

# Hugh Sexey Church of England Middle School



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES REPORT**

How Children with Special Educational Needs or Disabilities are  
Supported.

**Sep 2024 – Sep 2025**

The SEN Code of Practice (2015) sets out the requirements of the SEN information report (section 6.27). This includes:

### **Contents**

1. Introduction
2. The Graduated Response
3. How will the school know if my child needs extra help?
4. What should I do if I have concerns about my child?
5. SEND Identification and process
6. A Flexible Curriculum Provision
7. How will school support my child?
8. What specialist services and expertise are available to support your child?
9. How will the school judge what impact the support has had on my child?
10. What opportunities will there be to discuss my child's progress and who will explain my child's needs and progress to me?
11. How will you help me to support my child's learning?
12. What is the pastoral, medical and social support available in the school to ensure my child's overall wellbeing?
13. Transitioning from Year 4 into Year 5 and from year 8 into year 9.
14. What should I do as a parent if I think my child may have special educational needs?
15. Who else can I contact outside of the school environment?
16. Useful Websites
17. Parent Feedback

This SEND report should be read in conjunction with the following documents:

- Equality Policy
- Accessibility Policy
- SEND Policy
- Promoting Positive Behaviour Policy
- Well Being Policy
- Inclusion Statement
- Most Able Pupils Policy
- Supporting Pupils With Medical Needs Policy

## 1. Introduction

The Hugh Sexey Church of England Middle School SEND information report, is allied to the [Somerset Local Offer](#) and is rooted in the values and outcomes Somerset Graduated Response for SEND.

At Hugh Sexey Church of England Middle School, we welcome everybody into our community. The staff, governors, pupils and parents work together to make our school a happy, welcoming -place where children can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our pupils.

We are committed to realising this reality through the attention we pay to individuals within our school community; thus, providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision aims to fulfil the expectations of the Graduated Response – Somerset’s published document which ensures that every child and young person receives the support they are entitled to.

The SEND Code of Practice states that:

*‘The governing bodies of maintained schools and maintained nurseries and the proprietors of academy schools **must** publish information on the website about the implementation of the governing body’s or the proprietor’s policy for pupils with SEND, (SEND Code of Practice, 2015).’*

