



Churnet View Middle School

Special Education Needs and Disability



Policy and Practice

This policy is available on our school website and is available on request from the school office.

We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct.

This policy will be reviewed in full by the Governing Body on an annual basis.

This is a draft policy that is currently being reviewed and agreed by Governing Body which is due for review in Autumn Term 2027.

Signed:

Headteacher: S Fryer

Date: 30/09/2026

Signed:

Chair of Governors: J Thomson

Date: 30/09/2026

Special Education Needs and Disability Policy and Practice

We believe that if a child is healthy, happy and safe, and they learn in a positive, inclusive environment, with a purposefully designed curriculum, taught by great teachers and staff, they will achieve excellence. To realise this, we ensure that our provisions are strong, and our evaluations and improvement processes are robust. Furthermore, we focus on collaborating with others and use pedagogical research and support from The Talentum Learning Trust to produce a learning environment which instils a love for learning.

Our staff are trained to foster the techniques necessary to build effective, positive and professional relationships with all our pupils. We ensure that our pupils receive the support they need, and that the best possible systems are in place to keep them safe and support their wellbeing. Whilst in our care, we take the time to get to know our pupils by exploring their interests, their personalities and their goals, before enabling them to become successful now and successful in the future.

Our Curriculum Vision:

Inspire, Nurture and Enable Every Child to Excel and Fulfil Their Potential.

At Churnet View our curriculum:

- Is appropriately matched to the stage of the pupils
- Is inclusive, nurturing and inspiring
- Covers more than just the National Curriculum, as it teaches the skills and content necessary for pupils to have high aspirations and to prepare for the learning journey ahead of them
- Meets the individual needs of each pupil through providing support for SEND
- Gives a range of extra-curricular opportunities, from sports to sign language
- Builds a sense of community and respect (British values, citizenship, charity)
- Encourages pupils to achieve the best version of themselves, generate curiosity, engagement and passion for the world around them and become confident, respectful and successful individuals
- Develops personal and collaboration skills through a wide range of leadership roles

At Churnet View Middle School we believe that every child should feel that they belong, are valued and can actively participate in all aspects of school life. In line with Staffordshire's Every Child Achieving and Thriving approach, we recognise that successful outcomes extend beyond academic achievement and include attendance, wellbeing, independence, participation, relationships, preparation for adulthood and positive engagement within the wider community.

We take a strengths-based approach, recognising each child's abilities, interests and successes while identifying and addressing any barriers that may affect their learning, participation or wellbeing. We are committed to creating an inclusive environment where all pupils feel valued, supported and encouraged to achieve their individual goals and aspirations.

Aims and Objectives of this Policy:

At Churnet View Middle School we believe that:

- All young people are valued and included regardless of ability, needs and behaviour
- All young people are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet individual needs
- All our teachers are teachers of pupils with special educational needs
- All our pupils can learn and make progress
- Effective assessment and provision for pupils with SEND will be secured in partnership with parent/carers, pupils, Staffordshire Local Authority and other partners

- Maintaining pupils' safety and wellbeing is central to their development

Our objectives are to:

- Ensure that pupils at Churnet View Middle School with SEND achieve their full potential
- Work in partnership with parents/carers, teachers, Governors and appropriate agencies in the best interests of pupils with SEND
- Maintain the closest possible common policies and practice with institutions our pupils transfer to and from
- Follow the national Code of Practice: The Special Educational Needs and Disability Code of Practice 2014 (Updated January 2015)
- Inspire pupils to develop confidence, resilience and independence
- Nurture pupils' academic, social, emotional and physical development
- Enable every pupil to access an ambitious curriculum and achieve positive outcomes
- Remove barriers to learning through inclusive practice and appropriate support
- Work collaboratively with parents, carers and professionals to ensure all pupils fulfil their potential
- Promote belonging, participation and inclusion across all aspects of school life
- Build on individual strengths, interests and aspirations
- Develop independence and preparation for adulthood skills from an early stage
- Ensure that support is delivered at the earliest opportunity through ordinarily available provision and graduated support
- Work in genuine partnership with pupils and families through co-production

Churnet View Middle School adopts Staffordshire's Every Child Achieving (ECA) framework and Layers of Support model. Through high-quality teaching, early identification, targeted intervention and collaborative working with families and professionals, we aim to remove barriers to learning and enable every child to achieve their potential. The school uses a graduated response approach to identify, assess, plan, implement and review support to ensure provision remains responsive and effective.

