



Penk Valley Academy Trust

Collaboration, Challenge, Curiosity and Care



Penkridge Middle School

Special Educational Needs and Disabilities Information Report 2024-25

Rationale

The information in this document describes our provision for learners with a Special Educational Need or Disability (SEND) and reflects Staffordshire's Local Offer which can be found at

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>.

At PMS, we strive to ensure that all learners achieve their potential personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. This report is intended to give you information regarding the ways in which we ensure that we support all of our learners, including those with special educational needs and disabilities, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as our provisions are continually developed and evaluated to meet the diverse and changing requirements of our learners.

Our Inclusion Team consists of:

Jacqui Williams, Special Educational Needs and Disabilities Co-Ordinator (SENDCo)

Gemma Brothwood, SEND Pastoral Liaison

Louise Howes, Pastoral Support Manager

A team of Student Progression Mentors



Where necessary, the SENCO will seek assessment, advice and guidance from our external agencies, for example:

- Autism Inclusion Team
- Speech and Language Therapist
- Educational Psychologist
- Family Support Service
- Specialist Sensory Support Services – HI/VI
- Educational Welfare Officer

This list is not exhaustive

September 2024 Information

PMS currently has 500 children on role (September 2024)

There are currently 108 children on SEND register with a range of needs. (21.5% compared to last year 18.4% a rise of 3.1%)

84 children (16.7%) have a diagnosis or identification of need that requires low level targeted interventions, QFT and support planned by subject teachers.

7 children (1.4%) have a significant and complex need that requires support over and above in class provision.

17 children that have an EHCP (3.4%) requiring extremely tailored support monitored by the Local Authority.

How does the school identify and assess special educational needs and disabilities?

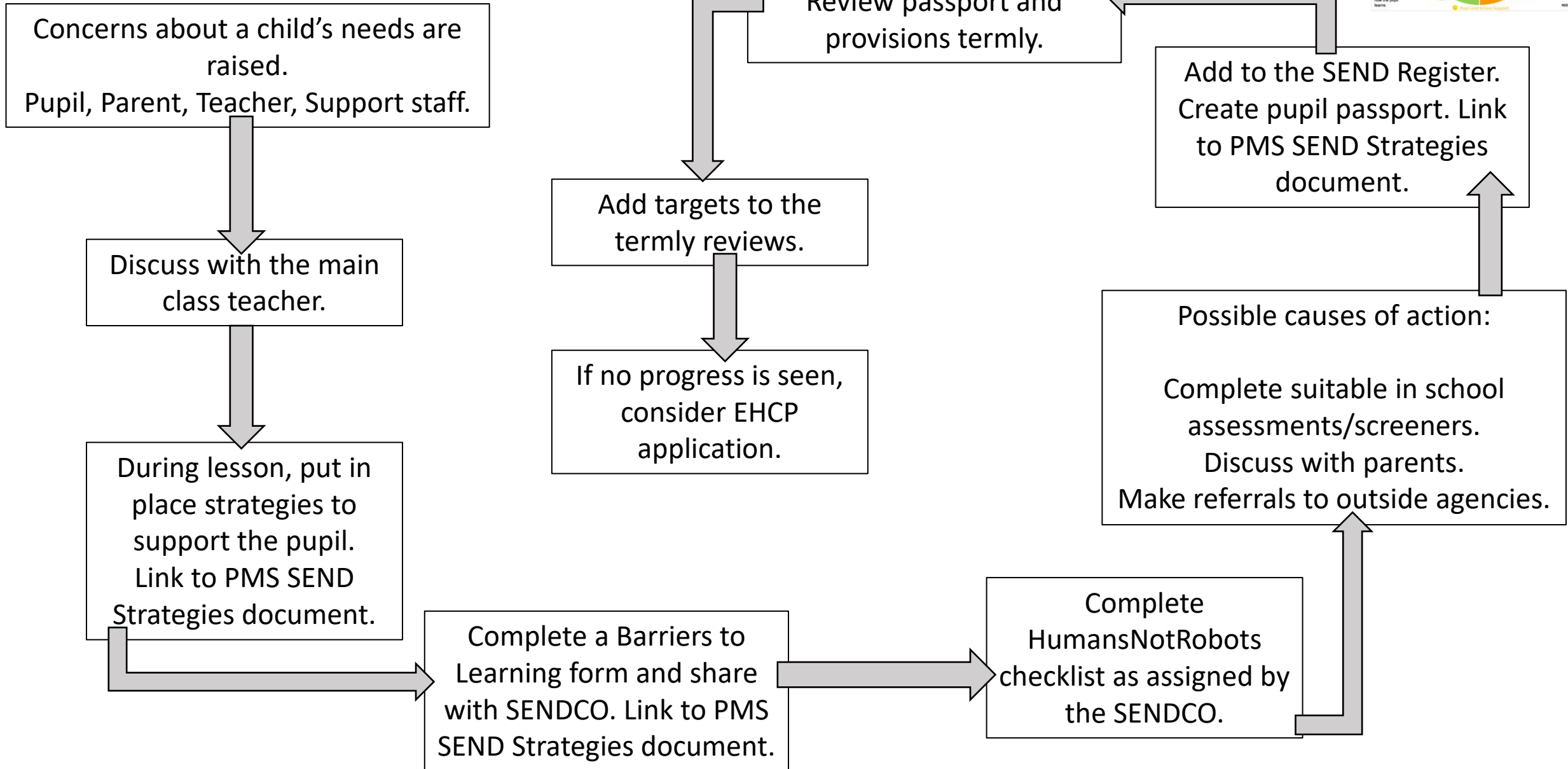
First school information is a key source for us in identifying new learners with SEND.

