



The Mount Junior, Infant and Nursery School

Special Educational Needs Policy and Information Report September 2017

This policy complies with the statutory requirements set out in the Special Educational Needs and Disabilities Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools, DfE. (2013)
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- The National Curriculum Key Stage 1 and 2 (2013)
- Safeguarding Policy
- Accessibility Policy
- Teachers Standards (2012)

The policy was created by the school Special Educational Needs Coordinator (SENCo) in consultation with the whole school community.

The designated Governor for SEN is Mrs J Hopwood.

The school SENCo is a member of the Senior Leadership Team and holds the National Award for Special Educational Needs:

Miss Hague
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The Mount
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Our Vision and Aims

We work together as a community to ensure that all of our children achieve happiness and success through our shared core values and our broad and balanced curriculum.

Our Core Values

Reason

- We work hard to know and understand things for ourselves. We try not to accept an answer without understanding the reasons behind it.
- We know the difference between facts and opinions. We find out the facts by asking questions such as 'why?' and 'how?' in our learning.

Resilience

- We understand that learning is a lifelong journey, and we will always challenge ourselves to be better than the person we were yesterday.
- We see mistakes as an everyday part of learning and so we're not worried about making them. We never give up.

Respect

- We treat each other as we would like to be treated.
- We look after the world around us, and we spread happiness and kindness wherever we can.

Every pupil in our school is made welcome and is included.

We work hard to ensure that we meet the individual needs of all pupils including those with learning difficulties, behavioural, social and emotional difficulties, hearing and visual impairments, autism spectrum disorder, attention deficit hyperactivity disorder, physical difficulties, speech, language and communication difficulties and medical issues.

Every teacher in our school is a teacher of Special Educational Needs. Class teachers focus on positive outcomes for children with Special Educational Needs and Disabilities and actively engage children and their parents in decisions about learning and provision. At The Mount, we pride ourselves on helping all children to achieve. We offer targeted support at the earliest opportunity and work closely with children, parents and other agencies to provide the best possible educational outcomes.

Four broad areas of need are identified in the Code of Practice and recognised within school:

Communication and Interaction (Speech, Language and Communication Needs (SLCN))

Cognition and Learning (Specific Learning Difficulties (SpLD) Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD))

Social, Emotional and Mental Health Difficulties

Sensory and/or Physical Needs (Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Difficulty (PD))

A Graduated Approach to SEN support

At The Mount Junior, Infant and Nursery School we use regular Pupil Progress Meetings and close communication between class teachers, SENCo and parents to identify any areas in which a child needs additional support or intervention. Teachers are responsible and accountable for the progress and development of all children in their class, including where pupils access support from teaching assistants or other specialist staff. Where children are not making expected progress despite quality first teaching and differentiation, additional support will be planned. This may involve support within class

from a teaching assistant or additional teacher. SEN support plans or referrals to external agencies may also be necessary.

Parents will be kept informed of their child's progress through twice-yearly parents' evenings and annual reports. Where there are continuing concerns about a child's progress, additional meetings may be necessary and either a One Page Profile or a My Support Plan. Some children with higher level needs may require an Education, Health and Care Plan. This will be discussed and managed in accordance with SEN Code of Practice and the Statutory Assessment Process.

Managing Pupils' Needs on the SEN Register

In line with the SEN Code of Practice (2014), we follow an Assess, Plan, Do, Review structure for identifying, managing and supporting children with SEN.

Assess

Progress of all children is monitored through termly Pupil Progress Meetings. Where concerns around progress have been raised, intervention or monitoring strategies will be put into place and progress will be reviewed half-termly.

Plan

Interventions and support will be planned by the class teacher in consultation with the SENCo and reviewed as required and at least half termly.

Do

Where children are still not making expected progress, SEN support will be considered and a One Page Profile will be written. This is a working document and details the desired learning outcomes, who will provide the support and the frequency of this support.

Review

Where children do not make expected progress despite all school-based interventions the SENCo will consider referral to external agencies. This begins with a My Support Plan to bring together parents and external agencies. If after termly review, it is felt that the child is still not making adequate progress, the SENCo will submit evidence to the Local Authority requesting an Education, Health and Care Needs Assessment in accordance with CoP 6.63.

