none"> • Each child at SEN Support or with an EHCP will have an IEP produced, which will be shared with teachers, support staff, parents and carers.
<p>3. How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • The school's Inclusion and Equality Policy includes a statement of the curriculum entitlement of every student including those with SEND (see school website). • All departments promote the skills of oracy, literacy and numeracy through everyday teaching of their subject. • Classes are mixed ability and differentiation occurs by task and outcome. • Teachers and Teaching Assistants help support students in mainstream classes and provide specific help to students with SEND. •
<p>4. How will I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • Each term all students in the school are assessed in all their subjects. This information is sent home to parents, so that they can see how well their child is doing. • Each year there are parents' evenings for parents to meet with their child's teachers, to discuss how well they are doing and how they can support their child. • Towards the start of each term parents with SEND are sent a copy of their child's IEP, which includes detailed information on the strategies that can be used in school and at home. • Parents of all children at SEN Support are also invited in to the school each term to discuss their child's progress with their child and the SENCo. For those students with an Education, Health care plan, this also includes an annual review. A representative from the Local Authority should attend this meeting to monitor progress. This is in accordance with the Special Educational Needs Code of Practice 2014. • Bilbrok Middle School has an open-door policy and all parents and carers of students with SEND are encouraged to contact the SENCo to form an

	<p>effective working partnership.</p> <ul style="list-style-type: none"> • Students are allocated to a vertical tutor group in years 6-8 whereas in year 5 they are kept as a single year group to allow students to feel settled. The group tutor is the main point of contact for parents to direct concerns to and provides continuity for the child and parents. Every student is allocated to a house and their well-being, progress, attendance and behaviour are monitored by the Head of House. You are also free to contact subject staff directly to discuss your child using the staff contact list on the school website.
<p>5. What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • At Bilbrook Middle School we have a Special Educational Needs Department and a Learning Support Centre known as the Alpha Base. • Bilbrook Middle School has a dedicated Medical Room, staffed throughout the day, and a secure place for storing medicine. • The learners who demonstrate behavioural issues will be discussed in an inclusion meeting held after school. Learners who are frequently discussed may have a Pastoral Support Plan (PSP) agreed by the learner and the parent/carer with a member of staff from the inclusion team. • Where there are social, emotional or mental health needs, then the SENCo and TAs offer and implementing a programme of support. • Bilbrook Middle School has robust Child Protection and Safeguarding procedures which ensure children are kept safe. • A student with specific medical needs will have a Health Care Plan drawn up in consultation with their parents. A current list of medical needs is updated and where necessary, medical information is shared with relevant staff. In addition, there is a team of trained first aiders that support all medical needs.

<p>6. What specialist services / expertise are available at or accessed by Bilbrook Middle School?</p>	<p>Bilbrook Middle School regards the support services and outside agencies as an essential component of meeting the needs of students with SEND. Each service provides their own professional perspective. The services and agencies used by the school include:</p> <ul style="list-style-type: none"> • The Educational Psychology Service • The Special Educational Needs Support Service • The Speech and Language Therapy Service • Autism Outreach Team • Physical Disability Outreach Service • Sensory Support Service • Child and Adolescent Mental Health Service (CAMHS) • School Nurse • Attendance Advice Practitioner • Local Support Team • Base 25 (explanation needed) • Occupational Therapy Service
<p>7. What training do the staff supporting children and young people with SEND have or are training for?</p>	<ul style="list-style-type: none"> • It is a policy of Bilbrook Middle School that all staff (teaching and non-teaching) are up to date and skilful in their area, attending courses that will enhance their skills and knowledge including within SEND. • Training is provided to all teaching and non-teaching staff by the SENCo who also ensures relevant courses are brought to the attention of Teachers and Teaching Assistants. <p>Training and Qualifications:</p> <ul style="list-style-type: none"> • SENCO qualification • Dyslexia training • Level 3 TA / Level 4 HLTA training • Child protection / safeguarding training • Phonics • Numeracy training

