

THE MIDPOINT CENTRE



[Click here for information on the Wolverhampton Local Offer](#)

[Click here for information on the Lawnswood SEND Policy](#)

[Click here for information on Wolverhampton SEND Independent Advice Service](#)

SEND Information Report

Our aims for children and young people with Special Educational Needs

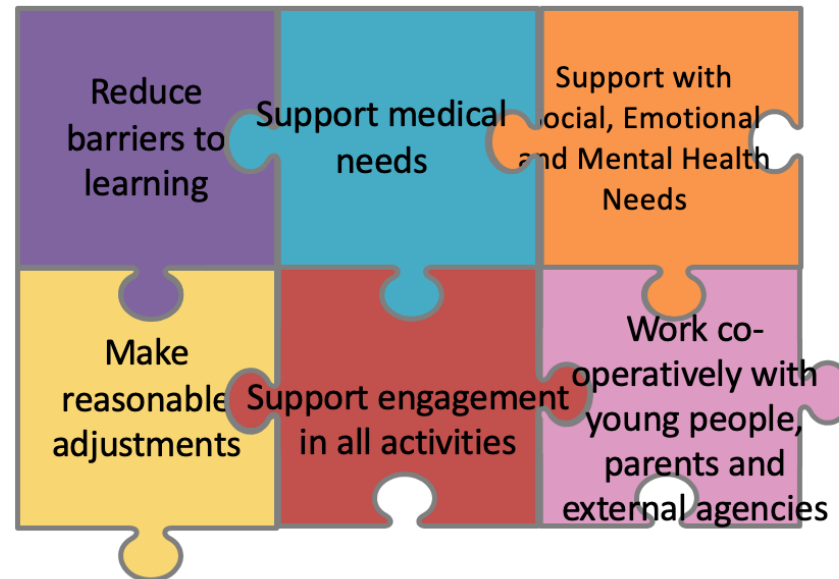
We aim to:

- Raise the aspirations of, and expectations for all children and young people with SEND.
- Focus on outcomes for children and young people rather than just on hours of provision.
- Support children and young people to make progress in line with, or exceeding their expectations.
- Encourage children and young people to become more independent in their learning in order to prepare them for life after school.
- Support children and young people to make a successful transition from school to further and/or higher education and employment.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

*Many children and young people who have SEN may have a **disability** under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*



Objectives

- To identify and provide effective support for children and young people who have special educational needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a “whole child and young person, whole school” approach to management and provision of support for special educational needs
- To provide a SENDCO who will manage, monitor and review the SEND Policy
- To provide support and advice for all staff working with children and young people with special educational needs.

Our Service

What we offer

- A place for young people after being excluded for 5 days
- A place for young people who have been permanently excluded
- A school bought place as alternative provision to prevent an exclusion
- A SENSTART bought place for young people with an EHCP for SEMH

Supporting SEMH needs

We provide support for children and young people to improve their emotional and social development in the following ways:

- Lawnswood Integrated Therapy Service team support
- Specialist Teaching Assistants working alongside the classroom teacher in supporting ALL children and young people.
- Mindfulness approach within the service and specific sessions carried out to increase child's and young person's resilience and individual toolkit.

Onsite Provision

- Young people are offered up to 25 hours of onsite tuition.
- Young people are generally taught in small groups with access to both a subject specialist and teaching assistant.
- 1 to 1 tuition is available if required
- Young people are given access to a personalised curriculum diet that includes a mix of both academic and social learning.
- Young people have individual targets that are central to planning the curriculum.

Offsite provision

- 1 to 1 Tuition onsite away from The Midpoint Centre
- A curriculum based on Functional Skills;
- 1 to 1 Tuition at an external venue
- Weekly reviews to ensure transition into other parts of the campus.



