



**Monkwick**  
JUNIOR SCHOOL

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Monkwick Junior  
School

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**SEND**  
**Information**  
**Report**

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September 2020

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### **School Ethos for SEND**

Under the current 'Special Educational Needs Code of Practice' our schools provide a broad and balanced curriculum for all children. Development Matters in the Early Years and The National Curriculum are our starting points, for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning which may mean they have special needs and require particular action by the school.

For further information please refer to the Schools' SEN Policy and Behaviour and Anti-bullying Policy.

### **Special Educational Needs and Disabilities**

#### **There are 4 broad areas of SEND**

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

**Who should I contact  
about my child's  
Additional Needs?**

The first point of contact for any concerns should be the class teacher. If concerns continue the teacher may then refer you to the SENCo.

**SEND/Inclusion Team**

Sue Wilson SENCo
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Sue Armstead Assistant SENCo
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The SEN Governor is J. Doran who can be contacted through the School offices.  
The SENCo is available on Parent's evenings to discuss pupil's progress.

Parents can contact or make an appointment to see the SENCo at any convenient time if they have a concern or need advice, but the initial point of contact would be the class teacher. ***At present, communication will be via telephone call, emails, Google Meet or School Cloud.***

The SENCo attends multi agency meetings with parents, if invited by them.

Parents of children who have an EHCP are invited to discuss their child's progress at the Annual Review.

Parents of children who have an EHCP are also invited to discuss transitional provision with the potential secondary school for KS3.

The SENCo holds transition meetings with the SENCo at the school the child is moving to in order to provide information about SEN provision to aid transition.

☒ *See Graduated Response page at end of report.*

## How do the schools know if my child needs extra help?

A pupil is identified as having special educational needs where their learning or disability calls for special education provision **different to or in addition to** that normally available to pupils of the same age. Indicators include;

- Child is making little or no progress in English or Maths
- Child has persistent emotional and social difficulties
- Child has sensory or physical problems and is making little or no progress despite specialist equipment
- Child is still working at EYFS/ National Curriculum levels well below his or her age group
- Child's behaviour substantially and regularly interferes with his or her learning and that of the class despite an individualised behaviour management programme
- Child has ongoing communication/interaction difficulties which are impeding social relationships and learning.
- The child may have a difficulty which needs further investigation or assessment either through the school or external bodies.
- Concerns raised regarding a child's speech and language development and their ability to communicate effectively

### Applying for an EHCP

In line with the Code of Practice 2014 section 7.2, the following people can request an EHCP:

- Young person (over the age of 16 or an advocate on their behalf)
- The child's parent
- Or person acting on behalf of the school

Section 7.1 states that the Local Authority **must** conduct an assessment and prepare an EHC plan if:

- SEN provision cannot be provided from within the resources normally available to mainstream, Early Years providers and schools.
- This should not be the first step in the process; rather it should follow on from previous planning (One Planning).

- EHC plans must be focused on the outcomes of the child and must set out how services will work together to support their needs.
- An assessment may not always lead to an EHCP.

Further information can be found on the Local Offer website – <http://www.essexlocaloffer.org.uk/asking-ehc-needs-assessment/>

☒ See *Graduated Response* page at end of report.

**How will my child be involved?**

*One Planning* will be in place for children on the SEN register and targets are updated termly. *One Plans* involve discussions around; What is working well? What is not working so well? What is the provision in place to support the child? Targets are reviewed and new targets based on need are set for the pupil. Parents will be involved in this process.

Children on the SEN support register are made aware of the targets set and the support strategies. They are informed about their progress on a regular basis.

Pupils are invited to make a contribution to the child view section of either the One Page Profile or One Plan, where appropriate.

Children will have a One Page Profile annually which is created in partnership with the pupil and school.

Pupils with an EHCP will also have *One Planning* in place.

Annual review meetings are held for children with an EHCP to analyse previous targets, set new targets and review the provision in place. Pupils record their views about school on the pupil view section of the paperwork.

Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility.