At the start of year 5 all learners have their reading assessed together with subject baseline testing so that we can establish who might require targeted and specialist interventions.

In addition, as the term progresses and at regular intervals throughout key stages 2 and 3, teaching and support staff are asked to raise through pastoral managers, subject leads and SENDCo any learner who is not making expected progress or whom they have particular concerns about. They do this using the Barriers to Learning form, which also provides in class strategies for class teachers. We use the HumansNotRobots assessment tools as a guide. We also use screeners to support. At this point, a conversation will take place with parents/carers and young person to discuss options and strategies available to ensure the most appropriate support mechanisms are agreed and implemented.



In School Referral and Monitoring System





How does the curriculum support the diverse needs of our learners?

Staff are required to uphold high expectations when both designing and adapting a coherent and ambitious curriculum. All learners remain at the heart of our school improvement plans as we aim to spark curiosity and excitement within them about the world, about themselves and each other, to help them to make connections between the composite parts of knowledge they are taught across different subjects, and to provoke ambition through appropriate support and challenge in preparation for future education, work and life. Throughout the year, teachers and support staff are kept abreast of new initiatives through continual professional development delivered by the school's SENDCo, specialist guest speakers and through our Trust. At PMS all staff are required to complete annual safeguarding and health and safety training along with policy reading. Specific SEND training is also regularly scheduled to ensure staff knowledge, skill set, and approaches are enhanced and where appropriate externally accredited. We work closely with a range of outside agencies who both support our professional learning development and help us to quality assure our practice and procedures. In school we assess whether a young person has a special educational need or disability in different ways. We also monitor and review our inclusive teaching practice throughout the year.

- Observations and learning walks
- Subject reviews
- Teacher feedback
- School based test results
- Information from parents / carers
- Information from the young person
- Specialist assessments carried out by outside agencies in collaboration with the school (with parent/carer consent)
- Transition information

What type of support is available for pupils at PMS?



-Universal support: This includes high quality inclusive teaching, which considers the needs of all learners in the classroom.

-Universal plus/targeted intervention: This requires teachers to provide differentiated/scaffolded activities and create an inclusive learning environment. This also includes specific, additional interventions that target identified gaps or a delay in a learner's development. The support is designed to accelerate a learner's progress from their starting point. Often the intervention is delivered to support a small group of learners with similar learning, language or personal development needs. Learners in receipt of an intervention are identified as having "SEN support". The pupil will have a Pupil Passport – a document summarising their needs and strategies to support them in class that go beyond universal provision.

The school may work with outside agencies, parent/carers and the learner to create a Learning Plan that outlines specific targets to clearly evidence desired outcomes and required provision. The plan is usually reviewed on at least a termly basis with progress and next steps clearly noted.

