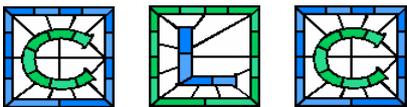


Monkfield Park



Care and Learning Centre

Special Educational Needs Information for Parents/Carers

At Monkfield Park Care & Learning Centre we aim to ensure that all children will have access to the highest quality experiences which will be differentiated to meet individual needs. Where additional needs are identified children are supported to make progress and assistance is provided as recommended by the Local Authority and detailed in the Special Educational Needs and Disability Code of Practice (2014).

In our setting we have 2 Special Educational Needs Co-ordinators (SENCo's) and 2 Equalities Named Co-ordinator (ENCo).

For further information please refer to the setting's policy on Special Educational Needs and Disabilities.

For information on Cambridgeshire's Local Offer for children with SEND follow:

<http://www.cambridgeshire.gov.uk/send>

Key Information

SENCO's	<p>Mrs Julie Bamford Telephone: 01954 273301 clcoffice@monkfieldpark.cambs.sch.uk</p> <p>Mrs Joy Arlott Telephone: 01954 273301 clcoffice@monkfieldpark.cambs.sch.uk</p>
ENCo's	<p>Mrs Juliet Ferris Telephone: 01954 273301 clcoffice@monkfieldpark.cambs.sch.uk</p> <p>Mrs Kathryn Crome Telephone: 01954 273301 clcoffice@monkfieldpark.cambs.sch.uk</p>
Governor for SEND	<p>Mrs Rowena Bermingahm Telephone: 01954 273377 office@monkfieldpark.cambs.sch.uk</p>

Our Commitment

- To have the highest expectations and aspirations for every child
- To ensure that all children identified with SEND have equal access to a broad, balanced and challenging curriculum
- To ensure that barriers to learning and achievement are identified as early as possible and robust steps are taken to secure progress

- To ensure progress and attainment is closely monitored
- To work in close partnership with parents and carers to determine the most effective level of support
- To ensure that all professionals work closely together to secure the best outcomes for children with SEND

How do practitioners know when a child needs extra support?

Every key person knows the needs and abilities of the children in their key group. Observation, assessment and monitoring procedures ensure that every child's progress and attainment is continually monitored. Termly analysis of assessments identifies where children's attainment and progress is not at expected levels.

Are parental views included in this process?

Parents/carers are the primary educators of their children and we recognise and value the close relationships we develop. If you have any concerns about your child we would encourage you to share these with your child's key person in the first instance. The key person will be happy to arrange a meeting with one of our SENCo's to discuss your concerns and agree a course of action.

How will parents/carers know if their child is making progress?

Communication between parents/carers and the setting is vital if children are to make the best progress they can. Parents/carers of children with SEND will be invited in to review the progress made towards individual targets and to contribute to the target setting process for their child's Individual Support Plan (ISP).

How will children with SEND be supported?

All children attending the setting have access to a high quality curriculum which is fully differentiated to meet the needs of all learners. We provide a stimulating and supportive learning environment where key person's carry out frequent observations and assessments of their key children.

Where a child is identified as needing support related to a specific area of learning individual targets will be identified and agreed with parents/carers.

How will the curriculum be adapted?

When a child has been identified with SEND activities and experiences will be differentiated to enable them to access the curriculum more accordingly. If a child has been identified as having a special need, they will be given an Individual Support Plan (ISP) with Specific, Measurable, Achievable, Realistic Time-Scaled (SMART) targets set according to their area of need. These will be monitored by the key person and a SENCO at least three times per year. ISPs and the associated targets will be discussed with parents at review meetings. In some circumstances additional funding may be applied for, this could be for specialist equipment or additional 1:1 support.

What if a child still isn't making expected progress?

If, despite ongoing targeted support, a child is not making progress, the SENCo will talk to the parent/carer about asking for external support to advise on next steps. This would involve filling in a comprehensive Common Assessment Framework (CAF) form with parents and usually holding a Team Around the Child (TAC) meeting.

If, despite the involvement of external professionals (e.g. an Early Years Specialist Support Teacher, a Speech & Language Therapist or a Family Worker), a child still does not make expected progress, parents/carers and a SENCo may decide together to apply for an Education Health Care Plan (EHCP plan previously known as a statement). This is a comprehensive process which requires the collation of detailed evidence and reports from external agencies to support the application.

Which specialist services can be accessed by Monkfield Park?

There are a range of outside agencies from which specialised support for children can be accessed within the setting, these include:

- Child Protection Advisors
- Community Paediatricians
- Educational Psychologist
- Hearing Support Team
- Occupational Therapy
- Visual Impairment Team
- Social Services
- Speech & Language Therapy
- Specialist Teaching Team
- Early Years & Childcare Service
- Health Visiting Team
- Children's Centre

What specialist training have members of staff received?

Practitioners receive training to enable them to provide the very best support for children with SEND. Practitioners who are working with children who have specific needs receive additional training in these areas. Practitioners have received training in the following areas:

- Supporting children on the autistic spectrum
- Supporting children with social and emotional needs
- Supporting children with speech and language difficulties, e.g. Makaton
- Supporting children with physical and co-ordination needs
- Supporting children in a specific area of learning
- Supporting children with specific medical needs, e.g. diabetes, asthma and epi-pen

How are children with medical needs supported?

If a child has a medical need then an appropriate care plan will be compiled with support from medical professionals and in consultation with parents/carers. These are shared with practitioners who are involved with the child. Where necessary, and in agreement with parents/carers, medicines can be administered in the setting but only where a medicine has been prescribed by a doctor, is labelled in the prescribed container and the appropriate medicine consent forms have been signed by the parents/carers. The majority of practitioners have basic first aid training and some hold the 3 day course certificate which means they are qualified to deal with more serious medical issues.

Is the setting accessible for all children?

Our building meets the requirements of the DDA (Disability Discrimination Act). Access for children identified with SEND is ensured through the following provisions:

- Wheelchair access throughout the setting
- Accessible toilets
- Makaton trained staff
- Practitioners trained in the management of diabetes, anaphylaxis and other medical conditions

Activities and experiences are available to all children. Risk assessments are carried out and procedures are put in place to enable all children to participate.