What are Special Educational Needs?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision which educates or trains a child or young person is to be treated as special educational provision.

At Churnet View Middle School, we use our best endeavours to secure special educational needs provision for pupils for whom this is required, that is, “additional to and different from” that provided within the adapted curriculum to better respond to the four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

How does our school know if children need extra help?

At Churnet View Middle School, it is our aim to identify any pupil who has a Special Educational Need as soon as possible. Our school knows if children need extra help when:

- Concerns are raised by parents/carers
- Concerns raised through liaison with feeder schools/previous school
- Concerns raised by a teacher using a cause for concern form, e.g. for behaviour or self-esteem if this is acting as a barrier academically or socially
- When attainment outcomes indicate a lack of progress
- Changes in behaviour
- If a pupil begins to ask for help more frequently
- Liaison with external agencies
- Health diagnosis by a paediatrician

Pupil observation indicates that they may have additional needs in one (or more) of the four areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical Needs

Difficulties which may not be related to SEND

Some pupils in our school may be underachieving, which may be caused by a range of factors. This does not necessarily mean they have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate measures are put in place to support these pupils to achieve the best they are capable of.

Difficulties related solely to difficulties in English as an additional language are not SEND. We assess all aspects of a child’s performance in different areas of learning and development to establish whether lack of progress is due to their limited understanding of English or if it arises from SEND or a disability.

The following concerns may impact on a child’s progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality

- Health and Welfare
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of Serviceman/woman

How do parents/carers raise a concern about their child's progress?

In the first instance, please contact your child's form teacher, subject teacher or Head of Year.

This may then result in a referral to the school's SENDCo or Assistant SENDCo, please see contact details below:

Mr J. Edwards

SENDCo

JEdwards@ttl.org.uk

01538 384939

Mrs H. Dow

Assistant SENDCo

HDow@ttl.org.uk

01538 384939

More general concerns can also be raised with our SEND Governor, Mrs J Thomson, who can be contacted through the clerk of Governors.

We pride ourselves on building positive working relationships with parents/carers. We believe that transparency is very important and aim to build positive relationships with all parents/carers with a solution-focused approach. Parental feedback and voice are vital and we feel that all parents/carers should be listened to. Their views and their aspirations for their child will be central to the assessment and the provision in place in school.

What type of support does Churnet View Middle School provide?

All pupils will be provided with high quality teaching that is adapted to meet the diverse needs of all learners. Pupils with a disability will be provided with "reasonable adjustments" to overcome any challenges they face to increase their access to the taught curriculum.

The quality of teaching and learning is monitored through several processes that include:

Classroom observation by the Senior Leadership Team, middle leaders, the SENDCo and external verifiers

- Ongoing assessment of progress/attainment made by pupils in subject areas and in specific intervention groups
- Scrutiny of planning
- Whole school pupil progress tracking
- Attendance and behaviour records
- Newly Qualified Teachers (ECTs) are monitored and supported throughout their initial year with additional lesson observations where required.

Pupils who are failing to make expected levels of progress/attainment are identified and discussed in meetings that are undertaken between the head of departments and subject teachers.

Every Child Achieving and Layers of Support

Churnet View Middle School follows Staffordshire's Every Child Achieving framework to ensure pupils receive the right support at the right time.

Support is delivered through a continuum of provision (Please see Appendix 1):

Universal Provision

High-quality adaptive teaching and inclusive classroom practice available to all pupils.

Tier 1: Targeted Support

Additional intervention and support strategies delivered within the school's ordinarily available provision to address emerging needs.

Tier 2: Targeted Plus Support

Enhanced intervention, increased monitoring and coordinated support involving additional services where appropriate.

Tier 3: Specialist Support

Support for pupils with significant or complex needs through specialist assessment, intervention and multi-agency working.

Movement between levels of support is informed by progress, attainment, pupil voice, parental feedback and professional advice.

Support decisions are based on a holistic understanding of the child. Alongside attainment and progress, consideration is given to attendance, wellbeing, engagement, participation, independence, communication and social development to ensure support promotes positive long-term outcomes.

General provision for all children using core school funding

- All children will have access to well-scaffolded, quality first teaching. This may be enhanced, where appropriate, through low-level, short-term interventions.
- The school's Teaching, Learning and Care Base, which has sensory provision and nurture-based activities.
- Language acquisition is best promoted through a range of good, inclusive strategies, interventions and adaptive approaches to the usual school curriculum.
- Children who are underachieving will have been identified through data as needing, to make accelerated progress but will not necessarily be children with SEND.