-Highly personalised support/intervention- Education Health Care Plan: This includes specialist provision for a minority of learners where it is necessary to provide highly tailored interventions to support their academic progress and/or personal development. Learners receiving this intervention and/or access to specialist external support (on a 1:1/small group basis) are identified as having highly focused "SEN support". Learners may need to undergo a holistic statutory assessment of their needs which may result in an Education Health Care Plan (EHCP) being applied for, agreed and issued by the Local Authority. Evidence in support of an EHCP needs to be gathered and clearly documented through the graduated approach; assess, plan, do and review cycle and noted within a young person's Learning Plan.

For further information regarding this process, follow the link:

<https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/Graduated-response.aspx>

If the LA's Special Needs Assessment Team agree to progress with the request a pathway for new assessments is followed:

https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=H2NHUGE_yzY

The list below is an example of the various targeted and specialist provisions which may be available to our learners as part of the graduated approach:

Cognition and Learning:

- Literacy intervention
- Maths Intervention
- Dyslexia Gold
- Reading group
- Precision teaching
- Memory groups
- Coloured overlays
- Shared access to in class support
- Accelerated Reader
- Access to ICT device for extended writing



Social, Emotional and Mental Health:

- Zones of regulation
- Access to quiet room
- ELSA
- Mentoring
- Counselling referrals
- Practical Academy
- Education Welfare Officer
- Behaviour Support Manager support



Communication & Interaction:

- Blank levels
- Speech and Language
- SPRINT
- Lego therapy
- Mentoring for pupils with ASC
- Eagle Club (Lunch support)
- Communication cards



Physical & Sensory:

- Morning sensory group
- Morning physio group
- Fine motor skills
- Touch typing
- Access to sensory room
- Reasonable adjustments to timetable
- Guidance from Hi/Vi team



In addition, PMS promotes the recommendations made by the Education Endowment Foundation (EEF) in their support and teaching of students with SEND.

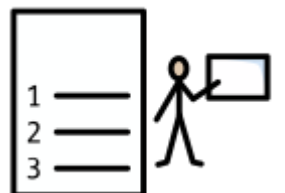
See link below

https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf



The list below is an example of the various assessments available to our learners as part of the graduated approach:

- IDL Literacy Screener
- IDL Literacy Assessment
- Accelerated Reader
- IDL Numeracy Screener
- IDL Numeracy 12 Strand Assessment
- [Child's Progress checker - Speech & Language UK \(speechandlanguage.org.uk\)](https://speechandlanguage.org.uk)
- [SEMH.co.uk Behavioural Indicator](https://semh.co.uk)
- Human Not Robots Checklists
- Sensory Checklist (AIT)
- Zones of Regulation SDQ
- <https://ican.org.uk/help-for-families/>
- [Child's Progress checker - Speech & Language UK \(speechandlanguage.org.uk\)](https://speechandlanguage.org.uk)
- Talk About SDQ
- Level 7 Assessor tools as available
- Fine Mine Skills Assessment (Fizzy Hands)
- Stoke Speaks Out Speech Sounds
- Touch typing (wpm)
- KS2 Pre-Key Stage standards (Literacy and Maths)
- Handwriting assessment



How are pupils supported with transition?

During the summer term, prior to admission in year 5, our inclusion team work collaboratively with the Deputy Headteacher to visit our feeder first schools so that information can be shared, parents can be met with and additional visits can be arranged. For children that have an EHCP or require specific transition support, additional sessions are scheduled throughout the summer term offering parents and their children the opportunity to familiarise themselves with PMS, key staff and our provisions is available.

We work closely with Wolgarston High School and the same system is followed for those pupils leaving us in Year 8. Any other schools are contacted directly and transition arrangements made accordingly.

Having up to date and detailed pupil passports means that transition between year groups and keys stages is smooth. Staff have all the relevant information on current support strategies, as well as an archive of previously used interventions and resources and a full history of assessment and progress made by the pupil.

Information about transitions is shared with parents and pupils at the earliest possible date so preparations can begin both in school and at home.

How are resources allocated to meet pupils' needs?

PMS supports *to need, not label* - Students do not require an identification of a condition in order to receive support. The **Notional SEND Budget** is used to ensure all students on the SEND register, or those that are undergoing a period of monitoring, receive the support that they need. This money is not allocated to individual students and is used to fund the costs of support staff, interventions and resources. Those students with an EHCP receive the support specified in their individual plan and have a provision map detailing how support is allocated.