Identifying Special Educational Needs

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

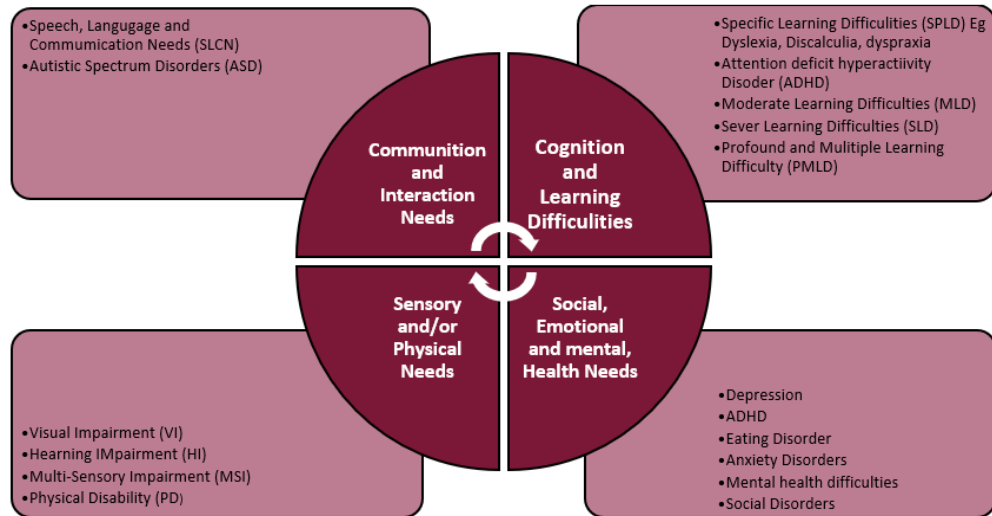
Four Areas of Need

Cognition and Learning

Speech, Language and Communication needs

Social, Emotional and Mental Health needs

Physical and Sensory needs



Young people, who require teaching or support that is additional, or different, in order to make progress in line with their peers, are classified as having special educational needs. This may in some cases include a specifically diagnosed condition or disability. Identification may be via transition information from previous schools, via reports from external professionals, or through assessment carried out in school.

Admission procedures consider any specific needs for children and young people, the school then plans the provision required to support those needs.

Some of the young people who join The Midpoint Centre may have an identified additional need. We will assess each child and young person's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all young people and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Is below the child and young person's previous rate of progress;
- Is unable to close the attainment gap between the individual and their peers;
- Widens the attainment gap.

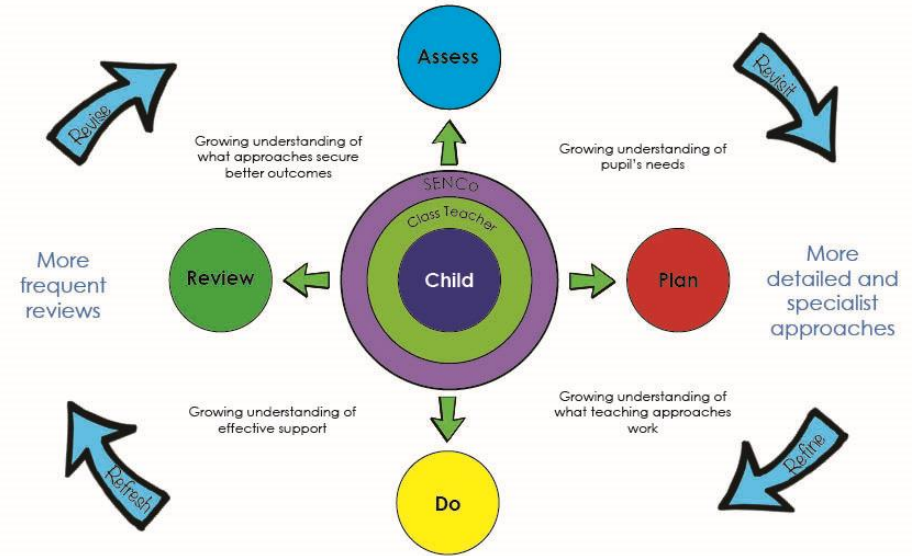
This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a child and young person is recorded as having SEND. When deciding whether additional special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the young person and their parents / carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Support

The Midpoint Centre has an ethos of inclusion. We are committed to ensuring that every child and young person has the opportunity to achieve their best, become confident individuals with fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training.

We ensure that the child and young person is always the central focus in all our planning and aim to work with key individuals that support the child and young person including; the child and young person themselves, family/carers, school staff, other educational providers and key professionals from education, health and social care.