Supporting Pupils and Families

School endeavours to support and involve pupils and their families at all stages in their education. Class teachers will keep parents updated with their child's progress towards targets. We have a Learning Mentor (Mrs Binns) who can offer help and advice to parents and who works with groups of children and individuals.

Supporting Pupils at School with Medical Conditions

Pupils with medical conditions are supported within school to ensure that they have full access to education, including school trips and physical education. Staff receive necessary training to support children, and Healthcare plans are prepared and followed, with support from medical staff where appropriate.

Monitoring and Evaluation of SEND

The progress and quality of provision and outcomes for children with SEND is carefully monitored through on-line tracking systems and small-steps assessments and tracking sheets where necessary.

Training and Resources

Support is allocated according to identified needs through the use of available funding (Notional SEN budget and High Needs Top-Up Funding). Staff have access to SEN resources located in the meeting room. All staff receive relevant training to support children in school as required, this is co-ordinated by the SENCo in liaison with external

agencies as appropriate. The SENCo attends regular meetings in order to keep up to date with local and national updates in SEND.

Storing and Managing Information

Individual pupil SEN files are kept in a locked filing cabinet in the Head Teacher's office. Copies of all relevant documents are shared with class teachers and support staff. Any additional information is stored electronically on Integris.

When children leave our school to transfer to secondary school or to another primary school, the Learning Mentor will ensure that SEN files are transferred securely to the receiving school.

From September 2014, all local authorities have been required to publish a 'Local Offer' detailing all services and support available in the area for children and young people with SEND aged 0-25. Further information about Wakefield's Local Offer is available at: <http://wakefield.mylocaloffer.org/Home>

If you have any questions about our Special Educational Needs Information Report, please do not hesitate to get in touch.

SENCo

Miss D Hague

01924 371738

What do I do if I think my child may have Special Educational Needs?

You should:

- Speak to your child's class teacher detailing concerns, this could be done at parents' evening or by making an appointment
- Arrange to speak to Miss Hague the SENCo.

We will be able to advise on other routes to finding support if we are unable to help directly. In some circumstances, you may need to speak to your GP first

How will school know if my child needs additional support?

- Information is passed on from previous schools/settings
- Progress of all children is monitored regularly and those not making expected progress are monitored more closely
- Concerns are raised by parents/carers, teachers or other members of school staff
- Children struggling to meet the demands of the rules and routines of the school day are monitored individually

Strategies are put in place to support children and when they are successful nothing more needs to be done. However, if there is slow progress, parents/carers will be invited into school to discuss their child's needs with the class teacher and SENCo.

Alternatively, parents/carers may ask to meet with the class teacher and SENCo if they are concerned about their child in school.

How does school meet the needs of children with SEND?

- We employ a graduated approach to planning for SEN. The assess, plan, do, review process ensures that provision for SEN meets the needs of the individual
- A whole school provision map sets out all the interventions available in school
- Our learning and behaviour mentors organise and deliver interventions in school
- Regular meetings are held with parents/carers to discuss their child's needs and progress
- Additional planned support through a One Page Profile or My Support Plan outlines what is to be implemented
- SEN provision is closely monitored to ensure it is having impact
- Lessons are differentiated to ensure all children can access the curriculum; additional modifications are put in place to meet individual children's needs
- Teachers regularly assess and feedback on the success of strategies and the impact they have on individual children's learning and progress
- The assessment system accurately tracks learning and provides information to aid target setting
- Children are at the heart of SEN planning and are involved in all aspects of the planning and review process
- When children move between educational phases or classes, teachers meet and plan activities and share information to ensure smooth transitions
- HLTA trained as an Emotional Literacy Support Assistant to help children develop emotional and social skills

Over time we expect to see an improvement in the progress and/or behaviour and attitude of children with SEN once specific, planned support has been put in place

If this is not the case it may be necessary to seek expert advice.

School has a meeting three times a year with specialist services at which point they can refer any children they have concerns about.

Sometimes it may be necessary for school to ask parents/carers to take children to their GP for referrals.

How will the curriculum be matched to my child's needs?

- Our teachers adapt their resources, teaching approaches and classrooms in order to provide an appropriately differentiated curriculum for all children, including those with SEND
- Specialist equipment (eg. writing slopes, pencil grips, easy-to-use scissors) will be made available where necessary

How accessible is the school?