**What if I am not happy with school provision for my child's additional needs?**

The procedure for complaints can be viewed on the school websites and hard copies are available on request. We encourage parents and carers to speak to us if they have concerns. *However, this may not be a face to face meeting at present.*

<p><b>How can I find out existing local services?</b></p>	<p>The School website will have a link to the Essex Local Offer. Hard copies may be available on request.</p> <p><a href="http://www.essexlocaloffer.org.uk/">http://www.essexlocaloffer.org.uk/</a></p>
<p><b>How will the school support my child?</b></p>	<p>The delivery of the provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the Class Teacher. This is referred to as <b>High Quality Teaching</b>. Teacher's planning includes differentiated work for children with SEN and effective deployment of LSAs/HLTAs.</p> <p>If a pupil has specific needs such as spelling, handwriting, Maths, Literacy or social skills etc. then the pupil will be placed in a small focussed group or 1:1 run by the Class Teacher or LSA. Progress is continuously monitored and reviewed at regular intervals.</p> <p>Intervention groups are provided for pupils who need a particular area of the curriculum targeted and may include children on the SEN register.</p> <p>Depending on the nature of the child's difficulties, he or she may be given specialised, in-school programmes. These may include: Therapy Sessions, Precision Monitoring, Social Stories, SMART Thinking, English or Maths interventions and speech and language support.</p> <p>Occasionally a child may visit outside therapy clinics in order to access specialised support. Permission is granted to access this.</p> <p>At present children with special educational needs have the opportunity to access following external agencies: Specialist Teaching Team, Educational Psychologists, Paediatricians, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Therapists, Health Visitors, School Nurses, Hospitals, Optometrists and other specific professionals who may provide general advice, specialist assessments or advice on different strategies or materials.</p> <p>The SENCo makes referral to appropriate outside agencies to aid the child's needs where appropriate and when assessment has indicated a need.</p>

The SENCo liaises regularly with outside agencies where appropriate and where assessments have indicated a need e.g. Paediatricians, Specialist Teachers, Educational Psychologists, Occupational Therapists, Speech and Language Therapists, EWMHS, Therapists, School Nurses and Health Visitors.

☒ *See Graduated Response page at end of report.*

The schools offer a wide variety of support for pupils who are encountering emotional difficulties from members of staff including; the class teacher, LSAs, Family Support Worker and SENCo who are available to discuss issues and concerns. Our Pastoral Support Team, who previously ran provision in the Bloom Room, are available to support colleagues to provide resources and activities for children as required.

The Family Support Worker supports families and pupils in a variety of ways. She can offer parents and carers support with issues that may impact on family life, such as illness or separation, and offers support with managing their child's behaviour in partnership with the school. Mrs Amanda Mason also works to support pupils with issues such as self-esteem, making and keeping friends, and positive school behaviours. A small number of children are supported by our Play Therapists who are Pam Harris and Kishti Sheather. This therapy supports children in being able to manage trauma.

Please also refer to the schools' SEN policy.

<p><b>What training have the staff supporting children with SEN, had or are having?</b></p>	<p>The SENCo holds the National Award for SEN Coordination. She also attends regular updated training in specific SEND areas as well as attending regular cluster and update meetings to ensure the school is kept up to date with current legislation and guidance.</p> <p>LSAs are employed and trained to support children with special needs in all classes, and support during lunch and play times where appropriate.</p> <p>LSAs run interventions targeting identified priority areas of need. These interventions are monitored to ensure they have impact.</p> <p>Teachers and LSAs have attended courses on a range of areas including Speech and Language, EAL, Autism, Distress Management, Emotion Coaching, Mindfulness, Precision Monitoring and Phonological Awareness.</p> <p>All staff have regular opportunities to update knowledge to ensure they can meet the specific needs of current children's attainment.</p>
<p><b>How will the school know how my child is doing?</b></p>	<p>Short term targets are taken directly from the children's One Planning, as well as recommendations from other professionals which are then monitored.</p> <p>Multi agency meetings are held to analyse progress made and determine the way forward for children who have involvement with multiple outside agencies.</p> <p>Annual review meetings are held for children with EHCPs to review progress, set new targets and determine strategies to improve attainment. Parental/child reviews are shared and documented.</p> <p>Progress and attainment data is monitored on a termly basis and discussed with Class Teachers.</p> <p>In class, teachers plan and differentiate the curriculum appropriately for each child.</p> <p>Alongside members of the Senior Leadership Team, the SENCo will monitor SEN provision in the classroom.</p>