Quality First Teaching (QFT) is a measure of effective practice. Our class teachers provide an educational experience that allows for all children and young people, including those with SEND to make expected progress or better. Teachers assess the needs of all young persons and plan how they will meet their needs in the classroom to allow children and young people to make expected progress or better. Additional intervention and support cannot compensate for a lack of good quality teaching. Quality first teaching is part of the graduated response cycle of assess, plan, do and review.



Assess

Identification of SEND:
 Transition information
 Internal assessment
 Parental referral
 External assessment

Plan

Planning support:
 Discussions with parents
 Discussions with pupil
 Discussions with teachers
 Advice from specialists

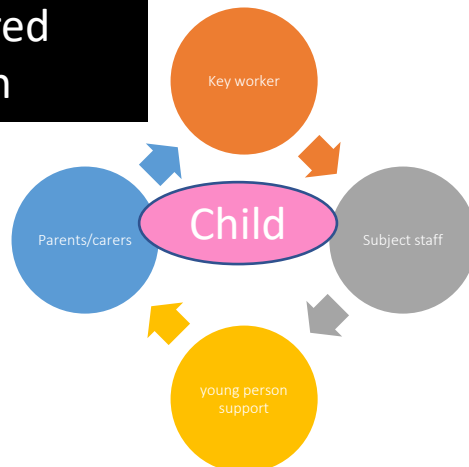
Do

Ensuring support:
 Key information for teachers
 Reasonable adjustments
 Specialist programmes
 Additional adult support

Review

Evaluation of support:
 Subject assessment data
 Specialist assessment data
 Discussions with teachers, with pupils and with parents

Child Centred Approach



Internal Support

- Personalised support plans
- Small group or individual intervention programmes
- Specialised equipment as required
- Personalised curriculum offer
- Access to Lawnswood Integrated Therapy Service
- Access Arrangements put in place as required
- Additional adult support within the classroom
- Transition programme in place
- Quiet and supportive environment

External Support

- Wolverhampton SEND Team (includes learning, behaviour and speech and language, hearing impairment, visual impairment, disability)
- Professionals: Educational Psychology, Occupational Therapy, Physiotherapy
- CAMHS Child and Adolescent Mental Health Services
- Information, Advice and Support Agency
- Inclusion Support Alternative Provision Panel.
- Health care (to include school nurse, hospital services)

Curriculum

Some of the young people who access The Midpoint Centre are on the SEND register and consequently our teaching practices are focussed on the needs of individuals. All children and young people have personalised timetables and curriculums that are designed to meet both their educational and social and emotional needs. The curriculum diet that is provided aims to help prepare children and young people for their lives beyond the campus by equipping them with the academic, independence and life skills that they need to succeed.

Our teachers have high expectations of all children and young people and will set challenging targets and objectives to challenge individuals to reach their full potential. All staff that work with you child will be told about their individual needs and will adapt their lessons to meet these requirements.

We make the following adaptations to ensure all children and young people's needs are met:

- Adapting our curriculum to ensure all children and young people are able to access it, for example, by grouping, 1:1 work/support, teaching style, content of the lesson etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, reading pens, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- We provide a combination of lessons in both academic subjects and social/emotional resilience as well as life skills.
- Strategies for staff working with children and young people are detailed in child and young person's individual support plans.
- Access Arrangements are applied for and put in place as required.
- A mindfulness approach is adapted across the centre to help children and young people focus on their mental wellbeing and allow them to thrive and flourish

Learning Environment- The Building

- The Midpoint Centre has two main buildings with teaching spaces and access to outdoor space. These are the Main block and the Skills Centre which is used for our vocational teaching.
- We can provide assistive technologies such as the use of a laptop or reading pens
- We are able to provide suitable workstations for children and young people as they require.

Monitoring young person Progress

At The Midpoint Centre, we have internal processes for monitoring the quality of provision and assessment of need. These include reviewing children and young people's individual progress toward their goals on a termly basis, reviewing the impact of interventions on a regular basis, using child and young person questionnaires, monitoring by the SENCO including the holding of annual reviews. All children and young people will be assessed upon entry to the campus and then set personalised targets and be provided with an appropriate curriculum/learning journey.