How do we report back to and collaborate with parents?

All learners will receive progress reports throughout the school year having undergone assessments detailing their attainment, effort and achievements from across their subject areas. Should teachers, pastoral staff or parents/carers have any interim concerns, home to school contact is essential in order to swiftly intervene and identify appropriate support/ways forward.

Parent/carers also have the opportunity to contribute to their child's Pupil Passport which is completed by the class teacher, in collaboration with the pupil, subject teachers, pastoral staff, support staff and SENDCo. The passports are created and shared using the Edukey app; this is done termly.

Pupils with increased needs will also have a Individual Learning Plan, which is again completed by the class teacher, in collaboration with the pupil, subject teachers, pastoral staff, support staff and SENDCo. The plans are also created and shared using the Edukey app; this is done termly.

Parents of a child with an EHCP will also be asked to contribute to their annual review. This is managed by the SENDCo.

Parents have the opportunity to share their views three times over the year via an online form. This is a time to share positives, progress and any concerns – these will be followed up by staff via Class Charts or a phone call. Parents can contact staff any time between this meetings using the Class Charts App. Staff aim to respond promptly and address any concerns or refer on to senior leaders/SENDCo if needed.



How do we collaborate with pupils?

All learners will receive progress reports throughout the school year having undergone assessments detailing their attainment, effort and achievements from across their subject areas. Should pupils be concerned about their results, they can discuss with their class teacher in the first instance. This will be referred on if needed to the relevant person.

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Pupils with an EHCP will also be asked to contribute to their annual review. This is managed by the SENDCo.

We work closely with pupils to eradicate inequality and prejudice:

- School Council and Student Leaders are a cross representation of pupils.
- Behaviour Manager has had SEND training, especially in supporting pupils with communication needs.
- SEND Liaison Mentor works closely with pastoral staff to support SEND pupils.
- SENDCo and DHT work closely together around behaviour policies and restorations are personalised for individual pupils.



How is SEND provision evaluated?



Both our school provision and external support for learners with SEND are regularly monitored. This is embedded within the Trust and whole school quality assurance processes, performance management cycles, and is an aspect integral within our regular teaching and learning review systems. Attendance is tracked weekly, as is behaviour. Progress data is collected and analysed on a termly basis and reported on to our Local Governing Body. All findings follow a robust process, they are then actioned and closely monitored by senior leaders to ensure desired outcomes are achieved for our learners.

PMS has an Accessibility Plan and Equality Information Advice and Guidance that are available on the school/Trust websites.

How do I contact the SENDCo?

In the first instance should a parent/carer have a query they would like to raise regarding their child's needs, we ask that they make contact with the class teacher via the Class Charts app. The class teacher will refer on if needed.

If you would like to, you can contact the SENDCo directly via the Class Charts app. A face-to-face meeting or phone call can be arranged if needed.

How do I make a complaint?



We take parent/carer concerns seriously and will act upon these on an individual basis. In the first instance we would always ask that a parent/carer raises their concerns with their child's class teacher/subject teacher or the SENDCO/pastoral manager. Should they have any specific questions/queries thereafter regarding their child's support or provision contact should be made via the Class Charts app. If a parent/carer is still unhappy about the resolution of their concern or if it is of a more serious nature, then this should be raised with the Headteacher, Mr Grocutt. More guidance regarding the school's complaints procedure can be found on the school's website or can be requested from our school reception.

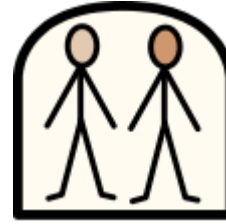
How are SEND pupils supported in external and internal assessments?

There are several options for support during assessments:

- Reader (dependent on reading age and support during lessons)
- Rest breaks (dependent on provision within school)
- Fidget toy (dependent on provision within school)
- Transcribe (dependent on handwriting performance in Key Stage 2)
- Prompt (dependent on provision within school)
- Word processor (dependent on provision within school)
- Scribe (dependent on the criteria set out by DfE)
- Extra time (dependent on the criteria set out by DfE)
- Separate room (dependent on provision within school)
- Early arrival and support group during the day - prior to or following a test (dependent on provision within school)

Any emergency situations that arise at the last minute before assessments (such as a hand injury) can be managed at the time.