## 2. The Graduated Response

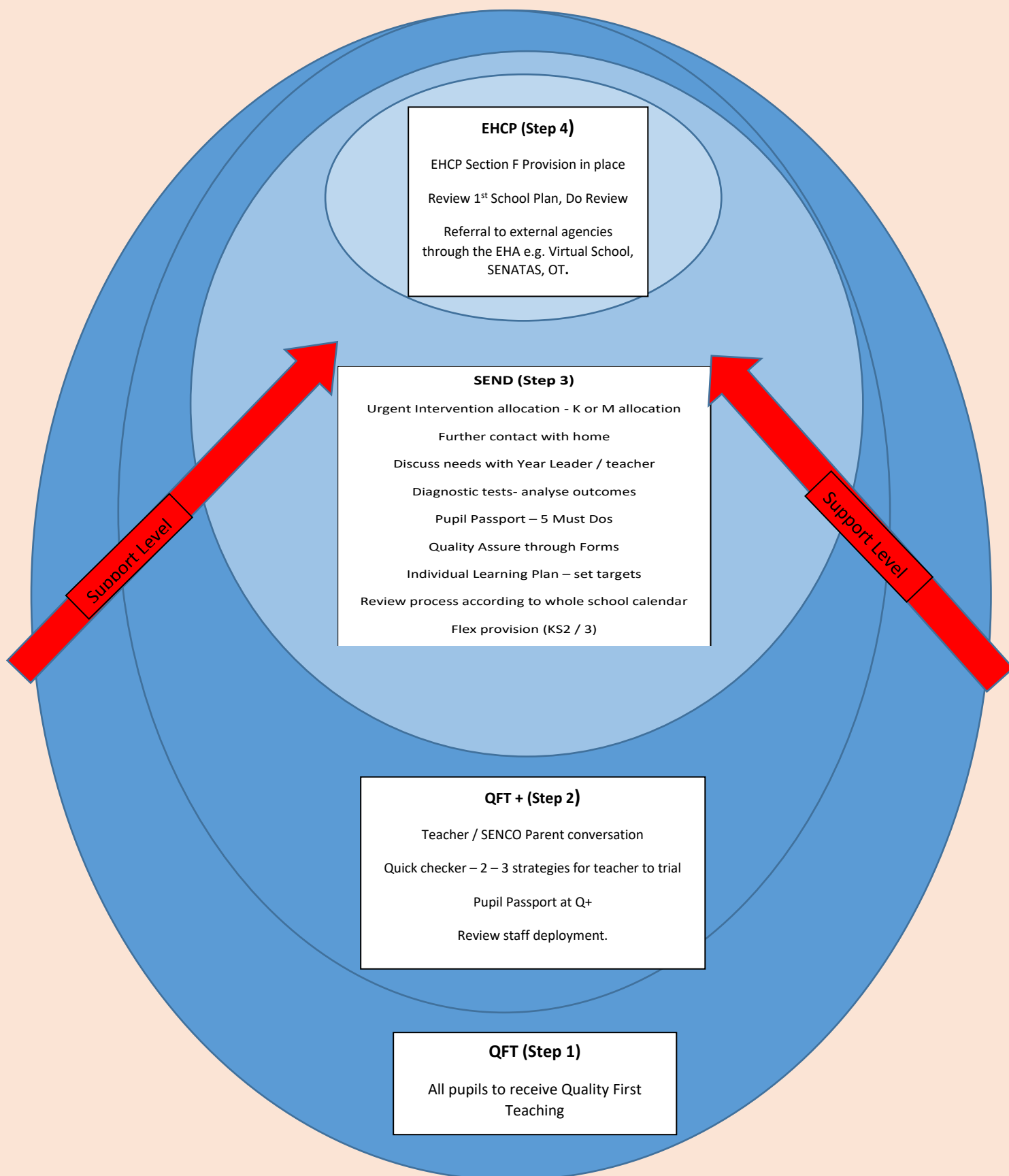
At Hugh Sexey Church of England Middle School, we adopt an inclusive philosophy which is founded on the principle that, “all teachers are responsible and accountable for the progress and development of the pupils in their class.” (Code of Practice, 2015, p88). The quality of teaching is regularly monitored and developed through learning walks, observations, progress meetings.

This report gives an overview of the systems in place to ensure that all pupils at Hugh Sexey Church of England Middle School receive a high quality and inclusive education which meets their academic, social and emotional needs. Our SEND provision aims to fulfil the expectations of the Graduated Responses – Somerset’s published expectations for all settings regarding the provision for SEND and the “Plan, Do Review, Cycle.”

Quality First Teaching underpins the Graduated response which sets out the barriers to learning that children and young people may have and the strategies and provision that could be in place to support them. At the first stage of the graduated response Quality First Teaching will meet children’s needs in the classroom through highly focussed and well - planned personalised teaching with high expectations for all learners. The second stage involves adjustments to Quality First Teaching to meet needs followed by a review of progress. If after review in stage 2 (Q+) there is persistent lack of progress and in class strategies have not been successful, the pupil may move towards stage 3. At this stage the pupil is placed on the SEND Register with an identified SEND need. At this stage an Individual Learning Plan (ILP) would be drawn up. Moving beyond this stage, the young person may need external support and move towards an application for an EHCP in Stage 5. The different stages of the Graduated response are listed in the table below.