Assessing & Reviewing Progress Towards Outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the child and young person's needs. This will draw on:

- The teacher's assessment and experience of the child and young person, including both academic progress and progress with their soft skills (social, wellbeing, self-esteem, self-awareness and regulation and engagement).
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The child and young person's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the child and young person will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child and young person's progress.



Reviewing EHCPs

All children and young people with EHCPs will have their progress towards the objectives within their EHCP formally reviewed at least annually. Objectives and the steps that children and young people need to achieve in order to satisfy the objective are used in the everyday planning of young person's lessons. All staff have overviews of a child and young person's EHCP objectives within their planning file and these are regularly annotated so that evidence can be collated on the progress that children and young people are making.

Termly meetings are carried out between staff members and the child and young person so that progress towards EHCP objectives can be measured and next steps can be considered and prioritised as appropriate.

Evaluating SEND Provision

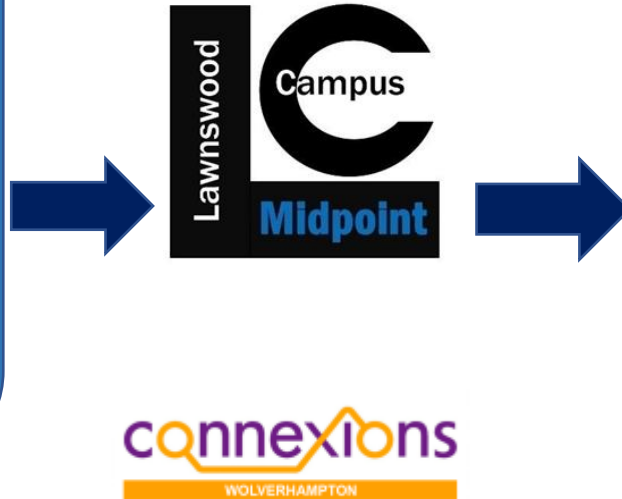
We evaluate the effectiveness of provision for children and young people with SEND by:

- Reviewing child and young persons' individual progress towards their goals each term.
- Reviewing the impact of interventions each half term.
- Using child and young person questionnaires.
- Monitoring by the SENCO.
- Using provision maps to measure progress
- Holding annual reviews for young persons with EHC plans.
- Reviewing our whole campus SEND School Evaluation Form on a termly basis, ensuring that we are honest and rigorous in our assessments/evaluations of the service that is available.

Transition and Partnerships

Transition from other Schools

- Admission to The Midpoint Centre comes through either an application to the Inclusion Support and Assessment Panel or through an Educational Health and Care Plan or a school based place. Prior to the young people being presented at the ISAPP a detailed referral form will have been completed by a professional working with the young person and this will be accompanied by supporting evidence such as educational psychology reports and provision maps.
- Prior to starting at The Midpoint Centre a school visit will be arranged and the team will liaise with home, Inclusion support (where appropriate) and schools.
- Placements allocated at the ISAPP will be formally reviewed with all key parties after 5 weeks and again after 10 weeks.
- A gradual transition into Centre can be arranged.



Transition to other schools and further education/training

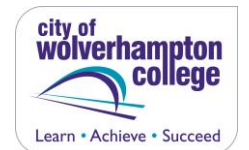
- At The Midpoint Centre we are happy to discuss and provide information to other providers as requested.
- We support transition back into mainstream schools/new providers using academic coaches. Midpoint staff are happy to support transition periods by accompanying young people to new environments.
- Support young people to attend interviews and make applications for post 16 pathways.

Connexions is a free and impartial careers information, advice and guidance service for children and young people who live in Wolverhampton. They offer advice on:

- Choosing and exploring careers that will suit your skills and interests.
- Finding out key facts about different careers.
- Your options; from 6th form to college and from training providers to apprenticeships.
- Support with applying for courses, jobs and apprenticeships.

All children and young people at The Midpoint Centre will have support from the Connexions service and those young people who have EHCPs will receive annual support and will complete the Prepared for Adulthood booklet.