- The main building is on one level, so all teaching rooms and the main hall are fully accessible
- An accessible toilet is available for use by children and adults within school.
- The playground has ramped access
- A disabled parking space is available to ensure easy access at the start and end of the school day
- Any additional specific equipment or facilities that may be required will be provided to the best of our ability, through additional funding where necessary

How does school communicate with parents/carers of children with SEN?

- Annual reports and twice yearly Parents' Evenings are used to inform parents of their child's progress, attainment, attitude and behaviour in school
- Termly meetings One Page Profile and My Support Plan meetings are held with parents/carers to discuss the impact of support strategies to date and to plan new targets and strategies for children with SEN
- For children with an Education, Health and Care Plan, there is an annual review with all the professionals involved with the child and the parents/carers to discuss the pupil's progress and to set further targets

In addition, school runs a number of different individualised home school communication systems to ensure appropriate support for individual children.

How does school work with other agencies to support the needs of children with SEN?

- Staff have access to regular 'drop in' sessions where they can talk to professionals with regard to any of the children in their class
- SENCo meets three times a year with professionals where she can discuss in detail the needs of the children in school with SEN; and how best to support them

- Referrals can be made to a range of services to support children's specific individual needs. These include Educational Psychology Service, Behaviour Support Service, Learning Support Service, Ethnic Minority and Achievement Team, Communication Interaction and Access Team for educational needs. Speech and Language Therapy, Children's Sensory Impairment Team, Occupational Therapy, Physio-therapy, Child and Adolescent Mental Health Service, Child and Family Inclusion Team for health and well-being needs.

School works closely with the Education Welfare Officer to ensure all children are attending school regularly, no matter what their individual needs.

- Where a child has a range of needs, a Common Assessment Framework (CAF) may be put in place to enable professionals to come together from education, health and social care to discuss and plan how the child's individual needs may best be met.
- Referrals may be made to social services where it is felt additional support is needed; or a child is at risk or putting others at risk.

We are not experts in all special educational needs but we do have vast experience of working with children and other agencies to give our children the best possible education.

What training do staff have to support children with Special Educational Needs?

- SENCo holds the National Award for SEN Co-ordination
- Staff supporting children with speech and language needs receive training from Speech and Language team
- Whole school safeguarding training
- Whole school awareness training on a range of SEN
- Specialist training in positive handling
- Individual SEN qualifications for various staff members
- Support for SENCo through Educational Psychology Service (EPS)
- Lead Teacher for Speech and Language development
- One member of staff trained as an Emotional Literacy Support Assistant
- Training from EPS and Learning Support Service on a range of intervention strategies

We run a number of highly successful intervention groups including Language for Learning, Music Interaction, Rainbow Words, Precision Teaching as well as 1 to 1 support to follow speech and language programmes.

What support will there be for my child's overall well-being?

- The class teacher has overall responsibility for pastoral, medical and social care of every child in their class, therefore they would be the first point of contact. If further support is required, then the class teacher liaises with the SENCo or other relevant members of the school team
- We have a member of staff who is a qualified Emotional Literacy Support Assistant. She runs a variety of interventions and nurture sessions for children who require additional support
- A broad PSHCE curriculum is taught at the same time across classes. This is supplemented by resources and lessons from the Wakefield Resilience Framework and Social and Emotional Aspects of Literacy units

- Where necessary, intimate care plans and health care plans will be put in place in consultation with parents
- Our Learning Mentor for nurture and families provides support and advice for individual pupils and their families.

How will my child be included in activities outside the classroom?

- Wherever possible, all activities, including trips will be made available to all children
- Appropriate adaptations and supervision will be put in place in consultation with parents and carers
- Risk assessments for all activities will be carried out to ensure the safety of children and staff

How is SEN resourced at school?

- School's SEN spending is budgeted in the annual spending plan. This is monitored by the Governing Body of the school
- School is allocated funding for resourcing SEN provision across school as part of its budget
- School allocates part of its pupil funding to employ specialist staff and provide high quality intervention
- Some services are funded centrally or locally from funds retained from school
- School buys in some services such as Educational Psychology
- School buys specialist equipment and resources following advice from services to meet the needs of individual children
- Children with an Education, Health and Care Plan have funding attached to their plan. This is reviewed every year. A portion of this can be directed by parents/carers in association with the school