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| Monkwick Infant School and Nursery & Monkwick Junior School |
| **SEN Information Report** |
| September 2018 |



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| **Monkwick Infant School and Nursery and Monkwick Junior School – School Offer** | |
| **School Ethos for SEND (non-statutory)** | 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. |
| **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.  The Infant School SENCo is Miss Melanie Atwell (BSc, PGCE). The Junior School SENCo is Miss Sue Wilson (BEd Hons). The Junior school also have an Assistant SENCo, Mrs. Sue Armstead. Her role is also Attendance Officer. Both school also have a Family Support Worker, Mrs Amanda Mason. The Juniors employ a Wellbeing Mentor, Mrs. Sheila Welbourne. The junior school employ a Play Therapist, Pam Harris. Beth Rogan works at the infant school as a narrative therapist.  The SEN Governor for both schools is Mrs Gemma Singleton 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.  The SENCo attends multi agency meetings with parents, if invited by them.  Parents of children who have a statement/EHCP are invited to discuss their child’s progress at the annual review.  Parents of children who have a statement/EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review  The infant school SENCo holds transition meetings with the Junior school SENCo in order to provide information about SEN provision to aid transition.   * *See Graduated Response page at end of report.* |
| **How will my child be involved?** | Children on the SEN register have a One Page Profile which is created in partnership with the pupil, parents and school.  Children on the SEN support register are made aware of the targets set and are informed about their progress on a regular basis. One Page Profiles are discussed with the child so he/she is aware of targets set and any interventions involved to achieve them. Pupils are then invited to make a contribution to the child view section of either the One Page Profile or One Plan. The One Page Profile will inform the One Plan.  Pupils with an EHCP will also have a One Plan. This is produced at a meeting involving the pupils, parents and various professionals working with the pupil from both Health and Education.  One Page Profiles and One Plans will be reviewed regularly, depending on the needs of the child.  Annual review meetings are held for children with an EHCP to analyse previous goals and set new targets and determine strategies to improve attainment. 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. Both schools operate an open door policy to meet with staff as necessary. |
| **How can I find out existing local services?** | The School website will have a link to the Essex Local Offer. Hard copies may be available on request.  <http://www.essexlocaloffer.org.uk/> |
| **How do the schools know if my child needs extra help?** | CURRENT IDENTIFICATION OF CHILDREN ON SEN SUPPORT  Triggers for receiving help include the concern of parents, teachers or others (including specialist support) backed by evidence that despite a differentiated curriculum and school based interventions over a long period:  :   * 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   CURRENT IDENTIFICATION FOR 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 Plan). * 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. * *See Graduated Response page at end of report.* |
| **How will the schools support my child?**  **How will the schools support my child?** | 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. Teacher’s planning includes differentiated work for children with SEN and effective deployment of LSAs/HLTAs.  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 through the term.  Intervention groups are provided for pupils who need a particular area of the curriculum targeted and may include children on the SEN register.  Depending on the nature of the child’s difficulties, he or she may also be taken out for specialised, in-school programmes. These may include: Narrative Therapy, Precision Monitoring, Lego Therapy, Social Stories, Gym Trail, Catch Up Reading, 1st Class @ Number, SMART Thinking, Barrier Games, Apples and Pears, Plus 1 and Power of 2 and Speech and Language support.  Occasionally a child may visit outside therapy clinics in order to access specialised support. Permission is granted to access this.  At present children with special educational needs have the opportunity to access following external agencies: Specialist Teaching, Educational Psychologists, Paediatricians, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Home/School Liaison, Health Visitors, School Nurses, Hospitals, Optometrists and other specific professionals who may provide general advice, specialist assessments or advice on different strategies or materials.  The SENCo makes referral to appropriate outside agencies to aid the child’s needs where appropriate and when assessment has indicated a need.  The SENCo liaises regularly with outside agencies where appropriate where an assessments has indicated a need e.g. Paediatricians, G.P’s, Specialist Teachers, Educational Psychologists, Occupational Therapists, Physiotherapists, Speech Therapists, Speech and Language support workers and technicians, Counsellors, , School nurses, Home/School liaison, Health visitors   * *See Graduated Response page at end of report.*   Specialist resources are used to aid learning across the school where assessment has indicated a need e.g. differentiated reading books, sand timers, brilliant books, visual timetables, left handed scissors, pencil grips, buff colour reading books or coloured paper for children with visual stress, writing slopes and Talking Postcards.  Further specific specialist equipment is bought or hired according to the needs of the children, and as recommended.  The schools offer a wide variety of support for pupils who are encountering emotional difficulties. These include: Members of staff such as the class teacher, LSAs and SENCos wo are available to discuss issues and concerns.  The Junior School also provides Nurture Group Provision with Wellbeing Mentor Sheila Welbourne. Two members of staff work with individuals and groups of children requiring support for social and emotional issues. Progress is monitored termly.  The Infant and Junior Family Support Worker, support both 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 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 through small group sessions at the Infant School.  Alternative arrangements are available for children who find lunchtime a challenge.  Please also refer to the schools’ SEN policy. |