# Hugh Sexey Church of England Middle School

## Graduated Response to SEND Identification



You can learn more about Somerset's Graduated Response at:

<https://beta.somerset.gov.uk/the-graduated-response-tool/>

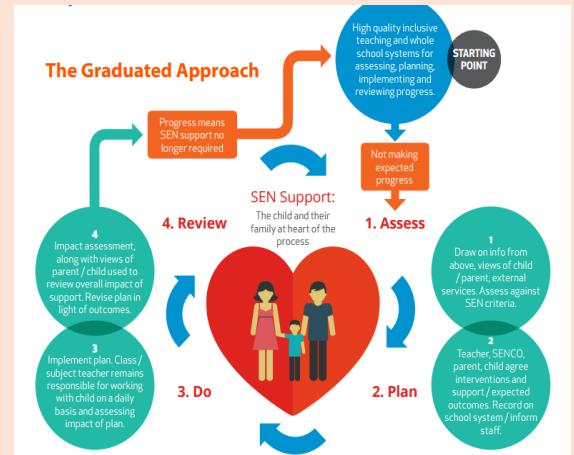
At Hugh Sexey Church of England Middle School, the Graduated Response is embedded into our whole school approach for assessing, planning, teaching and supporting children with SEND.

Hugh Sexey Church of England Middle School is a mainstream school running from year 5 to year 8. We aim to ensure that:

- Children with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Children with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each pupil to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess children with SEND as early and as thoroughly as possible using the revised Code of Practice (2015).
- Parents/carers and children are fully involved in the identification and assessment of SEND, and we strive for close co-operation between all agencies concerned.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are **four main types** of Special Educational Needs and Disabilities (SEND), decided by the Department of Education (DfE):

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical
- \*5. Supporting specific medical needs (not necessarily a SEND need).



### 3. How will the School know if my child needs extra help?

We recognise that children make progress at different rates and not always in a steady linear pattern. When identifying a child as having SEND, we would consider the following:

- Liaison with previous educational providers
- Is the young person performing significantly below expected levels of their peer group?
- Have the parent/carer raised concerns?
- Have the student's teacher raised concerns?
- Liaison and advice from external agencies, e.g. physical health diagnosis from paediatrician.

### 4. What should I do if I have concerns about my child?

If you inform us that you think your child has SEND, we will discuss this with you and investigate. We will share with you what we find and, together, agree the next steps to be taken and what can be done to help your child. If there are concerns that your child has SEND in the first instance, the class teacher will be informed and the teacher and SENCO will look to observe your child in class.

The teacher and SENCO will review data and observe behaviours in class to look at additional strategies to implement, aligned with Quality First Teaching, this in turn closely monitored. The support could range from more rigorous scaffolding of tasks by the class teacher to a change in seating placement in the classroom.

If, after appropriate adjustments have been made and your child is identified as having SEND, their name will be added to the Additional Needs SEND register and a support plan with individual targets will be put into place (ILP). The pupil would move up to Step 3 of the Graduated Response process at this point. We recognise that your child's needs may change over time and provision will reflect this. Subject teachers, tutors, SENCO and other professionals will follow the sequence of Assess, Plan, Do, Review, to ensure your child's changing needs are met. This means your child may also be removed from the SEND register if appropriate.

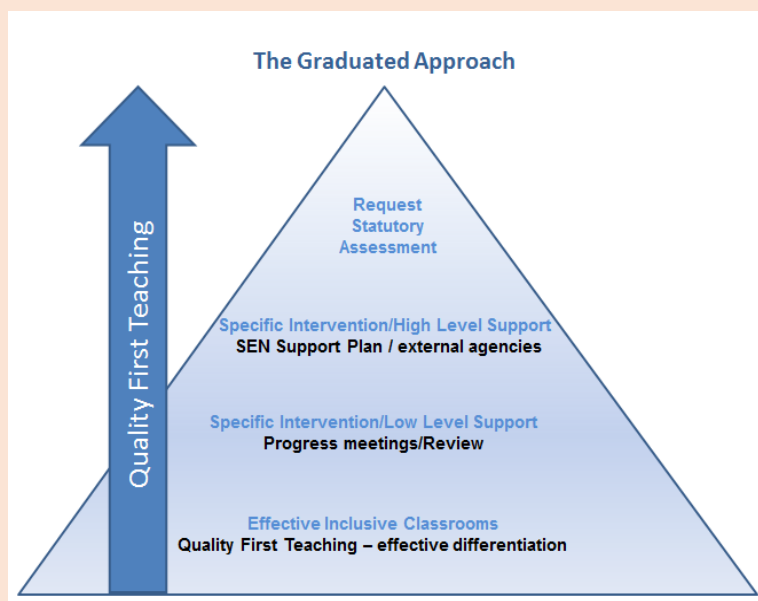
### 5. SEND Identification and process

The Code of Practice 2015 states "a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. In other words, if a child needs provision that is 'additional to' or 'different from' their peers in order to learn effectively."