Withdrawal from SATs decisions are considered for pupils working pre-key stage and should be discussed with the SENDCo and Assistant Head teacher in charge of curriculum.



Linked Policies and Documents:

- SEND Policy (PMS)
- Safeguarding Policy (PMS)
- Health and safety policy (PVAT)
- Equality information and objectives (public sector equality duty)
- Accessibility Plan (PMS)
- Supporting pupils with medical conditions policy (PVAT)
- Pupil Premium Policy (PMS)
- Wellbeing Policy and SEMH Pathway (PMS)

Where can parents/carers go for further support?

The SENDCO can be contacted via Class Charts.



Staffordshire SENDIAS Service

Telephone: [01785 356921](tel:01785356921)

E-mail: sfps@staffordshire.gov.uk

Website address is <https://www.staffs-iass.org/home.aspx>

Parent In The Know

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

Staffordshire's local offer

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

Staff responsible:

SENDCo, Jacqui Williams

Headteacher, Andy Grocutt

SEND Governor, representative from Local Governing

Committee

Review date:

[MindEd for Families - https://mindedforfamilies.org.uk](https://mindedforfamilies.org.uk)

MindEd is a free learning resource for the mental health of children, young people and older adults.

[The National Autistic Society - http://www.autism.org.uk/](http://www.autism.org.uk/)

They are the leading UK charity for people with autism (including Asperger syndrome) and their families. They provide information, support and pioneering services, and campaign for a better world for people with autism.

[ADHD Foundation - https://www.adhdfoundation.org.uk](https://www.adhdfoundation.org.uk)

The ADHD Foundation works in partnership with individuals, families, doctors, teachers and other agencies to improve emotional well being, educational attainment, behaviour and life chances through better understanding and self-management of ADHD, ASD and related learning difficulties such as dyslexia, dyspraxia, Irlen's Syndrome, dyscalculia and Tourette's Syndrome.

[Down's Syndrome Association - https://www.downs-syndrome.org.uk](https://www.downs-syndrome.org.uk)

Children and adults with Down's syndrome are all unique individuals with their own personalities, family backgrounds and preferences that make them who they are. Here you will find answers to questions that we are often asked about Down's syndrome.

[British Dyslexia Association - http://www.bdadyslexia.org.uk/](http://www.bdadyslexia.org.uk/)

This organisation offers information, help and support for parents, children and adults with dyslexia.

[Royal National Institute of Blind People \(RNIB\) - http://www.rnib.org.uk/](http://www.rnib.org.uk/)

The Royal National Institute of Blind People (RNIB), the UK's leading charity supporting blind and partially sighted people. They offer practical and emotional support to those that need support, so they can continue living life to the full.

[National Deaf Children's Society - http://www.ndcs.org.uk](http://www.ndcs.org.uk)

The National Deaf Children's Society is the leading charity dedicated to creating a world without barriers for deaf children and young people.

[CAMHS and Young Minds https://youngminds.org.uk/about-us/who-we-are/](https://youngminds.org.uk/about-us/who-we-are/)

Child and Adolescent Mental Health Services (CAMHS) is the name for [NHS](#)-provided services in the [United Kingdom](#) for children, generally until school-leaving age, who are having difficulties with their emotional or behavioural well-being.

[Relate - www.relate.org.uk](http://www.relate.org.uk)

Relate is the UK's largest provider of relationship support, and every year they help over a million people of all ages, backgrounds and sexual orientations to strengthen their relationships.



