



Special Educational Needs Information Report

Our Vision:

Irresistible Learning

Our Values:

Kindness
Respect
Ambition

Our Ethos:

Middle Street Primary School embodies a nurturing ethos, fostering inclusivity, collaboration, and holistic development. The school prioritises individualised learning, encourages curiosity, and values diversity, creating a supportive environment where students, parents, and teachers work together to cultivate a love for learning. Through a curriculum that integrates academic excellence with social and emotional growth, the school aims to prepare students for a bright future while instilling empathy and a sense of community. This ethos emphasises a commitment to the well-being of all, ensuring that every child feels valued, empowered, and inspired to reach their full potential.

Created by: Lucy Roberts (SENDSCO), in liaison with the SEND Governor, Senior Leadership Team, the school staff and parents of pupils with SEND

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Who we are

Middle Street is an inclusive school where children matter. It aims to be a learning community for all, fostering positive partnerships with parents and the community. It is a vibrant and caring school where children are happy, where diversity is valued and successes are celebrated. All children should be enabled to achieve through dynamic leadership, quality teaching, excellent resources and support for their individual needs.

We aim to ensure that our school is a calm, safe, stimulating, vibrant, purposeful, welcoming, fun, accessible and positive learning environment. We believe that all children have a right to an education that meets their needs. We are committed to reducing the barriers to learning for all pupils, not only those defined as having Special Educational Needs and Disability (SEND). We recognise that creating an inclusive school requires time, commitment, support and reflective practice.

We also recognise that many children will have additional needs at some point in their childhood.



SEND information report

Middle Street Primary School
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Our Equalities Statement

Middle Street Primary School is a learning community for all, where children and adults are valued equally and unconditionally. We will not tolerate and will challenge discrimination on the grounds of gender, race, sexuality, religion, culture, social backgrounds, special educational needs, or disability.

Our Safeguarding Children Statement

Middle Street Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Special Educational Needs and Disabilities (SEND)

At Middle Street we will:

- ✓ Work within the guidance provided in the **SEND Code of Practice 2015** and to use our best endeavours to make sure that a child with SEND gets the support they need.
- ✓ Ensure a child's potential areas of difficulty are identified and addressed at the earliest opportunity. Lessons should be planned to address identified areas of difficulty and to remove barriers to pupil achievement.
- ✓ Operate a 'whole pupil, whole school' approach to the management and provision of support for SEND where we identify and assess the special educational needs of pupils within our school as early as possible and use our best endeavours to make sure a child gets the appropriate support matched to their needs.
- ✓ Provide a SENDCo - who will work within the SEND policy.
- ✓ Do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEND.
- ✓ Ensure we focus on inclusive practice and endeavor to remove barriers to learning for children with SEND through appropriate differentiation of the curriculum, use of adult support when needed, use of any SEN resources and adaptations (such as Stability Cushions, iPads, Talking tins, Theraputty), utilising the expertise of external professionals to provide further guidance and recommendations in order for children to be thoroughly supported in order to access and engage with the wider school curriculum.



SEND information report

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- ✓ Regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as our approach, as part of whole school improvement.
- ✓ Identify any patterns in the identification of SEND, using a range of assessment tools, monitoring and tracking data. This information will be used to inform provision.
- ✓ Ensure all relevant national guidelines are implemented effectively across the school.
- ✓ Ensure equality of opportunity for children with SEND and to eliminate prejudice and discrimination which is to do with their needs.
- ✓ Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

For pupils:

- ✓ Ensure the views, wishes and feelings of the child are discussed and considered when making decisions and to involve them in the planning and decision-making process. This can be done in a 'child-centred' meeting whereby the child is given the opportunity to express their views/opinions on what is going well and where they may need additional support.
- ✓ Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND and foster good relations between disabled and non-disabled children.
- ✓ Ensure every child fosters a strong sense of self-belief and the 'I can' and 'have a go' attitude to all they undertake in school.
- ✓ Enable children to move on from us well-equipped in the basic skills of English, Maths and Social independence to meet the demands of Secondary school life and beyond.

For parents & carers:

- ✓ Work in partnership with parents / carers when setting targets for their children. This will include daily, termly and long-term targets and future outcomes as well as following advice from other support services to help with things in school and at home.