When identifying children with SEND, the school will follow and use Somerset's SEND pathway and Graduated

During this process, subject teachers, SENCO and other professionals involved, will follow the sequence of **Assess, Plan, Do, Review**. This way we can constantly make sure that the school is meeting your child's needs. Children are given the opportunity to review and set their personal targets at regular review meetings with their parents and the SENCO.

The following diagrams illustrate the graduated response process:



Further information on this can be found at

<https://slp.somerset.org.uk/ipost/iPost%20Documents/Core%20Standards%20for%20Schools.pdf>

The Graduated Response means that the foundation of support for all pupils comes from high quality teaching, while some pupils may require additional SEND Support. A few pupils will require the highest level of intervention outlined in an Education, Health and Care Plan (EHCP).

All SEND provision at Hugh Sexey Church of England Middle School is subject to a plan-do-review cycle. We believe that it is essential that this cycle is monitored with pupils and parents at regular intervals.

Special educational needs may be identified in one or a combination of the following ways:

- Information from parents, previous school including screening data, reports from SEND support services and Learning Plans
- Evidence from teacher observation and assessment.
- Pupil performance measured against the expected progress requirements for their age and previous attainment
- Standardised screening or assessment tools
- Identification at regular, subject, pastoral team and pupil progress tracking meetings
- Standard Difficulties Questionnaire (SDQ), TalkAbout and associated screening tools.

NB: It is important to note that a lack of progress is not always caused by a special educational need and therefore other factors such as attendance, illness, and social factors are explored where a pupil is underachieving.

## 6. A Flexible Curriculum Provision

At Hugh Sexey Church of England Middle School, we have a flexible curriculum provision in Key Stage 2 (FLEX 2) and Key Stage 3 small group support. There is also an Eboost group set up to support some identified pupils who require higher levels of additional English support to meet their needs. 'FLEX II' and 'FLEX III' are led by teachers, supporting small numbers of pupils in developing core skills working within small groups. FLEX provision is centred on a core provision of numeracy, literacy and life skills. The programme is developed in conjunction with Kings Academy and the requirements of a successful transition to Key Stage 4 programmes of study.

## 7. How will school support my child?

Hugh Sexey Church of England Middle School is an inclusive school and we have successfully supported the education and social, emotional wellbeing of pupils with needs in the five areas of SEND:

More specifically, we have supported pupils to succeed with a diagnosis including Autism, Downs Syndrome, Specific Learning Difficulties such as Dyslexia, Dyspraxia & ADHD, Sensory Processing Dysfunction, Cerebral Palsy, Attachment Disorder, Anorexia, Social Anxiety Disorder, Global Delay and Cystic Fibrosis.

All children have targets that are set by the subject teachers based on their individual learning needs. Some children with SEND may need additional and more specific targets to meet their needs and therefore an Individualised Learning Plan (ILP) will be put into place for those on the SEND register.

Support and intervention at our school includes:

### **Subject teacher input, via excellent targeted classroom teaching – Quality First Teaching.**

For your child this would mean:

- Teachers have the highest possible expectations for all pupils in their class.
- Teachers access and use current pupil information to help individual lesson planning.
- All teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully engaged and motivated in the learning in the class. (This may involve a more practical way of learning for example).
- That specific strategies (which may be suggested by the SENDCO) are put into place to support your child to learn effectively.

### **Specific group work**

Intervention which may take space in a classroom or a break out space and led by a teacher or a learning support Assistant or higher-level teaching assistant (HLTA).

