




PONTELAND COMMUNITY MIDDLE SCHOOL

School SEND Information Report

**Pupils supported at Ponteland Community Middle School ‘make good and often outstanding progress. This is because the school tracks their progress extremely carefully and makes sure that they are well supported in lessons.’
(Ofsted December 2013)**

SCHOOL NAME:	Ponteland Community Middle School	
TYPE OF SCHOOL:	Middle deemed secondary	
ACCESSIBILITY:	Wheelchair Accessible 	Reasonable adjustments have been made. Mostly full wheelchair access; three out of six entrances are suitable for wheelchair access with sloping paths. Alternative arrangements for music tuition and the mobile classrooms can be made as these rooms are only accessible via steps.
	Auditory/ Visual Enhancements:	Interactive White Boards – colour change, easy display signage
	Other Adaptations	Disabled Toilet
CORE OFFER:	<p>At Ponteland Middle School we are able to offer: information, transparency, assessment, participation and feedback about your child’s special educational needs and disabilities (SEND)</p> <p>School offers SEND support at different levels. Lower level support for those children experiencing specific difficulties such as reading, Maths, mentoring support. We refer to those pupils in school as MISS (Managed in School Support).</p> <p>Children with high level needs will access a higher level of support and the school may request support from outside agencies, top up funding. They may have an EHCP (Education Health and Care Plan) or an EHA (Early Help Assessment).</p> <p>The EHA allows all agencies involved in the care of the child to meet and devise an action plan to support the child’s education, health or social care.</p>	

	<p>In the new 2014 SEND Code of Practise ‘Statements of Special Education Needs’ have been replaced by Education, Health and Care Plans (EHCP). There are more child/parent focused documents. The current statements will transfer to EHCP by 2017.</p>									
<p>Identification</p>	<p>Any concerns regarding a pupil in school can be raised by parents, members of staff or through the data tracking progress. At this point initial in school interventions may be used or the child may be referred to an outside agency. The child’s parents will be invited to discuss the issues and at this point an Action Plan or an EHA may be set up.</p> <p>After supporting the child either in school or with outside agency support the progress of the child will be reviewed and the next steps will be planned.</p> <p>If it is appropriate to apply for Top-up funding or to ask for an Initial assessment for an Education Health Care Plan this will be completed by the school with advice from other agencies and professionals involved in the child’s on-going support. Parents will be involved in every stage of this process.</p>									
<p>POLICIES:</p>	<p>Are the school policies available on the website for:</p>	<table border="1"> <tr> <td data-bbox="836 887 1163 958">SEND</td> <td data-bbox="1163 887 1495 958">Yes</td> </tr> <tr> <td data-bbox="836 958 1163 1030">SAFEGUARDING</td> <td data-bbox="1163 958 1495 1030">Yes</td> </tr> <tr> <td data-bbox="836 1030 1163 1102">BEHAVIOUR</td> <td data-bbox="1163 1030 1495 1102">Yes</td> </tr> <tr> <td data-bbox="836 1102 1163 1173">EQUALITY & DIVERSITY</td> <td data-bbox="1163 1102 1495 1173">Yes</td> </tr> </table>	SEND	Yes	SAFEGUARDING	Yes	BEHAVIOUR	Yes	EQUALITY & DIVERSITY	Yes
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	<p>Ponteland Middle School is aware of the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.</p>	<p>Yes</p>								

RANGE OF PROVISION:

Areas of strength

Headteacher –Specialist Designated Person Child Protection Officer

Deputy Headteacher - Designated Person Child Protection Officer, CAF trained, and SENDCO liaison

Assistant Head teacher – Designated Person Child Protection Officer, Emergency First Aid

SENDCO –fully qualified

Highly Qualified Teaching Staff - able to support children with SEND , deliver Read Write Inc and other interventions

Governors – Link governors with the SENDCO team, Literacy and Numeracy Curriculum

Teaching Assistants : 3 Higher Level; 8 Level 3;

SEND Categories and interventions available:

Communication and Interaction –

(including Speech Language and Communication Needs SLCN and Autistic Spectrum Disorder ASD)

- 1-1 and small group support in lessons
- Speech and Language Service
- Social Skills
- Alternative curriculum
- ASD provision
- Literacy Interventions – NARA, PhaB testing, Young’s spelling, Reading interventions, buddy reading

Cognition and Learning –

(including Moderate Learning Difficulties MLD, Severe Learning Difficulties SLD, Profound and Multiple Learning Difficulties PMLD and Specific Learning Difficulties SpLD)

- Education Psychologist
- CYPs referrals and support
- Alternative Curriculum
- Self-Learn
- Mathematics