<p>8. How will my child be included in activities outside the classroom, including school trips?</p>	<ul style="list-style-type: none"> • Pupils with SEND participate fully in arranged trips, optional extra-curricular clubs, arts activities, sports teams and school committees. • The school ensures all extra-curricular activities, including residential, are adapted for children's specific needs.
<p>9. How accessible is the school setting?</p>	<ul style="list-style-type: none"> • Bilbrook Middle School is a small site based predominantly on one level. Where areas of the school require stairs to be manoeuvred, there are ramps for anyone whose physical needs may prevent this. The dining area is on a lower level that can be accessed by all from outside, however inside, access is via a lift or stairs. • Bilbrook Middle School has a dedicated Medical Room staffed throughout the day. • The site has one disabled toilet and a lift. Disabled parking is located directly next to the school entrance. • The school has an Accessibility Plan
<p>10. How will the school prepare and support my child to transfer to a new setting in the next stage of education and life?</p>	<ul style="list-style-type: none"> • The SENCOs in the pyramid meet regularly throughout the year and annually in July to discuss and hand over the information and files on all children on the S.E.N.D register. • SENCOs visit First and Middle Schools throughout the summer term to obtain relevant information on students transferring in September and also to meet with parents of these students where necessary. • Students who are nervous about transferring have extra visits organised (other than the normal induction day) in an attempt to overcome some of their concerns. • Transfer of students from "out of area schools" is not a major issue and files are usually passed through via SENCOs. Any further information that maybe required can usually be obtained by a telephone call to the previous school. • At Bilbrook Year 7+ Annual Review meetings include discussions about the most appropriate high school for the students. • At Bilbrook Year 8 students complete a programme of study based on careers during Personal Social Health Economic Education (PHSEE). There are also

	<p>assemblies and information from CCHS and S.E.N.D students can visit CCHS as part of the transition programme.</p> <ul style="list-style-type: none"> • At CCHS Annual Review meetings at Year 9 and beyond include information about opportunities available to students at 16+. • The Careers Service provides this guidance and works regularly with the special needs department; it's students (and their parents) throughout their school career.
<p>11. How are Bilbrook Middle School's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • Funding for SEND students is received by the school through the age-weighted pupil unit and the notional SEN budget. Additional Educational Needs (AEN) funding is received for a small number of students and some SEND students also receive funding through the pupil premium (see "Pupil Premium Report" on the school website). • All funding for SEND is spent on supporting students with statements/EHC plans and those with needs identified by the school's SEND Register. • Responsibility for allocating staffing and physical resources, both within faculties and across the school, lies with the SENCo.
<p>12. How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • A graduated approach is used for SEND support with learning concern, SEN; Support and SEN: Plan. • The SENCo is responsible for assessing each student and, in consultation with teachers, parents and the student, to draw up an SEN Passport with includes the type and amount of support each student will receive. • The SENCo is responsible for monitoring all students with SEND and for contacting parents for their views. • At the end of the review period the SENCo. Lead TA, parents and others involved in SEN Passport decide if the student continues to have the same type and amount of support, has a reduction in support as they are making more than expected progress and this can be sustained, or has an increase in type or amount of support. • Should students fail to make progress after two reviews, even with the help and support of outside agencies, further external assessments will be sought. This may result in a statutory assessment. • With a statutory assessment (SEN: Plan) the school, along with the support services involved, make a case to the Local Authority (LA) to formally assess

	<p>the student with a view to gaining an Education, Health Care Plan (EHC Plan). The Educational Psychologist and other agencies involved with the student will liaise with the SENCo and parents at this juncture.</p> <ul style="list-style-type: none"> • For all students with SEND parents are fully involved in all decisions about the support their child receives.
<p>13. How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> • All parents are actively encouraged to participate in their child’s education. This may be through discussion with tutors, subject teachers or members of the inclusion team. Parents are encouraged to contribute to their child’s EHCP/IEP with possible suggestions that could be incorporated to improve targets and focus support. The school has a board of governors including parents of current students. All parents are welcome to attend all school events. Parents are always welcome to volunteer their help within the school.
<p>14. Who can parents contact for further information?</p>	<ul style="list-style-type: none"> • For more information about support for children with SEND contact the school’s SENCo Mrs Elaine Noble at eno@ch-pb.com or on the school number 01902 840910.
<p>15. How can I access information about the local authority’s offer?</p>	<ul style="list-style-type: none"> • Information on the local offer for SEND in Staffordshire can be found at http://helpyourself.staffordshirecares.info/localoffer.
<p>16. Resolving Disagreements and Complaints</p>	<p>If disagreements about SEND provision arise, Bilbrook Middle School would wish to meet with parents and children at the earliest opportunity to reach an amicable resolution. If any concern does arise, please contact Mrs Elaine Noble at eno@ch-pb.com or on the school number 01902 840910.</p>