SEND information report

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- ✓ Ensure parents are provided with the information and support necessary through forums and workshops from other services and agencies to ensure there are regular opportunities for information sharing, signposting to other services and support networks.

For staff:

- ✓ Provide support and advice for all staff working with pupils with SEND.
- ✓ Teachers will set high expectations for every pupil, whatever their prior attainment.
- ✓ Teachers will use appropriate assessment to set aspirational targets which are deliberately ambitious.
- ✓ Ensure that pupils with SEND are valued and perceived positively by all members of the school community and that SEND, and inclusive provision is positively valued and accessed by staff and parents/carers.
- ✓ Ensure that we can meet the needs of as wide a range as possible of children.
- ✓ Provide a range of training and learning discussion groups for all staff to enable them to support and positively engage with all pupils including those with SEND.

1. What is our approach to teaching children with Special Educational Needs and Disabilities (SEND), and what sorts of SEND do we provide for?

All members of staff accept responsibility for pupils with Special Educational Needs Disabilities (SEND) and are committed to meeting the pastoral, social and academic needs of every individual. We work hard to reduce all barriers to learning for all pupils, not only those defined as having SEND. We recognise that creating an inclusive school requires time, commitment, support and reflective practice. We also recognise that many children will have additional needs at some point in their childhood. We believe that good SEND practice is good practice for all children and is likely to be more effective if both pupils and families are involved.

We identify SEND under the four areas of need identified in the new Code of Practice:

- *Communication and interaction*
- *Cognition and learning*
- *Social, mental and emotional health*
- *Sensory/physical*



SEND information report

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To help us make appropriate and effective provision for all our children, whatever their special need, we work closely with appropriate external services. These include:

- Speech and Language Therapy (SALT)
- Speech and Language Support Service (SLSS)
- Educational Psychology (EP)
- Social, Emotional and Mental Health Practitioners (SEMH)
- Literacy Support Service (LSS)
- Sensory Needs Service (SNS)
- Autism Support Service (ASCS)
- Occupational Therapy (OT)
- Seaside View Child Development Centre
- The School Nurse team
- Child and Adolescent Mental Health Services (CAMHs)
- Family Support Service

We recognise that a child's mental health can also be a significant part of their special need, and provide a Learning Mentor to work with children across the school to help improve their emotional, mental and social development.

2. How do we identify and assess pupils with SEND?

We listen to any concerns from families, teachers, specialists – and from the children themselves. We watch for any issues with children's achievements and their progress. We highlight any changes in a child's behaviour that might point to particular problems or challenges. Regular Pupil Progress Meetings allow class teachers, senior leaders and the Special Educational Needs and Disabilities Co-ordinator (SENDSCO) to discuss all the available evidence about a child and consider how best to offer them support. External professionals are often called upon to carry out specific assessments, which we combine with a wide range of our assessments – alongside observation and discussion over time.

3. What provision do we make for pupils with SEND?

Our SENDSCO and Senior Leadership Team (SLT) oversee the support given to children with Special Educational Needs (SEN) – and monitor its impact. Class teachers work with the SENDSCO to plan provision for any child identified as having SEND. Key targets are agreed along with specific strategies to be used and forms of support to be provided – from school staff and external agencies. This information is shared with families, and with the children themselves as appropriate.



SEND information report

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For every lesson, barriers to learning are considered to enable every child to make progress. We use personalised strategies to support individuals such as using visual resources in maths or writing frames in Literacy. Each class has a designated Teaching Assistant who can work with individuals and groups of children. The TAs are also directed in the afternoons to work with particular children around the school, often running intervention programmes or following up the work of visiting specialists.

4. A graduated approach to SEND support

Where a pupil is identified as having SEND (and therefore listed on the SEND register), action will be taken to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a **four-part cycle** through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **Graduated Approach** - which entails an **Assess, Plan, Do, Review cycle**. Each cycle lasts approximately one school term. This allows pre and post assessments of any interventions and provision to take place as well as giving an appropriate amount of time for additional interventions to have the desired effect and support the child.

