

Monkshouse Primary School
T Together E Everyone A Achieves M More

Monkshouse School strives to ensure that all pupils have access to an inclusive balanced curriculum and is committed to providing a caring environment where every child is supported in their learning both academically and socially.

Many pupils may experience a range of difficulties during their school life. Staff at Monkshouse School understand that all children are individuals with their own specific needs. By working together with parents / carers and pupils, school can provide support to enable all pupils to achieve their full potential.

We aim to:

- ensure that all pupils have access to a broad, balanced and relevant curriculum
- provide a differentiated curriculum tailored to individual need
- identify and work with pupils who need extra support as quickly as possible
- work alongside parents to provide support for pupils and their families
- liaise with outside agencies to provide specialist support when necessary

The SEND Code of Practice 2014 required all local authorities to publish a Special Educational Needs and Disability Local Offer which sets out, in one place, information about the support available for children and young people with Special Educational Needs and Disability.

Schools were also required, from September 2014, to publish details of their own local offer, called an information report, detailing provision for pupils with Special Educational Needs and/or a disability. The following information details Monkshouse School's current school information report.

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What is SEND?

SEND stands for Special Educational Needs and Disabilities.

The new 2014 special educational needs and disability code of practice: 0 to 25 years states that a child has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. It states that a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

How are children identified?

Your child's progress will be discussed with you on a regular basis, informally and also formally at parents' evenings throughout the year. The class teacher will already have spoken to you if they have any concerns about your child.

Every effort is made to identify children with SEND early so the appropriate level of support and intervention can be put in place. If the class teacher has concerns about your child's progress, compared to the progress of others in the class, they will first discuss these concerns with the SENCo. Discussions are based on both formal and informal assessment of your child through observation, monitoring data and working with your child.

If after discussion and looking at your child's work it is agreed that your child may have Special Educational Needs, you will be invited into school to speak to either the class teacher and/or the SENCo. The school will then follow the graduated response to meeting pupils' needs as set out in the Special Educational Needs Code of Practice. Through discussion with you, and with your agreement, your child will be placed on the Special Educational Needs register. Specific targets will then be set, extra support will be provided to help them to reach these targets and, if appropriate, outside agencies may be requested to become involved. These targets will be reviewed at least 3 times a year.

What is a SEND register?

This is a list of all children within school who have Special Educational Needs and/or a disability. Some children, at times during their school life, need a little more support than their peers to achieve their full potential and are placed on the SEND register. This enables the SENCo to monitor these children and make sure that they receive the extra help they need within school. Some children remain on the register throughout their primary school years as they have significant needs but others only need the help for a short time as, with extra intervention, they close the gap between their own progress and that of their peers. As soon as a child is working within the same levels as the other children in the class they will be removed from the register. Their progress, however, in common with all other pupils', will continue to be regularly monitored through pupil progress meetings.

What is an IEP/Learning Mat?

Once your child has been placed on the Special Educational Needs register, we will meet with you to set specific targets for them. The targets are written up as an IEP – an Individual Education Plan - which identifies the short-term targets and next steps for your child. The children refer to their IEP as their Learning Mat. It explains how your child will be helped to achieve the targets, the resources to be used and the expected outcome from specific interventions / extra help.

These targets will be written and discussed with you and your child. You and your child will be invited to a meeting, with the SENCo/class teacher at least 3 times a year to review these targets and discuss whether another IEP is appropriate.

At Monkshouse School we believe that it is very important for home and school to work together and communicate regularly in order to provide the best support possible for each individual child.

What is an Education, Health and Care Plan (EHCP)?

The majority of children who have Special Educational Needs can be supported through the use of school resources and with the help of outside agencies.

A child is only given an Education, Health and Care Plan by the local authority when they are deemed to have significant and complex difficulties and/or a disability and their needs cannot be met within school without significant additional resources and/or funding beyond the school's normal resources.

Once the decision has been made to ask for extra support from the local authority, and after discussion with the parent/carer, school will make a 'Request for Statutory Assessment'. The Local Authority will then request to see as much evidence as possible from school, home and outside agencies, working with the child, about the child's specific needs, what support has already been put in place and the impact of this support over a period of time. If they feel that support for the child cannot be met through normal school resources, the local authority will issue an Education, Health and Care Plan.