### **Specialist intervention overseen by outside agencies, e.g. Speech and Language Therapy**

This means a pupil has been identified by the class teacher/SENDCO as needing some extra specialist support in school from a professional outside of the school community. This may be from Local Authority support services, such as the Autism and Social Communication Team, Learning Support Team, Educational Psychology Services, etc. You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourselves to further understand your child's particular needs and be able to support them more effectively in school. The specialist professional will work with the school and your child to better understand their needs and make recommendations as to how support is given to your child in the most effective and efficient way.



## Specific Programmes of Support in school

- ✓ The TT Rock Stars Maths programme is an Internet based program which supports children with particular reading and Maths needs.
- ✓ Pupils receive spelling intervention based on data from the Single Word Spelling Test (SWST) screener assessments - these take place across school twice a year for Key Stage 3 and termly for Key Stage 2.
- ✓ Wave 2 support for Year 5 pupils target the pupils with the most need in Literacy.
- ✓ Speech and Language Support. This is run through the ELSA programme and incorporated aspects of the TalkAbout Programme.
- ✓ Speech to Text is a feature on the IPAD which can be used to support a pupil develop their speech and language skills.
- ✓ Pastoral support from tutors and year leaders
- ✓ Various targeted groups such as (CBT-based anxiety management), Targeted group around the TalkAbout Programme.
- ✓ Groups of children have access to a Forest School area - this space can be used and accessed through the curriculum.
- ✓ Access to the Nurture Base at unstructured times
- ✓ The Individual Literacy Intervention Programme supports pupils with an extra need for Literacy. It is a one to one session with a trained Learning support assistant 3-4 times a week.
- ✓ Handwriting interventions. These are managed by the Head of Year 5 and 6.
- ✓ Paired reading interventions in the morning also run 3 times a week to support lower end readers with fluency and comprehension.
- ✓ Dance Mat is a computer-based programme designed to support a pupil with their typing ability.
- ✓ Social, Emotional and Mental Health (SEMH) support is provided for Anger Management and emotional resilience through an ELSA trained specialist. There are two in school.
- ✓ Access to an Emotional literacy support assistant, Learning Mentor or PFSA.
- ✓ 1: 1 monitoring and support for identified pupils at unstructured times.
- ✓ FLEX in KS2 and KS 3 - a teacher led provision which supports the child in Maths and English in a more intensive way.
- ✓ School mental health champion.

All pupils are encouraged to enjoy a wide range of extra-curricular activities and trips at Hugh Sexey Church of England Middle School, and we strive to ensure that all pupils are able to access this important part of school life. Where a student has SEND, an individual plan of support will be developed with the lead teacher for the trip, the SENDCo, the pupil and the parents.

Please see the [provision maps](#) on our website for further specifics about how we support pupils with SEND.

The tracking map will identify the provision in –place for pupils who are placed on the SEND Register and will allow for more strategic planning in the future.

## 8. What specialist services and expertise are available to support your child?

We work closely with any external agencies that support individual children's needs within our school. These may include: GP, School Nurse, Educational Psychologist, Paediatrician, Speech and Language Therapist, Occupational Therapist, the Learning Support Service, the Autism and Social Communication Advisory Service, the Physical Impairment and Medical Support Services (PIMSS), the Child and Adolescent Mental Health Service (CAMHS). We also work with a range of further support services including The Virtual School and Children's Social Care. If it is decided that your child may benefit from a support from a specialist service, then they will be referred by the SENDCO. Before this referral, an Early Help Assessment (EHA) meeting may take place where the available help will be discussed.

**Education Health Care Plan (EHCP)** When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, a statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth. If a Statutory Assessment is required, the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's (Somerset County Council) Provision Panel.

**How will the school's resources be allocated and matched to my child's special educational needs?** We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available. We have a team of learning support assistants and part of their responsibilities is to deliver programmes designed to meet individual or groups of children's needs.

