

SEND INFORMATION REPORT

SLT: Jennie Sidebottom
SENCo: Mandy O'Fay
Assistant SENCo: Danielle Tomkins
Contact: 0161 643 5116



Whole School Approach:

At Middleton Technology School, we are proud of our inclusive nature and are committed to providing the best possible learning opportunities for students of all abilities. We have a dedicated and highly experienced team working in our Disability and Special Educational Need's (DSEN) department to ensure all students receive the support they require to be successful.

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.

MTS is extremely proud of our inclusivity at all levels. We strive to ensure that all students can engage in the school's activities. We work with children and families to aim to remove all barriers to learning. If a child or young person has additional needs, we will endeavour to make the necessary provisions and adaptations so that they can be involved in all activities that the school offers.

Identifying and Assessing

All teachers are responsible for every child in their care, including those with special educational needs. The class teacher will use assessments, classwork, homework etc. to look for progress which:

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap*

The teacher will then make a referral if they are concerned that the student may have DSEN. Further specialised assessments will be undertaken by a member of the DSEN department to further inform planning. A referral can also be made by external agencies and by family.

The 4 key areas of DSEN are:

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support

in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

School Offer

At Middleton Technology School, we pride ourselves on making the learning environment positive and engaging; to ensure that all students are catered for. We understand that some children and young people may require adaptations to their learning environment and we can accommodate these on a personalised level. It is vital that we understand the child's needs from the start of their school journey so our transition programme can begin early so that the child's needs are understood. We regularly review DSEN students to ensure we are meeting their needs.

Plan: The relevant members of staff will meet and decide the best course of action to take. This is child-centred and the parents and students are fully involved. A plan will be decided on and the intervention agreed.



Do: Dependent on the decided intervention, the student will be referred to the correct staff/agencies.



Review: Each intervention has its own review cycle, as detailed on the provision map. The student will be reviewed and the appropriate action will be determined.

Support in school:

- Early transition work with feeder primaries
- Open Evening for Year 5 and 6
- Additional transition visits for pupils with a statement or an EHC Plan or DSEN support, coordinated with the primary schools
- Annual Reviews and Transition Reviews for students with a Statement or EHC Plan
- Additional Needs Coordinator will meet with parents and students who have a diagnosis to personalise a transition package

- Settling-in evening for parents
- In-class support provided by experienced Curriculum Tutors

- All students with a statement or EHC Plan are allocated a key worker
- Personalised timetables
- Literacy and Numeracy programme – withdrawal from lessons
- Sensory Intervention
- Specialist Equipment as required
- Dyslexia Screener
- Visual stress test
- Support from Educational Psychologist and RANS
- Pyramid club
- Homework Club
- Personalised pupil profile created with parental engagement
- Testing for access arrangements for exams
- Regular updated staff training and drop in sessions

Previous academic reports

16-17 cohort

Progress 8 is a new measure of school performance. It replaces the previous measure of 5 A*-C including English and maths, and shows how well pupils of all abilities have progressed, compared to pupils with similar academic starting points in other schools.

Our DSEN progress 8 score of +0.573 shows that pupils are making well above the expected level of progress.

15-16 cohort

Value Added (VA) measures the contribution a school makes to the learning of its students that in turn enables judgements to be made about schools' effectiveness and their ability to add value in terms of pupil attainment. Therefore, in an educational setting, value added is quantified by measuring the progress that pupils make.

DSEN achieved a positive value added score (+1042) showing that pupils are making well above the expected level of progress.

Legal requirements

Where pupils have a statement of Special Educational Needs/EHC Plan that names a specific school, the Governing Body has a statutory duty to admit those pupils. This means that children with such a Statement of Special Educational Needs will be allocated a place before any other places are allocated.

At Middleton Technology School, we currently support 25 with an EHC Plan and support them through their secondary transition enabling them to move forward into their next phase of education or employment. We ensure we draw on the expertise of all external agencies (RANS, Thrive, School Nurse, MASS, Children's Social Care, Educational) available to us; to make sure we provide the best possible opportunities for all DSEN students.