SEND Reforms

The Department for Education made changes to how children with SEND and their families were supported in September 2014.

These changes do not affect your child very much within school but they change the ways we work in school and improve communication between professionals and families.

The main changes were:

- replacing the statement of Special Educational Need with an EHC plan (Education, Health and Care plan). This can be in place for a young person from ages 0-25.
- giving parents and young people with an EHC plan the option of a personal budget to extend choice and control over their support.
- requiring local authorities to set out a 'local offer' of what support they expect to be available for children and young people with SEND.
- changing the SEND Code of Practice. A new revised SEND Code of Practice came in to place in Sept 2014.

- new and explicit requirements around the involvement of children, young people and parents in decisions about SEND provision.
- requiring education and health services to work much more closely together to support children with Special Educational Needs.

Who do I speak to if I have concerns about my child?

Class teacher

If you have any concerns regarding your child, the first person to speak to at school will always be the class teacher. They see your child every day at school and know your child well. If further advice or support is needed they will speak to the SENCo and a meeting will be arranged for you to discuss your concerns with her.

SENCo

The SENCo at Monkshouse School is Mrs Sally Wickham. She carries out her SENCo role within school on a Tuesday and Wednesday and has a teaching responsibility in Year 2 on Thursday and Friday. She makes sure that any child with Special Educational Needs within school receives the appropriate support and resources. This may involve supporting staff, providing the correct equipment or help for individual children, formal or informal assessments with your child or setting up a meeting with all adults involved with your child and yourself to discuss specific issues or to look into any concerns. She also provides support to all parents who may need advice, referral through to different agencies or simply a listening ear. She leads multi-agency meetings in school to make sure that all your child's needs are being met and works closely with many different outside agencies who may come into school to work with your child or offer advice.

If you would like to speak to Mrs Wickham about any concerns then please come into school and speak to a member of our office staff or ring the school office to arrange an appointment.

SEND Governor

The SEND Governor is Mrs Rita Garrington. She works as a teaching assistant in the school. She can also be contacted through the school office.

Early Help Assessment (EHA)

Some families can experience difficulties at home with their children that, while not educational, may have a detrimental effect on the child's learning and behaviour within school and at home. The SENCo is able to advise you about support available both at school and with outside agencies. If a family decides to seek help through these agencies, the SENCo will need to complete an 'Early Help Assessment' form with the family to identify and request the support needed.

How does the school support SEND pupils and their parents/carers?

SEND Policy

All schools have a Special Educational Needs policy which sets out how they support children with Special Educational Needs at their school. You will find our current SEND policy on our website.

Inclusion within school

High quality teaching begins with matching the curriculum to all children's different needs. If your child has Special Educational Needs the curriculum will be closely matched to their particular level of attainment. If your child has a specific impairment, such as a hearing or visual impairment, then training is always undertaken by the adults working with your child to make sure that they are fully included in all activities within the classroom.

Our school is fully inclusive and all children are encouraged to take part in all of our clubs, trips and activities.

If your child wishes to take part in a club, trip or activity we will make sure, through discussion with you, that all their needs are appropriately met.

Keeping pupils and parents informed

Pupils and parents are involved at every opportunity from the early identification of Special Educational Needs through each stage of the process. Termly review meetings are held with pupils and parents to discuss progress and agree further targets for achievement.

If an outside agency comes into school to assess or observe your child, you will be invited into school to either meet with the agency or SENCo to discuss the report or feedback from the observation.

Occasionally it is necessary to set up a manageable home-school book or chart for a child. This would be filled in by the class teacher and parents on a daily basis.

Parents are encouraged to contact the class teacher or SENCo at any time in the term to discuss any specific issues or concerns regarding their child.

Different Types of Support

All children receive different types of support within school depending on their own individual needs. The SENCo and class teacher will decide which strategies and resources are appropriate to best support your child's particular needs and these will be discussed with you and your child at every review meeting. If outside agencies are involved, they will also provide advice about supporting your child's needs.

The Code of Practice sets out 4 broad areas of need. These are some examples of resources and strategies that school can provide to meet these needs.