**How will the decision be made about what type and how much support my child will receive?** The subject teachers and SENDCO will discuss your child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential.

## 9. How will the school judge what impact the support has had on my child?

As a school we measure children's progress in learning against national age-related expectations. The subject teachers will continually assess each child and will note areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 8, using a variety of different methods, including assessment under the National Curriculum and some standardised tests, as appropriate. When a child's Individual Learning Plan (ILP) is reviewed (3 times per year), comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be used to ensure the child does make progress.

## 10. What opportunities will there be to discuss my child's progress and who will explain my child's needs and progress to me?

We strive to successfully ensure that your child's education is a partnership between parents and teachers, therefore, we aim to communicate with you regularly. You will have an opportunity to meet your child's tutor, subject teachers and/or SENCO at various parent meetings throughout the year, to discuss your child's needs, support and progress. If your child is identified as having Special Educational Needs or Disability, you will be invited review meetings at set points during the year. At this meeting, a member of the SEND team will review your child's progress and set new targets if appropriate. This is a very child friendly process and we are keen to ensure they are involved at all times.

## 11. How will you help me to support my child's learning?

The subject teachers or the SENCO can offer advice and practical ways that you can help your child at home. Your child will have a Home School Diary to enable a dialogue between home and school. If your child is on the SEND Register, they will have targets on their Individual Learning Plan (ILP) and this will be discussed with you. Teachers are able to access this information quickly to ensure sessions cater for all levels of need and challenge. Recommendations from external agencies e.g. a Speech and Language Therapist will be shared with you so that strategies can be implemented

at home and school. If a tutor or subject teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered. The school Parent and Family Support Advisor (PFSA) is also available to give advice and support. If your child has complex special educational needs or a disability, they may have an Education Health Care Plan (EHCP) which means that a formal meeting will take place annually to review your child's progress.

## **12. What is the pastoral, medical and social support available in the school to ensure my child's overall wellbeing?**

We have a caring, understanding ethos and are an inclusive school. We welcome and celebrate diversity, and believe that high self-esteem is crucial to children's wellbeing. As a nurturing school, all our vulnerable pupils are known to staff. Staff members are available to support pastorally. This support is tailored to meet individual need. We have two Emotional Learning Support Assistant (ELSA's) who support some children with their behaviour and emotions. We have a team of trained first aiders who support children who may have medical needs.

## **13. Transitioning from Year 4 into Year 5 and from Year 8 into Year 9**

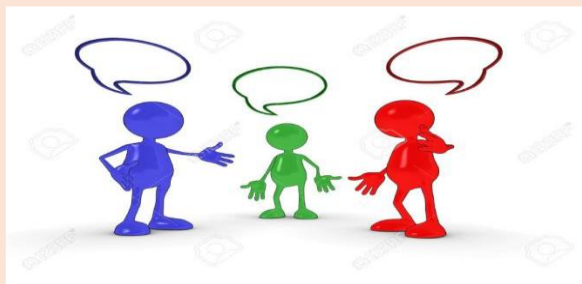
We recognise transitions can be tricky times for pupils, especially those with SEND, therefore we seek to ensure that transfer takes place as smoothly as possible by:

- ✓ The Learning Support staff visit the receiving school to talk with teachers about children's special educational needs and meet with the pupils.
- ✓ We liaise closely with staff when receiving and transferring children from and to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. The SENDCo would liaise with the previous or following SENDCo
- ✓ If your child has an Educational Health Care Plan (EHCP) or statement and is changing to a new school, we will, whenever possible, arrange a review meeting with relevant staff involved.
- ✓ The SENDCo attends the Annual Reviews of all Year 8 pupils with an EHCP as well as those receiving high needs funding, and also pupils with an EHCP in Year 7 with severe or complex needs.
- ✓ Additional visits are arranged as necessary in Year 4 supporting transition into Year 5 and in Year 8 to support transition into Year 9.
- ✓ Parents of year 4 and Year 8 pupils with SEND are invited to additional information sessions.
- ✓ Supported Year 8 pupil taster days to the Kings of Wessex School.