Churnet View Middle School is committed to providing high-quality ordinarily available provision for all learners. Through adaptive teaching, effective classroom practice, reasonable adjustments, targeted support and a nurturing school environment, we aim to meet the needs of the majority of pupils without requiring specialist intervention.

Staff work collaboratively to identify and remove barriers to learning, participation and inclusion, ensuring every pupil can access the full life of the school.

Graduated approach to identifying whether a child should be in receipt of SEND Support

Churnet View Middle School follows Staffordshire's graduated response framework using an Assess, Plan, Do, Review cycle. This ensures that pupils' needs are identified early, provision is implemented effectively and outcomes are regularly evaluated.

Support is delivered through Staffordshire's Every Child Achieving framework and Layers of Support model to ensure provision remains proportionate, responsive and outcome focused.

All our pupil's needs are identified and met as early as possible through:

- Observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review). Pupils receive a carefully monitored, graduated response to their needs, and small steps of progress are tracked, enabling next steps to be identified.
- Listening to and following up parental concerns
- Listening to and considering the child's views, wishes and feelings
- The analysis of data including baseline assessments and end of Key Stage
- Achievement to track individual children's progress over time
- Reviewing and improving teachers' understanding of a wide range of needs and
- Effective strategies to meet those needs
- Liaison with schools and other settings on phase and in year transfer
- Exchanging information from other services across education, health, care and the voluntary sector
- Referral to and discussion at the Staffordshire Local Authority SEND/Inclusion Hub
- Involving an external agency or the Educational Psychology Service (EPS) where necessary, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.
- Pupils' progress is assessed and discussed within departmental meetings.

Additional action to increase the rate of progress/attainment will then be identified and recorded. This will include a review of the impact of the adapted teaching/strategies being provided to the child, and if required, work will be done with class teachers to implement additional strategies to further support the success of the pupil.

If review of the action taken indicates that "additional to, and different from" support will be required, then the views of all involved, including the pupil and the parent/carer, will be obtained. Appropriate evidence-based interventions will then be identified, recorded and implemented with advice from the SENDCo/Assistant SENDCo. Parents/carers will be informed

that the school considers their child may require SEND support and their partnership will be sought.

Details of the SEND support in place including: context of need, reasonable adjustments, strategies, parent/carers and child view, and assessments will be recorded on an Individual Support Plan.

These will be reviewed on a termly basis with the Assistant SENDCo, the pupil's key worker, the parents/carers and the pupil.

If progress is still not rapid enough, despite the delivery of high-quality measures, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil.

This will only be undertaken after parental consent has been obtained and may include referral to:

1. Special Educational Needs Support Service (SENSS)
2. Behaviour Support Service
3. Speech and Language Service
4. Autism in Schools Team– where a child already has a diagnosis
5. Hearing Impairment Team
6. Visual Impairment Team
7. Educational Psychologist Service
8. Education Welfare Officers (VIP or the Local Authority)
9. Physical and Disability Support Services (PDSS)
10. Social Services
11. School Nurse
12. CAMHS – Child & Adolescent Mental Health Service
13. Mind Counselling Service (In-house)
14. Action for Children
15. Moorlands SEND/Inclusion Hub

For a very small percentage of pupils, whose needs are significant and complex, and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to assess education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. If the school has gathered enough evidence, this can be done through the Staffordshire EHC Hub. If further evidence and support from the Local Authority is needed to decide whether an assessment is needed, the school can apply to the Local Authority for the Enhanced APDR pathway through the SEND/Inclusion Hub.

Examples of Curriculum Access and Provision

Where children are underachieving and/or identified as having high incidence (low need) special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- Teachers scaffold learning activities as part of high-quality teaching
- Preparation for new learning experiences and vocabulary development
- Low level, short term, evidence- based intervention programmes
- Targeted additional adult groups and, where appropriate, individual support
- Adapted curriculum resources
- Small group work
- Equal access to before and after-school extra-curricular clubs and trips

Some specialist input may include: Specialist intervention led by external agencies including Speak Write and speech and language services, NHS MHST, Autism In Schools Team, Teacher for Hearing Impaired, Occupational Therapy.