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
Specific programmes provided by the	Different approaches to learning.	Behaviour / De-escalation plans	Specialist equipment such as writing slope,

Speech and Language Therapy Service	Different ways of recording.	Social skills groups Reward strategies	magnifiers, pencil grips.
First Call (a Speech and Language Therapy resource)	Visual timetables	Social stories Referral for individual counselling	Fine and Gross motor skill programmes.
Enhanced TA support (based on individual need)	Specific literacy / Numeracy programmes e.g. 5 minute box / Word Wasp / Nessy Learning / Numbershark / Numicon Specialist assessments from outside agencies, where appropriate. Enhanced TA support (based on individual need)		Specialist training from outside agencies. Enhanced TA support (based on individual need)

Your child's targets will be set and their progress monitored by their class teacher and the SENCo. Your child may receive support on a 1:1 or small group basis from teaching assistants or outside agencies.

A graduated approach, with four stages of action, as set out in the Code of Practice, will be used to support your child. This is based on an assess, plan, do, review approach:

Assess – an initial assessment of your child's needs will be made. This will draw on your child's current and previous progress and attainment alongside discussion with the class teacher, you and your child. This assessment will be reviewed regularly to make sure that support and intervention continues to match your child's need.

Plan – As parents you will be formally notified that SEND support will be provided for your child, extra support will be agreed upon, targets set and a review date to discuss progress against these targets will be made.

Do – A range of different strategies can be used to help your child to achieve their targets. This intervention may include:

In class support – additional adults may support your child with following instructions or completing tasks.

Small group work – either in or out of the classroom.

1:1 support – either in or out of the classroom for more individualised targets such as reading or spelling.

Outside agency support – this is usually carried out on a 1:1 basis out of the classroom.

Review – You will be invited into school at least 3 times a year to review your child's progress against the targets which have been set. Discussion will take place about

what has worked well and whether further support is needed. If it is agreed that further intervention is needed then new targets and a review date for these will be set.

How you can help at home

It is extremely important that school works in partnership with you, as parents, to support your child's learning both at school and at home.

These are some ways you can help your child at home:

- play lots of games at home to encourage turn taking and sharing.
- share books with your child as often as possible and talk about the pictures and text.
- hear your child read as often as you can.
- encourage your child to talk and develop their vocabulary and language skills.
- give your child lots of praise and encouragement when they try something new.
- put routines in place and remain consistent with rewards and sanctions.
- help your child to develop their independence.
- encourage your child to complete their home learning every week and hand it in on time.
- make the time to listen to your child and show an interest in their learning.
- attend all meetings at school. If you are unable to attend please let the staff know so another appointment can be arranged.
- keep school informed about any concerns or changes for your child.

Monitoring progress and learning

Every child's progress and attainment is carefully tracked across each term through the use of data and observation. The Senior Leadership Team and class teachers meet every short term at Pupil Progress Meetings to discuss each child's progress and attainment and to discuss any concerns that may need addressing.

The SENCo attends all Pupil Progress Meetings and also keeps her own tracking for every SEND pupil in school. She closely monitors the need for changes in support, the impact of interventions and involvement of outside agencies to offer support or advice for individual children.

Your child's progress and attainment is shared with you at termly Parent Consultations, through annual reports and also during any SEND review meetings you attend. At review meetings we will also discuss the progress made against your child's individual targets for that term.

If your child is not making appropriate progress then we will look at any particular reasons for this slow progress and may suggest a change of intervention, groupings or extra support.

Transition

On entry into Foundation Stage

The Foundation Stage teachers at school make visits in the Summer Term to all feeder pre-school settings so they will have a clear picture from the SENCo at the pre-school setting of your child's needs. If your child has already been highlighted by the pre-school setting as having Special Needs support, our school SENCo will also visit the pre-school setting. She will attend any review meetings in the Summer Term to meet with you and your child and find out what support may be needed for your child

beginning school in September. The SENCo will also speak with any outside agencies involved with your child and arrange for a meeting to take place in the first few weeks of term in September to discuss any issues surrounding transition.

Moving year groups

The current teacher and receiving teacher will meet near the end of the Summer term to discuss each pupil and their individual needs. The SENCo will also meet with the receiving teacher and pass on any significant information about each SEND pupil. All paperwork is passed onto the new teacher at the end of the Summer term so they have a full understanding of the child's individual needs and the strategies / support already in place.