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SEMH Pathway

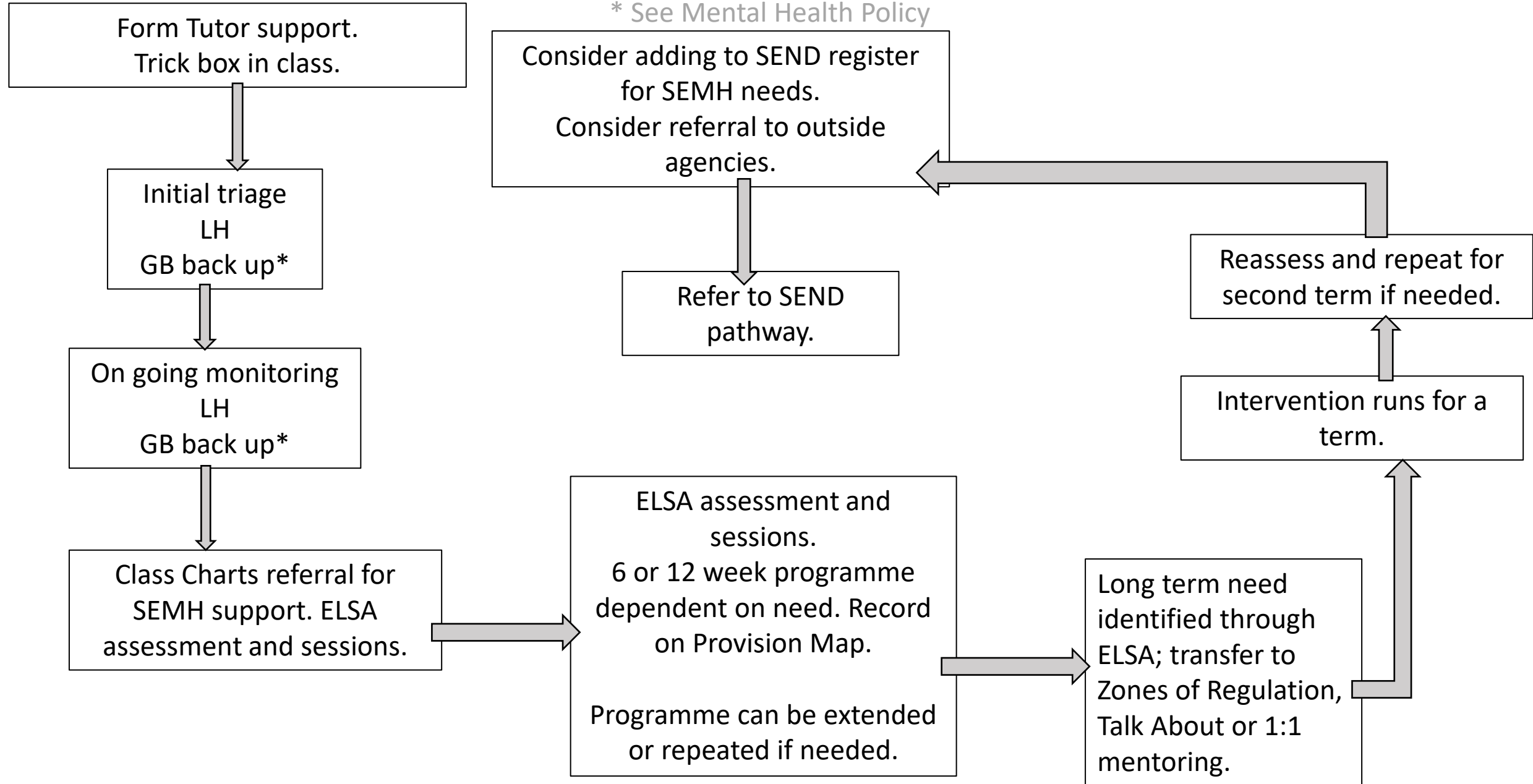
Rationale

One of the key areas of need within the PVAT schools is social, emotional and mental health needs (SEMH).

This document outlines the process each school follows in order to identify, support and refer pupils who need additional support.

In School System – identify, support, monitor, refer

* See Mental Health Policy



The list below is an example of the various targeted and specialist provisions available to our learners as part of the graduated approach for SEMH:

Trick Box
Wellbeing Warriors
Wellbeing Wednesday
Zones of Regulation
Talk About
1:1 Mentoring
Eagle Club (Lunchtime)
Break time support
In class support
Movement breaks
Time out cards

Example Outside SEMH Agencies:
Single Point of Access
First response
Crisis Team
Family Action
Action for Children
Early Help
CAMHS

Where can parents/carers go for further support?

The form tutor can offer advice and support.

The SENDCO can be contacted via the class charts.

<https://www.actionforchildren.org.uk/>

<https://www.mind.org.uk/>

<https://mhfaengland.org/individuals/youth/>

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/results.page?localofferchannel=9-3>

Staff responsible:
Behaviour Support Manager
SEND Liaison Mentor
SENDCo
Deputy Headteacher
Headteacher