Monitoring and Evaluation of progress

- Ongoing assessment of attainment termly
- Work sampling and moderation and scrutiny
- Scrutiny of planning and use of adaptive strategies and classroom resources
- Informal feedback from all staff
- Staff, child and parental questionnaires and conversations
- Departmental data conversations
- SEND pupil tracking using assessment data (whole-school processes)
- Attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- Headteacher's report to parents and governors
- Meetings with the Senior Leadership Team

How will Churnet View Middle School inform parents/carers of attainment?

Attainment towards the identified outcomes will be shared with parents/carers during the academic year through meetings or conversations with the pupil's key worker, the Assistant SENDCo or the SENDCo. Parent's Consultation Day is also an opportunity to discuss attainment with the pupil's form Teacher or class teacher. Parents/carers may request a home/school link book as this is a good tool for communicating with staff on a regular basis.

Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the author/subject teacher, Head of Year, the Assistant SENDCo, the SENDCo or a member of the Senior Leadership Team. Please contact the school office, on 01538 384939, to arrange this.

Additional SEND Support provision, monitoring and review using school's delegated additional needs funding.

We review the SEND register in the autumn term to consider the individual needs of those on the register and determine whether pupils should continue to receive SEND provision at this level. Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEND funding which is calculated based upon a formula agreed by schools locally.

In addition to the identification, assessment, provision and monitoring for all children, our approach to SEND Support is as follows:

- The class/form teacher or HOY (this may be without the Assistant SENDCo or SENDCO in the first instance) will discuss with parents/carers if we feel that their child requires SEND Support;
- Additional SEND support will be in place when a child's needs require intervention which is "additional to" or "different from" the well-scaffolded curriculum on offer.
- We will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate (on a SEND/Inclusion Individual Support Plan)
- Individual Support Plans are a planning, teaching and reviewing tool which enables us to focus on specific areas of development for children with special educational needs. They are seen as a working document which can be constantly refined and amended
- We will use the latest LA's guidance on SEND Descriptors
- Targets will address the underlying reasons why a child is having difficulty with learning
- Our Individual Support Plans will be accessible to all those involved in their implementation. Pupils will be supported to develop an understanding and ownership of their Individual Support Plan
- Our Individual Support Plans will state what the child has challenges doing and how they will be supported to move forward with learning and wider outcomes

Targets for an Individual Support Plan will be arrived at through:

- Discussion, wherever possible, with parents/carers, teachers, support staff and the child
- Discussion with other practitioners, as appropriate
- Classroom observations by the school's Assistant SENDCo or SENDCO and other senior leaders
- Our Individual Support Plans will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of a statutory assessment (EHCP) if expected progress is not made over time.

Where the pupil's, teachers, Assistant SENDCo/SENDCO and parent/carer agree that the child has made good progress, it may be appropriate for needs to be met through effective high quality class-based strategies, resources and whole school interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEND Support.

Request for statutory Education, Health and Care needs assessment

For some children with SEND, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies such as speech and language therapy, occupational therapy, CAMHS, Educational Psychologists etc will become involved in discussing, assessing the child and/or contributing to their provision.

Children with no SEND but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEND and Inclusion Hub before a request is submitted.

Education Health and Care Plan

Children with an Education Health and Care Plan will have access to all arrangements for children **in receipt of SEND Support** and, in addition to this, will have an Annual Review of their plan.

Supplementary or early reviews may be called if required.

Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice 2014.

Preparation for Adulthood

Preparation for adulthood is promoted throughout pupils' time at Churnet View Middle School. Opportunities are provided to develop independence, communication, decision-making, self-advocacy, emotional resilience and life skills through both the curriculum and wider school experiences.

For pupils with SEND, preparation for adulthood outcomes are considered within planning and review processes so that aspirations for future education, employment, independent living, community participation and healthy lifestyles remain central to decision making.

Management of SEND within our school

The Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENDCo). The SENDCo is responsible for reporting regularly to the Headteacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy.

How will Churnet View Middle School help you to support your child's learning?

Please look at the school website. It can be found at www.churnetview.staffs.sch.uk and includes links to websites and resources that we have found useful in supporting parents/carers to help their child learn at home. The author/subject teacher, Head of Year or the SENDCo may also be able to suggest additional ways of supporting your child's learning.

What are the arrangements for consulting parents of children at Churnet View Middle School and involving them in the education of their child?

