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Monkwick Junior  
School

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# **SEND Information Report**

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September 2024

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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.

The National Curriculum is our starting point 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 educational 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**

**Madeleine Blake**  
**SENCo**

The SEN Governor is Lorraine Laudrum who can be contacted through the school office.  
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 an EHCP are invited to discuss their child's progress at the Annual Review.  
Parents are also able to invite or request other agencies to attend.

In the summer of a Year 5 Annual Review for each child, secondary placements will be discussed and requested in preparation for transition.

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.

If a child with an EHCP or additional need is joining Monkwick Junior School, the SENCo will make contact with the child's previous setting to ensure a thorough handover.

## 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;

- The child is making little or no progress in English or Maths
- The child has persistent emotional and social difficulties
- The child has sensory or physical problems and is making little or no progress despite specialist equipment
- The child is still working at EYFS/ National Curriculum levels well below his or her age group
- The child's behaviour substantially and regularly interferes with his or her learning and that of the class despite an individualised behaviour management programme
- The 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 e.g. SENCo

Section 7.1 states that the Local Authority **must** conduct an assessment and prepare an EHC plan if SEN provision cannot be supported through the use of reasonable adjustments 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 and adjustments (One Planning, Adult Response Plans).

An assessment may not always lead to an EHCP.

Further information can be found on the SEND Information and Support (SENDIASS) website:

<https://www.essexsendiass.co.uk/>

**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 invited to meetings to ensure that they are involved in this process.

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

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

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

If a child is on the monitoring register, parents will be invited to meet with their child's class teacher twice a year to review the One Page Profile and contribute their view.

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 with support from the school if necessary.

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

## How will the school 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. This is referred to as **Quality First Teaching**.

Teachers' 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 planned by the Class Teacher. Progress is continuously monitored and reviewed at regular intervals.

Pre or Post-Teaching 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 be given specialised, in-school programmes. These may include: Therapy Sessions, Precision Teaching, Social Stories, SMART Thinking, Zones of Regulation, English or Maths interventions 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: Inclusion Partners, 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.

The SENCo makes referrals, in discussion with parents, to appropriate outside agencies to aid the child's needs where appropriate and when assessment has indicated a need.

The SENCo will always inform parents/carers if their child is placed on the SEN register or the monitoring list.

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

The schools offer a wide variety of support for pupils who are encountering emotional difficulties from members of staff including; Class Teacher, LSAs, Learning Mentor (Mrs Watts), Behaviour Mentor (Mrs Hughes) and SENCo who are available to discuss issues and concerns.

Our Pastoral Support Team, which includes our Behaviour Mentor and Learning Mentor, provides additional support to some pupils which includes support to colleagues to provide resources and activities as required. Some pupils may access our Pastoral Support Team for regular sessions if it is a need of the child. They may also work to support pupils with issues such as self-esteem, making and keeping friends, and positive school behaviours.

The Family Support Worker (Miss Warren) may also support families alongside the SENCo. She can offer parents and carers support with issues that may impact on family life, such as illness or separation, and offer support with managing their child's behaviour in partnership with the school.

<p><b>What training have the staff supporting children with SEN, had or are having?</b></p>	<p>The SENCo has completed the National Award for SEN Coordination and works with the LA Inclusion Partner. 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 additional needs in all classes, and support during lunch and play times where appropriate. LSAs may implement interventions targeting identified priority areas of need identified by the Class Teacher and SENCo. These interventions are monitored to ensure they have impact.</p> <p>The SENCo regularly meets with LSAs to discuss how to support specific areas of need and to ensure a consistent approach.</p> <p>The SENCo leads staff CPD opportunities on focused areas of need.</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 Leadership Team, the SENCo will monitor SEN provision in the classroom.</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>Equipment, unless discussed and agreed with the SENCo, <b>should not</b> be brought in from home.</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>The building has ramp access to the ground floor. A lift is available to use for pupils with physical needs to access the first floor if necessary. The lift is only accessible with adult supervision.</p> <p>Individual Care Plans or Risk Assessments can be put in place for children with specific needs. Individual Care Plans are created alongside the child's consultant or other medical professionals. Risk Assessments may be created as a result of the Care Plan alongside the parents and SENCo.</p> <p>An Accessibility Plan is reviewed regularly by Head Teachers and Governors.</p>
<p><b>What If I am not happy with school provision</b></p>	<p>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.</p>