<p><b>How will I know how my child is doing?</b></p>	<p>One Plans are renewed termly and copies of all documents sent home.</p> <p>Annual Reviews will take place once a year.</p> <p>You will be able to discuss your child's progress at parent's evenings. <i>At present, these meetings will be held remotely.</i></p> <p>Appointments can also be made to speak in more detail to the teacher and SENCo. <i>Again, these will be carried out remotely at the moment.</i></p>
<p><b>What extra resources are available for my child?</b></p>	<p>Resources may include deployment of staff depending on individual circumstances.</p> <p>Specialist resources are used to aid learning across the school where assessment has indicated a need e.g. differentiated reading books, sand timers, visual timetables, left handed scissors, pencil grips, wobble cushions, pencil grips and ear defenders etc.</p> <p>Further specific specialist equipment is bought or hired according to the needs of the children, and as recommended.</p>
<p><b>How accessible is the school environment?</b></p>	<p>Toilets are adapted for disabled users and wide doors are in some parts of the building.</p> <p>Individual Care Plans can be put in place for children with specific needs. These are created by the child's consultant or other medical professionals.</p> <p>An Accessibility Plan is reviewed regularly by Head Teachers and Governors.</p>
<p><b>What specialist services used by the school can I contact?</b></p>	<p>At times it may be necessary to seek advice from outside agencies to receive their more specialised expertise. These may include:</p> <p>Autism Anglia – 01206 577678          Early Advice Hub (Child Protection/Safeguarding) – 0345 603 7627 or out of hours 0345 606 1212          Educational Psychologist (parent helpline) – 01245 433 293          EWMHS (Emotional Wellbeing and Mental Health Service)- 0300 300 1600          Attendance Officer – <i>phone school</i></p>

Speech and Language Therapy - 01206 286526  
Occupational Therapy – 01206 745445  
Community Paediatricians (Colchester Primary Care Centre) – 01206 314015  
FACE (Families Acting for Change in Essex) – 01245 608231  
Families in Focus – 01245 353575  
SEND Operation Team (Statutory Assessment): 0333 0137667  
SEND Information, Advice and Support Service - 03330 138913  
Maze Programme – 07708 873023  
Family Solutions – 0345 6037627  
MIND - 01206 764600

For further information, please see the Essex Local Offer <http://www.essexlocaloffer.org.uk/>.

**How will the school prepare and support my child during transition?**

Transition arrangements are as follows:

KS1 to KS2 Transition	KS2 to KS3 Transition	Moving Between Schools
<ul style="list-style-type: none"> <li>● Hand over meetings between class teachers, as well as SENCos.</li> <li>● <b>Virtual tours of the school until restrictions linked to Covid are lifted.</b> After which time, parents and children have the opportunity to visit the school and take part in a transition morning at their junior setting.</li> <li>● Children transitioning to Monkwick Junior School will spend time being taught by their new class teacher during the summer term, <b>but this may need to be revised in light of current government guidance.</b></li> <li>● Children with SEN will be offered extra transition sessions at Monkwick Junior School if appropriate.</li> <li>● Where children are transferring from Monkwick Infant School to the Junior School, all children on the SEN register remain on the SEN register at the Junior School.</li> </ul>	<ul style="list-style-type: none"> <li>● Handover meetings between SENCos where the current needs and the transfer of provision are discussed.</li> <li>● Children remain on the SEN register.</li> <li>● <b>Virtual tours of the school until restrictions linked to Covid are lifted.</b></li> <li>● Visits to tour the secondary school and meet pupils and staff are arranged throughout Year 6, <b>but this may need to be revised in light of current government guidance.</b></li> <li>● Secondary schools offer additional visits for children with SEND, if appropriate. <b>These are currently administered within government guidance.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Handover from the previous school, including information from the previous teacher and SENCo.</li> <li>● Paperwork set over.</li> <li>● Buddies identified to support your child in making friends and settling.</li> <li>● <b>Visits to the school outside of school hours.</b></li> </ul>

**Covid-19  
Statement**

As you will have already read in this document, communication with school at present will be slightly different to how we would usually prefer to communicate with you. Communication will be via School Cloud, telephone calls, texts and emails.