Key Partners and Providers



Staying Informed

Children and young people are assessed in lessons regularly. Each term, assessment data is formally recorded and tracked, so that a child and young person's progress can be closely monitored. Reports on children and young people are published each term to parents/carers and the Head of Centre and Assistant Head/SENDCO are always available to speak to at parents evening

The school regularly texts, emails or contacts parents/carers by phone to discuss any concerns or progress. Praise, rewards and behavioural concerns are logged and can be viewed by parents/carers on ClassCharts

An Annual Review meeting is offered to the parents/carers of children and young people who are supported through an Education Health and Care Plan. This meeting, which can include the child and young person, will be to discuss and agree support programmes or review the support offer.

- Review meetings with the SENDCO run throughout the year and can be requested by parents/carers
- Key information published by the school
- Support, advice and guidance sessions
- Text, email and phone calls
- Parents can apply to become members of the Management Committee when vacancies arise

We are proud of the strong partnerships we have created with parents, children and young people and the community and place a high value on the comments and feedback that they provide in helping us to improve the school even further

Other sources of information (available via our website, or use the link provided):

- Accessibility plan – this outlines Lawnswood Campus's ongoing commitment to improve the physical environment of the school so that children and young people with special educational needs or disabilities are able to full access the educational curriculum, school facilities and our wider curriculum provision
- Access arrangements policy – this explains how we assess for and award special arrangements to support children and young people through exams.
- SEND Policy – this provides further information about our aims for supporting children and young people with special educational needs and disabilities.
- Supporting Children and Young People with Medical Conditions Policy – this outlines the procedures in place for children and young people who require a care plan and care provision to be made.
- SEND guide for parents/carers - this is a government document outlining information for parents/carers around special educational needs and disabilities. <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- SEND Code of Practice: 0-25 years this is the formal document that provides all educational providers with guidance on statutory provision. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-2>

Support for Parents/Carers

In order to support parents/carers we have created a Padlet of support. The Padlet contains a range of resources and links to local/national organisations. Please click on the link below.

<https://padlet.com/erushton3/z40sfi5deeoysdo9>

If you wish to meet to discuss your child's progress further, then you can email, call or arrange an appointment to meet with:

- The Head of Centre
- The Assistant Headteacher/ SENDCO

Who to Contact in Centre/How we Communicate?

The contact number for the main switch board is 01902 555194

Name	Role	Contact details
Nigel Biddle	Head of Centre, Designated Safeguarding Lead	nbiddle@lawnswoodcampus.co.uk
Alice Arnold	Assistant Headteacher and Strategic SENCO	aarnold@lawnswoodcampus.co.uk
Mercy Akinyemi	SENCO	makinyemi@lawnswoodcampus.co.uk

Expertise of Staff

Staff at The Midpoint Centre hold a wide range of qualifications to allow them to offer specialist support to children and young people. These qualifications include (but are not exclusive to):

- The SENDCo qualification
- Access Arrangements assessment qualifications
- Mental Health First Aid
- Safeguarding training

In addition to this staff engage in regular CPD on sessions including those on specific learning difficulties and any others that are pertinent to supporting those children and young people in front of us.

Consulting and involving Young People and Parents/Carers

Due to the nature of the young people, parents and carers are communicated with on a regular and often daily basis. We understand the value and impact that effective frequent dialogue can have on all parties.

Involving parents and young people in the dialogue is central to our approach and we do this through:

- Initial parental induction meeting/home visit
- Completion of About Me Induction Pack
- Transition review meetings at 5 and 10 weeks
- Regular review meetings
- Parent/Carer questionnaires
- Child and Young Person questionnaires
- Termly written report
- Annual review (for children and young people with EHCPs)

Complaints

The SEND provision within our service is co-ordinated by the SENDCo. Our SENDCo is Alice Arnold who can be contacted at the school by email aarnold@lawnswoodcampus.co.uk or by phone .

Our complaints procedure is available on our website. This enables parents / carers of all registered young people to raise a concern. Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The complaints procedure cannot be accessed to resolve such complaints.

For parents who require additional independent advice and support, there is a service available within Wolverhampton area. The Wolverhampton SENDIASS service can be contacted by phone on 01902 556945 or by email on ias.service@wolverhampton.gov.uk.