<b>for my child's additional needs?</b>	
<b>How can I find out about existing local services?</b>	<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>Information and advice is also available on the SENDIASS website:</p> <p><a href="https://www.essexsendiass.co.uk/">https://www.essexsendiass.co.uk/</a></p>
<b>What specialist services used by the school can I contact?</b>	<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</p> <p>Early Advice Hub (Child Protection/Safeguarding) – 0345 603 7627 or out of hours 0345 606 1212</p> <p>Educational Psychologist (parent helpline) – 01245 433 293 EWMHS (Emotional Wellbeing and Mental Health Service)- 0300 300 1600 Attendance Officer – phone school</p> <p>Speech and Language Therapy - 01206 286526</p> <p>Occupational Therapy – 01206 745445</p> <p>Community Paediatricians (Colchester Primary Care Centre) – 01206 314015</p> <p>FACE (Families Acting for Change in Essex) – 01245 608231</p> <p>Families in Focus – 01245 353575</p> <p>SEND Operation Team (Statutory Assessment): 0333 0137667</p> <p>SEND Information, Advice and Support Service - 03330 138913</p> <p>Maze Programme – 07708 873023</p> <p>Family Solutions – 0345 6037627</p> <p>MIND - 01206 764600</p> <p>For further information, please see the Essex Local Offer: <a href="http://www.essexlocaloffer.org.uk/">http://www.essexlocaloffer.org.uk/</a></p>
<b>How will the school prepare and support</b>	<p>Transition arrangements are as follows:</p>

**my child during transition?**

<b>KS1 to KS2 Transition</b>	<b>KS2 to KS3 Transition</b>	<b>Moving Between Schools</b>
<p>Hand over meetings between class teachers, as well as SENCos. After which time, parents and children have the opportunity to visit the school and take part in a transition morning at their junior setting.</p> <p>Children transitioning to Monkwick Junior School will spend time being taught by their new class teacher during the summer term,</p> <p>Children with SEN will be offered extra transition sessions at Monkwick Junior School if appropriate.</p> <p>Where children are transferring from</p> <p>Monkwick Infant School to the Junior School, all children on the SEN register remain on the SEN register at the Junior School.</p>	<p>Handover meetings between SENCos where the current needs and the transfer of provision are discussed.</p> <p>Children remain on the SEN register.</p> <p>Visits to tour the secondary school and meet pupils and staff are arranged throughout Year 6.</p> <p>Secondary schools offer additional visits for children with SEND, if appropriate.</p> <p>Where a child already knows which school they will be transitioning to, the SENCo from the secondary school where possible, will be invited to the Annual Review.</p>	<p>Handover from the previous school, including information from the previous teacher and SENCo.</p> <p>Paperwork sent over.</p> <p>Buddies identified to support your child in.</p>

## 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>CoP</b>	Code of Practice	<b>ODD</b>	Oppositional Defiant Disorder
<b>CI</b>	Communication and Interaction	<b>OT</b>	Occupational Therapy
<b>CL</b>	Cognition and Learning	<b>PD</b>	Physical Disability
<b>CP</b>	Child Protection	<b>PEP</b>	Personal Education Plan
<b>DoB</b>	Date of Birth	<b>PMLD</b>	Profound and Multiple Learning Difficulties
<b>EHC/EHCP</b>	Educational, Health and Care Plan	<b>PRU</b>	Pupil Referral Unit
<b>EP</b>	Education Psychologist	<b>PSP</b>	Pastoral Support Programme
<b>EWMHS</b>	Emotional Wellbeing and Mental Health Service	<b>SATs</b>	Standard Assessment Tests
<b>EWO</b>	Education Welfare Officer	<b>SLCN</b>	Speech Language and Communication Needs
<b>FSM</b>	Free School Meals	<b>SaLT</b>	Speech and Language Therapy
<b>MAG&amp;T</b>	More Able, Gifted & Talented	<b>SEN</b>	Special Educational Needs
<b>HI</b>	Hearing Impaired	<b>SEND</b>	Special Educational Needs and Disability
		<b>SENCo</b>	Special Educational Needs Co-ordinator
		<b>SLD</b>	Severe Learning Difficulties
		<b>SpLD</b>	Specific Learning Difficulties
		<b>VI</b>	Visually Impaired

# SEN Graduated Approach