Assess:

In identifying a child as needing SEND support, the class teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs. Detail outlining the child's difficulties and their strengths will be placed on the SEN Register/Vulnerable Pupil Register. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. The SENCo may undertake some additional assessments which could include a classroom observation(s) to further inform the assessment. Parents/Carers will be informed as to the outcome of any formal assessments undertaken. External services from health or social services may already be involved with a child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENCo will contact them, if advice is needed and consent sought with the parent/ carer. Where it is decided that a pupil does have SEND, the decision will be recorded in the school records and the pupil's parents/carers will be informed by the class teacher or the SENCo.

Plan:

The teacher and the SENCo will agree in consultation with any external professionals, the parent(s)/ carers, and where possible, the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.



SEND information report

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All teachers and support staff who work with the pupil will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on a whole-class provision map, or in some cases, a Learning Plan provided by the school or outside agency. Whole class provision maps and Learning Plans are shared with appropriate members of staff who are working with the child. Parents/carers are able to discuss interventions and provision including their child's progress with the class teacher in the first instance. If your child has a Learning Plan, parents/ carers are able to request a copy at any time by emailing the SENCo but they will receive a copy at the end of each term detailing the progress of their child against specified targets and a review of these targets from the class teacher. This will help to support their child at home as well as give an opportunity to share comments to help shape their child's learning, progress, intervention and overall provision for the following term.

Learning plans identify key targets and interventions and provision for selected pupils that:

- Have an EHCP
- Are on an EHCP pathway and need formal documentation of the graduated approach. The Local Authority currently requires at least 3 cycles of this before accepting a request to assess.
- Have a neurodevelopmental diagnosis of some kind (such as Autism Spectrum Condition) and additional provision to ensure full integration with the learning environment.
- High-profile social, emotional and mental health needs requiring additional provision to ensure full integration with the learning environment.
- And other individual cases identified by the SENCo, teachers or Inclusion Mentors.

A copy of the Learning Plan is emailed home after it has been reviewed at the end of each school term (paper copies can be requested). A 'Parent/ Carer Review' sheet will also be sent home to return back to the school allowing the opportunity for parents to share their views and comments on their child's learning and progress. This is part of our commitment to work in partnership with parents and carers in order to achieve the best outcomes for all children at school.

Every term the whole-class provision map is updated by the SENCo, teachers and Inclusion Mentors to ensure that all children requiring additional intervention are supported appropriately. If parents and carers would like to discuss interventions, please make an appointment with the class teacher. Parent consultation evenings are also held twice a year allowing a chance to discuss any queries parents and carers may have.

Appropriate support and intervention will be selected to meet the outcomes identified for the pupil and will be provided by staff with sufficient skills, knowledge and training.

Do:

The class teacher will remain responsible for meeting the SEND needs of the child. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil. The BHISS support services such as the ASC Team, SEMH Team and Literacy Support Service (LSS) will also work closely with any support staff involved, to



SEND information report

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plan and assess the impact of support and interventions and how they can be linked to classroom teaching to assist with transfer of skills. Learners are encouraged to actively use skills and strategies from interventions across the curriculum. The school support services will support the class teacher in further assessment of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support. As part of the planning process it will be made clear whether the intervention is additional to, or instead of, their class provision. Teachers are responsible for appropriately differentiating the curriculum to allow children with SEND to access the curriculum at a level that is appropriate for them. Class teachers are also responsible for organizing any interventions throughout the school week. An example of differentiating the curriculum and school day for a child with communication and interaction difficulties could include using a first/next visual prompt board to structure the tasks throughout the day for the child, use of a stability cushion to allow for 'active' sitting and to develop proprioception understanding, additional sensory breaks to help the child process information and manage any sensory/ environmental demands they may experience. Another example of how teacher's may differentiate the school curriculum and day to meet the needs of a child with cognitive and learning difficulties could be the use of the teaching assistant to scaffold the child's understanding, simplified work tasks to complete, physical resources to manipulate and use in class, the use of an iPad or Laptop to assist the child with longer written tasks. These are just 2 examples of some of the ways that teacher's may differentiate the school curriculum and wider school day to meet the needs of children with SEND.