Please find details of the Somerset Offer at the following address.

Somerset Choices Link - <https://choices.somerset.gov.uk/>

## 14. What should I do as a parent if I think my child may have special educational needs?



**Talk to us** – We pride ourselves on building positive relationships with parents. In the first instance, contact your child’s tutor. If you still have concerns, you can contact the School SENDCo (Special Educational Needs and Disability Coordinator), Jay Goodwin, or the Deputy Headteacher, Matt Drew. We pride ourselves on building Look at our Special Educational Needs and Disability Policy and Accessibility Action Plan, which are both available on our school website and the Somerset Local Offer

(<https://www.somersetchoices.org.uk/family/information-and-advice/somersets-local-offer/>)

## 15. Who else can I contact outside of the school environment?

Somerset Parent Carer Forum is an independent group of parent carers who have joined together to share information and views alongside the experiences of the children’s/young person’s services (0 – 25 years) they already use or would like to use in the future.

Phone: 01278 699397 Email: [Help@SomersetParentForum.org.uk](mailto:Help@SomersetParentForum.org.uk)

Somerset SENDIAS is an organisation that provides independent advice and support for families.

Phone: 01823 355578 Email: [info@somerset.org.uk](mailto:info@somerset.org.uk)



## 16. Useful Websites

Hearing Impairment: [www.ndcs.org.uk](http://www.ndcs.org.uk) [www.signature.org.uk](http://www.signature.org.uk)

Autism: [www.autism.org.uk](http://www.autism.org.uk) [www.autismsomerset.org.uk](http://www.autismsomerset.org.uk)

Vision Impairment: [www.somersetsight.org.uk](http://www.somersetsight.org.uk) [www.rnib.org.uk](http://www.rnib.org.uk)

Somerset Partnership NHS Trust Children and Young People:  
[www.sompar.nhs.uk/what-we-do/children-and-young-people/parent-carer](http://www.sompar.nhs.uk/what-we-do/children-and-young-people/parent-carer)

## 17. School Complaints Procedure

Before making a complaint, talk to the school's special education need co – Ordinator to try and find a solution.

If you're not happy after talking to the school

You can make a formal complaint to the school by contacting the Headteacher.

You may make a formal complaint to the Local Authority, who may offer a disagreement resolution service that can help resolve your disagreement about SEND support. Check the local authority website for their SEND Local offer for details or contact your [local authority](#)

## 17. Parent Feedback

"What our Parents Said about us this year and last year..."

### Year 5 Pupil

"My daughter (Asperger's, Sensory Processing and PDA) has just made the transition from First to Middle school - and, like many children on the spectrum, change is her nemesis! As her parent, I am extremely grateful to the school and SEND team for the fantastic level of support and communication during transition from Year 4 into Year 5. Everyone has been both welcoming. I am looking forward to seeing her fly!"

**Mrs. Barwick**

### Year 6 Pupil

I would like to thank the SEND department for their hard work in supporting our son in exploring his needs around social and emotional barriers and putting provision in place to support him.

**Mrs. Hay**

### Year 6 Pupil

My daughter has benefitted from the dyslexia friendly teaching approach. She has particularly enjoyed the Nessy Programme which helped her develop her spelling skills.

**Ms. Urand**

### Year 5 Pupil

Thank you for supporting my daughter during the transition to Hugh Sexey's. Her support and part - time timetable has been well -managed and my daughter is growing in confidence very day. **Mrs. Williams**

### Year 9

My son is currently placed in the school which is right for him going into Year 9 due to the support from the SENCO and his team.

He made positive relationships with two of the Learning Support Assistants and was able to develop his reading and writing skills with positive individual support.

**Mrs. Hart**

### Year 7 Pupil

Amelia has developed her social skills and has made friends in the last year. At times at home her behaviour or language has not been entirely appropriate, but this is all part of growing up with a disability and emphasis the additional support she needs. I believe the SEND team have supported Amelia well with these issues. **Mr. Leavens**