Social, Mental and Emotional Health*–

- CYPs referrals and support
- Alternative curriculum
- Behaviour support
- Counselling from inclusion support officers
- Mentoring
- Social Skills
- Pastoral Support
- Home/school liaison
- Licensed Thrive practitioners



Sensory and/or Physical Needs –

(Including Visual Impairment VI, Hearing Impairment HI, Multi-sensory impairment MSI and Physical Disability (PD))

- Support for Dyspraxia
- Work with Occupational Therapists
- Meetings with medical professionals as required
- OT resources (wobble cushion etc.)
- Speed-up handwriting
- Hearing impaired services
- Visual impaired services

*Please note that the new SEND code of Practise 2014 has changed the category of Behaviour Emotional and Social Difficulties (BESD) to Social Emotional and Health (SEMH)

Ponteland Community Middle School provides specialist facilities and equipment to support SEND children including specialist resources, two meeting rooms, occupational therapy equipment, disabled toilet and four external intervention rooms or Pods.

	<p>Input from therapists, advisory teachers and other specialist support services; Educational psychologists; behaviour support teachers; ASD teacher; Literacy, Speech Language and Communication services and the Education Welfare Officer.</p> <p>Occupational Health</p> <p>Hearing Impaired Support Service</p> <p>School Health</p> <p>Interpreters</p> <p>Primary Mental Health Service</p> <p>Children and Young People’s Service (CYPS)</p> <p>Ponteland Middle School also provides clubs and activities before and after school and during lunchtime for our most vulnerable pupils.</p>
<p>INCLUSION:</p>	<p>Inclusion is embedded in ethos, policies, staff handbook, website, annual questionnaires, through Parents Forum, and the Student Voice.</p> <p>All SEND pupils have the opportunity to attend residential trips and day trips with teaching assistant support where appropriate.</p> <p>The curriculum provision is adapted for SEND pupils when necessary.</p> <p>The proportion of SEND children at Ponteland Middle School is 4-5%; the proportion of vulnerable children at Ponteland Middle School is 24%.</p>
<p>PARENT SUPPORT INVOLVEMENT/ LIAISON:</p>	<p>We encourage the involvement of parents through regular contact and promote an ‘open door’ policy. Regular contact can be made in a number of different ways to meet the individual needs of each child and their family. For example: e-mail contact, face to face dialogue, weekly reports, half termly reviews, home/school diaries, keeping in touch and SEND meetings, through the Common Assessment Framework or Early Help Assessments, sharing pupil tracking data, intervention sheets, action plans and pupil reports. There are opportunities to attend Parents’ Forum meetings which are held termly.</p> <p>Ponteland Middle School prepares SEND children to enjoy their next stage of education through close liaison, preparation and dialogue with their next school which is primarily Ponteland High School. There is strong transition liaison with all schools, the opportunity for pioneer visits, additional activities for vulnerable pupils, attendance of review meetings by the High School SENDCO and other relevant members of staff where appropriate, and there is supportive induction for pupils and parents.</p>
<p>OTHER INFORMATION:</p>	<p>All parents are welcome to look around the school, meet the Headteacher and staff, and see the school in action. We engage with feeder first schools to support Y4 to Y5 transition of pupils to PCMS. The SENDCO and Deputy</p>

	<p>Headteacher are available to discuss the individual needs of all children.</p> <p>Any complaints about the SEND provision in school will be dealt with within the bounds of the school's Complaints Policy.</p> <p>Please see the school Admissions Policy for information regarding arrangements for pupils with SEND.</p> <p>Other useful websites include:</p> <p>Northumberland Local Offer http://www.northumberland.gov.uk/SEND-Local-offer.aspx</p> <p>Newcastle upon Tyne Local Offer http://www.newcastlefis.org.uk/kb5/newcastle/fsd/localoffer.page?familieschannel=3</p> <p>NDCS http://www.ndcs.org.uk/</p> <p>NAS http://www.autism.org.uk/?gclid=ClUx9m59scCFcSRGwod5-sJFg</p>
COMPLETED BY:	<p>Headteacher - Caroline Pryer</p> <p>Deputy Headteacher - Joanne Cafferty</p> <p>SENDCO - Elizabeth Blackburn</p>
DATE COMPLETED:	Reviewed September 2016
REVIEW DUE:	September 2017

Contact Information	<p>Elizabeth Blackburn- SENDCO</p> <p>Joanne Cafferty – Deputy Head</p> <p>01661 824853</p>
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Medical Needs	<p>Medical needs are not usually categorised as SEND.</p> <p>The Medical Needs Policy can be found on the school website.</p>
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