At Churnet View Middle School, parents are fully included and involved in the process of working with their children. This includes:

- Initial visits to the school
- Early transition visits
- Introductory meetings
- Home/School Link Book for information exchanges and key messages (where requested)
- Parent/Carer Consultation Meetings
- Education, Health and Care Plan Reviews and Report
- Coffee Mornings and Coffee Afternoons

What are the arrangements for consulting children of Churnet View Middle School and involving them in their learning?

All pupils in our school are treated with dignity and respect. Our curriculum is accessible to all and fully inclusive. Children with additional needs receive a personalised learning offer, through their Individual Support Plan to enable them to experience success throughout their school life.

The Pupil Council involves pupils and allows them to contribute and decide on aspects of school life, relating to their needs.

Pupils are encouraged to contribute their views to their Individual Support Plan throughout the academic year. The assessment and annual review process of Education, Health and Care Plans includes the views of pupils.

What training do staff supporting children and young people with SEND undertake?

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils with attachment and trauma
- How to support pupils with SEMH needs
- Effective use of Teaching Assistants in lessons
- Adaptive classroom practices
- Emotion Coaching
- Restorative and Relational practice
- EEF 5 a day guidance
- Quality First Teaching, underpinned by the schools Principles of Teaching and Learning
- Specific training towards supporting pupils with Autism

Enhanced training has been provided to the Teaching Assistants on:

- Precision Teaching
- Delivering dyslexia interventions
- Little Wandle
- Colourful Semantics
- ELSA Emotion Coaching
- Decider Training
- Restorative and Relational Practice
- Local Authority Literacy EPS approach

Specialist training has been provided to the SENDCo on:

- National Professional Qualification in Special Educational Need
- National Professional Qualification in Leading Behaviour and Culture in Schools
- Attendance at the termly SENDCo update

The school has regular visits from SENSS specialist teachers and the Educational Psychologist who provide advice to staff on how to support the success and progress of individual pupils.

How accessible is the school environment?

*Please also see the SEND Information Report The following adaptations have been made to the school environment:

- Disabled parking spaces marked and located next to the school reception
- Ramps are in place to ensure access to the main school building
- A ramp is installed to provide access to the school fitness suite
- Three toilets are located around the school to ensure accessibility for visitors with a disability
- A medical room is provided in order to enable a safe place for insulin testing/injections
- There is wheelchair access throughout the building
- The school is based on a single-storey site
- Steps have been painted yellow along the edges to assist with depth perception

How will Churnet View Middle School prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:

- A planned programme of visits provided in the Summer Term for pupils starting in September
- Parents/carers are invited to a meeting at the school during the transition days to allow them to meet their child's form teacher, the school Assistant SENDCo, SENDCo and the Senior Leadership Team

- All school records are transferred from the previous school

Transition to the next school:

The transition programme in place for pupils in Y8 provides opportunities for pupils and parents/carers to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and additional visits are arranged, where it is in the best interests of the pupil.

- The annual review in Y7 for pupils with an Education, Health and Care plan begins the process where parents are supported in making decisions regarding secondary school choice
- Parents/carers will be encouraged to consider options for the next phases of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible
- Parents/carers will be enabled to consider options for the next phases of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at: www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage
- For pupils that are transferring to local schools, the SENDCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.
- Accompanied visits to other providers may be arranged as appropriate.

How will Churnet View Middle School ensure that each child/young person is included in activities outside of the classroom, including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

What support will there be for my child's/young person's overall well-being?

Pastoral and Medical support

We are an inclusive school; we welcome and celebrate diversity. All of our staff believe that children having high self-esteem is crucial to a child's well-being.

At Churnet View we have a very strong pastoral team, led by form teachers, Heads of Year, members of our Inclusion Team and Senior Leadership Team.

The form teacher would be the parents/carers' first point of contact and if further support is required the class teacher liaises with the Head of Year, Assistant SENDCO, Inclusion Manager,

SENDCo or a member of the Senior Leadership Team for further advice and support. This may involve working alongside outside agencies, such as Health and Social Services, Special Educational Needs Support Services, an Educational Psychologist or the Behaviour Support Team.

Mental Health and Emotional Wellbeing

The school recognises the relationship between emotional wellbeing, mental health and educational attainment.

- Support may be provided through:
- The Reconnect Hub
- Pastoral support
- School counselling
- Mental Health Support Teams
- CAMHS
- External professional services where appropriate

Support is provided in partnership with pupils, families and external professionals to achieve positive outcomes.