| **What training have the staff supporting children with SEN, had or are having?** | The SENCos attends regular updated training in specific SEN areas as well as attending regular cluster and update meetings to ensure the school is kept up to date with current legislation and guidance. Miss Atwell completed the National SENCo Award in 2017 and Miss Wilson is undertaking this during 2018/19.  SEN LSAs are employed and trained to support special needs children in all classes, and support during lunch and play times where appropriate.  LSAs run interventions targeting identified priority areas of need. These interventions are monitored to ensure they have impact.  Teachers and LSAs have attended courses on a range of areas including Speech and Language, EAL, Autism (AET 1&2), Promoting Independence, Precision Monitoring, Phonics, Behaviour, and Reading Support.  All staff have regular opportunities to update knowledge to ensure they can meet the specific needs of current children’s attainment. |
| **How will the school know how my child is doing?** | In both schools the SENCos assess children for Specific Learning Difficulties when concerns are highlighted by teachers.  Short term targets are taken directly from the children’s One Plan and or One Page Profile, as well as recommendations from other professionals which are then monitored.  Multi agency meetings are held to analyse progress made and determine the way forward for children who have involvement with multiple outside agencies.  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.  Progress and attainment data is monitored on a termly basis and discussed with Class Teachers.  In class, teachers plan and differentiate the curriculum appropriately for each child.  Alongside the Senior Leadership team the SENCos will monitor SEN provision in the classroom. |
| **How will l know how my child is doing?** | One Page Profiles and One Plans will be reviewed at least twice a year and copies of all documents sent home.  Annual Reviews will take place once a year.  You will be able to discuss your child’s progress at parent’s evenings.  Appointments can also be made to speak in more detail to the teacher and SENCo. |
| **What extra resources are available for my child?** | Resources may include deployment of staff depending on individual circumstances.  Specialist resources are used to aid learning across the schools. E.g. differentated books, sand timers, behaviour charts with stickers and rewards, visual timetables, traffic light faces, playground passes, left handed scissors, easy grip rulers, triangular pencils, pencil grips, writing slopes and Talking Postcards.  Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise and recommended by outside agencies. |
| **How accessible is the school environment?** | Toilets are adapted for disabled users and wide doors are in some parts of the building.  There is a ramp to the Junior School.  Individual Care Plans can be put in place for children with specific needs.  An Accessibility Plan is reviewed regularly by Head Teachers and Governors. |
| **What specialist services used by the school can I contact?** | At times it may be necessary to seek advice from outside agencies to receive their more specialised expertise. These may include:  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 *– phone school*  EWO (Educational Welfare Officer) – 01245 436741  Speech and Language Therapy - 01206 286526  Occupational Therapy – 01206 745445  Physiotherapy – 01206 288500  Community Paediatricians (Colchester Primary Care Centre) – 01206 314015  School Nurse (Monkwick Clinic) – 01206 747105  FACE (Families Acting for Change in Essex) – 01245 608231  Families in Focus – 01245 353575  Local Offer – 01345 7430430  Statutory assessment Service: 0333 0139949  SEND Information, Advice and Support Service - 03330 138913  Maze Programme – 07708 873023  Family Solutions - 033301 39905  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 PLAN ARRANGEMENTS FOR TRANSFER FROM THE INFANT TO THE JUNIOR SCHOOL  Where children are transferring from the Infant school, all children on the SEN register remain on the SEN register at the Junior School. All provision programmes and outside agency support in place at the Infant school will continue.  All SEN children visit the Junior School on several occasions to familiarise themselves with the staff, school structure, and main sites including toilets, hall, playground etc.  SENCo, Teachers and LSAs visit the Infant School Year 2 prior to transition. Extra visits are also arranged for identified pupils.  Year 2 will also spend time being taught by their new teachers in the junior school, at the end of the Summer term.  TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM THE JUNIOR SCHOOL TO SECONDARY SCHOOL  Where children are transferring to Secondary School, the SENCo will meet the SENCo of each secondary school to transfer SEN information. All SEN school records will be passed on to secondary school or any other school the child may transfer to regardless if the child has been removed from the register or is borderline to go on to the register. Future schools have a right to know the history of a child including any previous strategies used in case transition onsets any problems.  Parents of children who have an EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review  Year six pupils will complete a One Page Profile to their secondary school on pre transition visits.  Some extra visits may be arranged for SEN children in Summer term prior to transition to secondary school. |

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

**Special Educational Needs Graduated Response**

**If progress remains an issue, the SENCo will seek parent advice to refer to an outside agency for further advice and support. Alternatively, the parent may refer their own child.**

**If despite targeted intervention and support over time, there is little or no progress, then an EHCP may be required.**

**The class teacher will liaise with parents and SENCo to carefully plan for individual pupils, including putting in to place the necessary interventions**

\*\*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 are going, any progress made? Then start the process again.

**Parental Involvement**

The Schools actively seek to work with the parents and value their feedback.

**'A has made excellent progress with his speech since September. I am sure that without the support from the SENCo and class teacher his progress would not have been so rapid'**

*Monkwick Infant School Parent*

'The school has always done its best for us. We're very happy and grateful'

*Monkwick Infant School Parent*

‘My child is settled and happy to come to school’

*Monkwick Junior School Parent*

*‘The school has helped children to improve themselves and be proud of what they do’*

*Monkwick Junior School Parent*

‘I am very happy about how my child is progressing and the care she has received at school’

*Monkwick Junior School Parent*

Quotes provided 2016 and 2018 from parent surveys