Our school behaviour policy has been amended in light of current circumstances. These changes may present with challenges for those with SEND. However, we will take your child's additional needs and understanding of the situation into consideration and support as appropriate, whilst ensuring the safety of all pupils and staff involved. Where necessary we will involve parents and carers in and discussions around this.

Should pupils need to self-isolate or we experience further school closures, remote learning will be provided on Google Classroom, to ensure that your child does not miss out on learning. Teachers and the SENCo will be contactable should you have any queries or concerns during this time. Teachers will ensure that aspects of EHCP plans are incorporated into the remote learning being provided. However, there may be aspects that may need to be amended or adapted, which is referred to as 'reasonable endeavours'.

If your child has any health needs we understand that you may have some concerns around your child being in school at present. We encourage you to share these worries with the school so that we can work together to best support your child.

## AN EXPLANATION OF SOME OF THE ABBREVIATIONS AND TERMS YOU MAY COME ACROSS

Abbreviation:    Meaning:		Abbreviation:    Meaning:	
<b>ADD/ADHD</b>	Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder	<b>LA</b>	Local Authority
<b>ASD</b>	Autistic Spectrum Disorder	<b>LSA</b>	Learning Support Assistant
<b>Assessment</b>	A detailed examination of a child's special educational needs	<b>MSI</b>	Multi - Sensory Impairment
<b>Baseline Assessment</b>	A standardised teacher assessment designed to establish the attainment level of children at a significant point	<b>NC</b>	National Curriculum
<b>CAMHS</b>	Child and Adolescent Mental Health Services	<b>ODD</b>	Oppositional Defiant Disorder
<b>CCG</b>	Clinical Commissioning Group	<b>OT</b>	Occupational Therapy
<b>CoP</b>	Code of Practice	<b>PD</b>	Physical Disability
<b>CI</b>	Communication and Interaction	<b>PEP</b>	Personal Education Plan
<b>CL</b>	Cognition and Learning	<b>PMLD</b>	Profound and Multiple Learning Difficulties
<b>CP</b>	Child Protection	<b>PRU</b>	Pupil Referral Unit
<b>CPR</b>	Child Protection Register	<b>PSP</b>	Pastoral Support Programme
<b>DoB</b>	Date of Birth	<b>SATs</b>	Standard Assessment Tests
<b>EHC/EHCP</b>	Educational, Health and Care Plan	<b>SA</b>	School Action
<b>EP</b>	Education Psychologist	<b>SA+</b>	School Action Plus
<b>ESP</b>	Early Support Programme	<b>SLCN</b>	Speech Language and Communication Needs
<b>EWO</b>	Education Welfare Officer	<b>SLT</b>	Speech and Language Therapy
<b>FSM</b>	Free School Meals	<b>SEN</b>	Special Educational Needs
<b>MAG&amp;T</b>	More Able, Gifted & Talented	<b>SEND</b>	Special Educational Needs and Disability
<b>HI</b>	Hearing Impaired	<b>SENCo</b>	Special Educational Needs Co-ordinator
		<b>SLD</b>	Severe Learning Difficulties
		<b>SpLD</b>	Specific Learning Difficulties
		<b>TA</b>	Teaching Assistant
		<b>VI</b>	Visually Impaired

## Special Educational Needs Graduated Response

\*\*1. **Assess**: observe what the child's main areas of need are, 2. **Plan**: decide what interventions or support is needed, 3. **Do**: carry out agreed support/intervention, 4. **Review**: how are things going, any progress made? Then start the process again.

## Parental Involvement

The School actively seeks to work with the parents and value their feedback.

Learning is always fun for the children and we know how well they are doing. Constant appraisal encourages the children to keep working hard.

Monkwick Junior School Parent Feb 2020

The school does its best in helping those children who have difficulties and helps to meet their needs. I couldn't ask for more at the moment.

Monkwick Junior School Parent Feb 2020

The school manages SEN support really well.

Monkwick Junior School Parent Feb 2020

The school supports children with all their needs. The staff are approachable which makes parents feel at ease.

Monkwick Junior School Parent Feb 2020

The school helps children who have SEN through the resources and facilities they use.

Monkwick Junior School Parent Feb 2020

Quotes provided from parent survey Feb 2020

# SEN Graduated Approach