Attendance, Inclusion and Engagement

The school recognises that attendance, wellbeing, belonging and engagement are closely linked. Where difficulties with attendance arise, staff work collaboratively with pupils, families and external agencies to identify barriers and develop supportive strategies that enable pupils to remain connected to education and school life.

How does the school manage the administration of medicines?

The school has a policy regarding the administration and managing of medicines on the school site:

- Parents/carers should contact the office staff if medication is recommended by Health Professionals to be taken during the school day
- On a day-to-day basis, the Admin staff generally oversee the administration of medicines after a consent form has been completed
- As a whole staff, we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations

How will Churnet View Middle School support your child's emotional and social development?

We recognise that some children have extra social and emotional needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured Personal, Social, Health and Economic Education (PSHE) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Access to The Reconnect Hub– Churnet View’s Inclusion Provision before school and during unstructured time at break and lunch – this is always supervised by Inclusion staff
- Lunchtime and playtime support through the use of teaching staff and teaching assistants in The Reconnect Hub
- In some cases, a referral to the school counselling service, Mind, or CAMHS Trailblazers may be made after discussions with parents/carers

How are children and young people who are looked after by the Local Authority and have SEND supported at Churnet View Middle School?

As a group, looked after children are nine times more likely to have an Education, Health and Care Plan than the general pupil population. The majority of looked after children have SEND. It is important that all children with SEND receive the educational provision which meets their needs.

Churnet View Middle School recognises that many looked after children have experienced difficult and unstable home and school lives before being placed in care and therefore understand that it is imperative that their needs are quickly and efficiently assessed and provided for. This should ensure that the impact of any instability is reduced to a minimum.

Churnet View Middle School’s approach to encouraging and supporting the educational achievement of looked after children is based on the following principles:

- Listening to the looked after children, working closely with home, voluntary and statutory agencies
- Promoting attendance, through a programme of early intervention, priority action, reducing suspensions and promoting stability within a positive learning environment
- Identifying need and targeting support, including accessing resources from other agencies as well as provision from other sources, including in-school intervention having high expectations

SEND and Safeguarding

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child’s welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child’s welfare. If a member of staff is concerned about a child’s welfare, they will record their concern, and any observations or conversation heard, and report to one of the DSLs as soon as possible the same day.

Please see the Safeguarding Policy for references to pupils with SEND. Pages: 43, 56 and 59

<https://cvm.ttl.org.uk/Key-Info/Policies/>

Local Authority's Local Offer

Every Local Authority is required to publish information about services that they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities (SEND) and also services outside of the area which they expect children and young people from their area will use. This will be known as the 'Local Offer'.

The Local Offer will put all the information about education, health and care services, leisure activities and support groups in one place. It has two main purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available; and
- To make provision more responsive to local needs and aspirations.

The Government says the Local Offer must be developed and reviewed in partnership with children and young people, parent carers, and local services, including schools, colleges, health and social care agencies.

The Local Offer for Staffordshire can be located on the following website:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Contact Details

Who do you need to contact, should you have a query, any feedback or a complaint relating to your child:

Area of Need	Person to Contact	Contact Details
SENDCo	Mr Joshua Edwards	JEdwards@ttl.org.uk
Assistant SENDCo	Mrs Hayley Dow	HDow@ttl.org.uk
SEND Governor	Mrs Juliet Thomson (Via the clerk – Vicky Hulme)	VHulme@ttl.org.uk
Looked After Children	Miss Kate Buxton	KBuxton@ttl.org.uk
Safeguarding Concerns	Miss Louise Fernyhough	LFernyhough@ttl.org.uk

What is the procedure to deal with complaints?

The procedure for dealing with complaints is the same process whether the complaint relates to special educational needs or any other aspect of the work of the school. The first point of contact will be your child's form tutor, subject teacher or Head of Year.

If further support is necessary the SENDCo, Mr J Edwards, can be contacted either through the school office or an appointment can be made via email: JEdwards@ttl.org.uk If you are still unhappy with the level of provision for your child, further guidance can be sought from the

Headteacher, Mr S. Fryer, who can direct you to our complaints policy, school SEND Governor, and/or an appropriate contact from the Local Authority.

Links with Other Services

- Staffordshire SEND Family Partnership
- Staffordshire Connects
- IASS (Information, Advice and Support Service)

Other Policies to read in conjunction with the SEND Policy can all be found in the Policies and procedures section of our website:

<https://cvm.tlt.org.uk/Key-Info/Policies/>

Next policy update: Autumn Term 2027