Moving to Secondary School

During the Summer term, the SENCo meets with, or speaks to, the secondary school SENCos to highlight and discuss the SEND pupils who will be joining their schools in the September term. All paperwork is passed onto the new school so they are well equipped to put support in place as soon as your child joins Year 7. Extra visits to the new secondary school can be arranged in the Summer term if it is felt that a pupil would benefit from extra time at their secondary school before September.

Resources / Facilities available

We have a range of equipment and resources within school to support pupils with a variety of difficulties.

Some examples are:

- writing slopes
- dome magnifiers
- computer screens attached to the class Smartboard for individual use
- coloured overlays
- gym balls and mats
- steps and cushions for correct seating posture
- bold lined exercise books
- sand timers
- visual timetables
- pencil grips
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Reasonable adjustments, where possible, are always made for pupils and their parents who have a disability.

Most external doorways are accessible for those with a walking disability or those in a wheelchair.

We have a large disabled toilet with a 'wet room' shower facility.

There are 2 disabled car parking spaces in the car park.

Staff Training / Qualifications

All staff regularly attend courses and training to update their knowledge and understanding. The SENCo holds the National SENCo Award.

Here are some examples of the training undertaken by staff:

Makaton

Elkan Speech and Language

Epipen training

Paediatric First Aid
Team teach
Social Communication – social stories / comic strips.
Dyslexia
Learning and Behaviour Mentor Training
Playground Leaders
Hearing Impairment
Visual Impairment
Tier 1/Autism Training

Which other professionals may be involved with my child?

Referral procedures

School may need to involve other professionals from outside agencies to work with your child or to advise staff how best to support your child's specific needs. Some agencies come into school to work with staff and pupils while others provide clinic appointments for pupils and their parents.

School will always have discussed the reasons for referral with parents and obtained parental permission before they refer a child or family through to any outside agency. The SENCo can make a direct referral to most outside agencies but referral times do vary depending on the agency involved.

Outside Agencies

School has access to a wide variety of outside agencies who can offer support and advice to staff, parents and pupils.

We work with the following main agencies / professionals:

- Educational Psychologist (EP) – assesses and observes pupils at school and provides advice to school.
- Specialist Teacher – assesses individual pupils at school to help identify learning difficulties and suggests programmes of work to support learning.
- Speech and Language Therapy Service (SALT) – pupils with speech and language difficulties are either seen at school or in clinic and suggested programmes of work are usually delivered within school.
- Behaviour Outreach Support Service (BOSS) – Provides advice for social, emotional and behavioural needs.
- Child and Adolescent Mental Health Service (CAMHS) – provides support for social and emotional needs.
- The Working Together Team (Outreach Support for Social Communication including Autism) - specialised support and advice for pupils with social communication difficulties.
- School Nursing Team – provide medical advice through clinic appointments, in the family home and at school.
- Early Help Workers – provide support for the family in the family home.
- Community Paediatrics (NHS) – provide medical advice through clinic appointments and can diagnose specific difficulties such as Autism and ADHD.
- Teacher of the Hearing Impaired – provides advice and support for pupils with a hearing impairment.
- Teacher of the Visually Impaired - provides advice and support for pupils with a visual impairment.
- Physiotherapist – provides programmes of work at school to support pupils with physical impairments (School is unable to refer directly to this service as a referral must come from a GP or paediatrician)

Jargon

We use many different abbreviations in school that you, as a parent, may not be familiar with. Here are a few explanations:

ADHD – Attention Deficit and Hyperactivity Disorder

ASD – Autism Spectrum Disorder

CAMHS – Child and Adolescent Mental Health Services

EHCP – Education, Health and Care Plan

EP – Educational Psychologist

ESCo – Early Support Care Co-ordination

EWO – Education Welfare Officer

EYFS – Early Years Foundation Stage

IEP – Individual Education Plan

OT – Occupational Therapist

SALT – Speech and Language Therapy

SENCo – Special Educational Needs Co-ordinator

SEND – Special Educational Needs and Disability

STT – Specialist Teaching Team

BOSS – Behaviour Outreach Support Service