Review:

Reviewing progress and Learning Plans is the teacher's responsibility. Reviews take place generally at the end of each school term in readiness for the following term and any updated targets and support that need to be organised beforehand.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carers. Teacher's will review the agreed targets and provide comments (written and/or verbal) on the outcome of those set targets. This will feed back into the analysis of the pupil's needs. The SENCo will monitor the review given from the teacher and then they will collaborate together with parent/carers and any other key professionals to revise support considering the pupil's progress and development, which may include a further cycle of Assess, Plan, Do and Review. For some children, the intervention will have removed the barrier to learning previously identified, and they will no longer need to remain on the school's SEND register. For other children, further advice, support or assessment from other professionals may be needed.

School request for an Education, Health and Care Plan (EHCP)

If a child has not made expected progress, despite quality first teaching and a period of effective support and structured interventions using the graduated approach (minimum of 3 cycles with a learning plan in place), in agreement with the parents/carers, the school may request the Local



SEND information report

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Authority to conduct an assessment of education, health and care needs to determine whether it is necessary to prepare a request for an Education, Health and Care Plan (EHCP) for the child. An EHCP should be created for the child if the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to the school. The planning, provision, monitoring and review processes of a child with SEND continue as normal whilst awaiting the outcome of the EHCP process.

Education, Health and Care Plan (EHCP)

A child who has an Education, Health and Care plan will continue to follow the four-part cycle as for SEND Support.

There will be an Annual Review (AR) meeting where all relevant stakeholders (pupils, parents/carers, class teacher, external agencies, Local Authority Case Workers) are invited to attend. This meeting is usually chaired by the SENCo (unless the child is on a dual-placement) to review the appropriateness of the support and provision listed on the EHCP and to recommend to the Local Education Authority whether any changes need to be made, either to the EHCP or the funding arrangements for the child.



SEND information report

Middle Street Primary School

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All families with an approved Education, Health and Care Plan will have a legal right to request a personal budget, if they choose. Parents/carers can have the option to directly buy in the support identified in the plan. If parents wish to explore this option, the school will work with them to ensure their child gets the most appropriate provision.



SEND information report

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5. How do we adapt our curriculum and learning environment for pupils with SEN?

Every teacher's planning is expected to show how children's different needs, interests and abilities will be catered for. This 'differentiation' can be achieved by providing different activities, varying the degree of challenge or controlling the amount and type of support given.

As a school we work hard to equip our children to be independent learners. Many of the challenges and investigations we explore with the children allow them to work at their own level and pursue their particular goals.

Lessons are planned to allow members of staff to support individuals and groups as appropriate, to ensure that they are engaging with all areas of the curriculum, whatever their challenges or needs.

Where necessary, specialist equipment is provided to help the children in their learning – like left-handed pens, speech-to-text software or easy-to-use scissors.

Within the curriculum we look for ways to address issues such as difference, discrimination and disability, as well as to celebrate the range of gifts and talents that make us all unique.

6. Role and responsibilities of key SEND staff

Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including children with SEND. The Headteacher and SEND Governor keep the Governing body fully informed and work closely with the SENCo.

SENCo

The SENCo works closely with teachers, support staff and external professionals and has responsibility for the day-to-day operation of the SEND policy and for coordinating provision in-school for pupils with special educational needs and disabilities.

This involves:

- Collation of SEND materials
- Overseeing the records of all children with SEND
- Giving support to staff in the use of SEND materials
- Reporting to the Governing Body
- Working closely with the Headteacher, class teachers and support staff in prioritising children's needs
- Keeping staff informed of new developments
- Working alongside the class teachers to provide appropriate individual program for children
- Ensuring that all individual programs are followed
- Communicating and working with parents; providing strategies to help to support their children
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies



SEND information report

Middle Street Primary School
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- Reviewing children's targets on a termly basis and monitoring pupils' progress towards their targets
- Tracking the progress of all children termly to ensure that every child makes good progress throughout the year, identifying those children who are not and implementing support programs to aid their learning;
- Providing training opportunities for staff and core professional development to staff as and when needed in school;
- Attending Local Authority SENCo forums and any training required.
- Completing statutory paperwork for the Local Authority as part of the EHCP process.
- Completing transition documentation for Year 6 pupils in preparation for secondary school.

Governors

The Governing body has appointed a SEND Governor, who evaluates the success of the education for pupils with SEND and who use their best endeavors in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEND. The governors will take account of the SEND Code of Practice 2015 when carrying out their duties and will ensure that the school produces and publishes online its school SEND information report and SEND policy. The governors will also ensure that the school has arrangements in place to support children with medical conditions.

7. Evaluating our attainment for SEND pupils

Every year, we analyse the data we hold on attainment and progress at the end of each Key Stage against national expectations and outcomes. This contributes to school improvement by identifying trends of need and potential areas of development for teaching staff. This analysis helps the school to develop the use of interventions that are effective and to remove those that are less so and feeds into whole school development and improvement.

Termly pupil progress meetings are held which focuses on the progress of all children, with particular focus on English and Maths, including using data to inform future provision and learning. In addition to these meetings, termly SEND meetings take place between class teachers and the SENCo in order to review all children on the SEND register, their progress, current interventions taking place, attainment, updating the whole-class provision map as well as identify any other children who may need some additional monitoring. Identifying this as early as possible, allows us to adapt provision to ensure that we meet the needs of the learners.

The SENCo will regularly provide information to the Governing Body as to the numbers of pupils receiving special educational provision of school support (K), EHCPs (E) as well as any pupils for whom an Education, Health and Care needs assessment has been requested. She will also report



SEND information report

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on any whole school developments in relation to inclusion and will ensure that governors are kept up to date with any legislative or local policy changes.

The SENCo will meet with the SEND Governor to discuss inclusion and current SEND concerns. The SEND Governor leads governor monitoring of the SEND policy.

Whole school monitoring by the Senior Leadership Team will include sampling of work, planning scrutiny, pupil conferencing and lesson observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff group and used to build upon successful practice and become priorities for whole school development.

8. Access

The school has a disabled toilet which can be used by pupils, staff and visitors. Due to the nature of the building, some parts of the building are not accessible to individuals with mobility difficulties. We can move classrooms to provide alternative teaching and meeting space when necessary. If there is a need for this, please let us know and we will be able to make suitable arrangements. There are ramps in the school grounds which allow access to the school hall and the restaurant.

9. School support services

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will refer into other services and agencies for advice and support. The SENCo liaises with specialists mainly from Brighton & Hove Inclusion Support services (BHISS) in areas of Educational Psychology, Language, Autistic Spectrum Condition Service, Social Emotional and Mental Health and the Literacy Support Service (LSS). Other outside agencies include the school Nurse, NHS Speech and Language Therapy, the School Counsellor, Children's Diagnostic Services such as Seaside View and CAMHs as well as Social Care. We are a 'full buy-back' school which means we buy fully into the BHISS inclusion service allowing us to access a vast range of professionals and training.

Further specialist's involvement will be requested where a pupil continues to make little or no progress over a sustained period (generally at least 3 cycles of the graduated approach) or where they continue to work at levels substantially below those expected of pupils of a similar age, despite evidence-based SEND support delivered by staff. The pupil's parents/carers will always be asked for their consent if it is felt that other services need to be involved. Referrals will be made by the SENCo but may be subject to a waiting list. The involvement of specialists and consequent outcomes will be shared with the parents/carers and teaching staff supporting the child in the same way as other SEND support.



SEND information report

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The SENCo and class teacher, together with the specialists and involving the pupil's parents/carers, may convene a meeting, where together they can consider a range of evidence-based intervention and effective teaching approaches, appropriate equipment, strategies etc. in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a time by which progress will be reviewed. SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

10. Links for Parents and Carers

The Inclusion Team is made up of:

- Rob Cooper – Head Teacher
- Lucy Roberts – SENCo
- Tammy Bowles – Safeguarding Lead
- Alan Meadows – Learning Mentor

The SEND Team can be contacted by emailing: lucyroberts@middlestreet.brighton-hove.sch.uk

The SENCO can be contacted by calling the school office on 01273 323184 for an appointment, or by email at lucyroberts@middlestreet.brighton-hove.sch.uk

The school's Local Offer of SEN provision can be viewed at <https://www.brighton-hove.gov.uk/easy-read-information-people-learning-disability/support-disabled-children-and-young-people>.