

Monkhouse Primary School SEND report

for Pupils with Special Educational Needs and / or Disabilities

SENDCO – Odessa Stephenson 0191 200 6350
Reviewed September 2018

Our School

Monkhouse Primary is a fully inclusive mainstream school and we ensure that **all** pupils achieve their potential personally, socially, emotionally, physically and educationally. We have set up our new HUB space; a welcoming space which supports pupils in developing positive mental health. We currently have 213 children on role, 29 of who have identified special needs. We support children who have diagnoses of:

Attention Deficit Disorder

Attention Deficit and Hyperactivity Disorder

Autistic Spectrum Disorder

Dyslexia

Dyscalculia

Physical Disabilities

Specific Medical Conditions

In addition, we work with children who have specific needs with language and communication, with mental health issues and with learning in general.

We continuously monitor the progress and attainment of all our children to ensure we plan effectively to support their learning. Our assessment data shows that the great majority of our pupils with SEND make good or better progress over the academic year.

Our SEND report lets you understand how we support these pupils with special educational needs and disabilities (SEND).

Working With Families

We consult with pupils and their families on our local offer by:

- Consultation/feedback from parents of pupils with SEND through face to face meetings and parents questionnaires.
- Our governing body has a SEND governor who meets with the Special Educational Needs and Disabilities Coordinator (SENDCO).
- Our SENDCO is part of the management team in school.

Identifying Children with Special Educational Needs

School staff work with pupils every day and we quickly learn about each individual's areas of strength as well as those areas where they may need support. Across the course of their school life all children will have times when they find some of their learning more challenging, or when support is needed to ensure we maintain their wellbeing.

Where we have any concerns about a child's learning or social, emotional and mental health we will let families know by:

- Meetings with parents.
- Parents consultations.
- Email and telephone conversations.
- School reports.
- Multi-agency meetings with parents, pupils and professionals for education, social care and health.

We will work with parents to plan appropriate support and this will be regularly reviewed with parents and, where appropriate, children. In some cases, short-term support will be enough to resolve concerns. However, in other cases longer term support is required and a child may be identified as having Special Educational Needs.

In other cases a child may be identified as having Special Educational Needs or a Disability by another agency, such as healthcare.

When a pupil is identified as having special educational needs, we can support their development and progress by:

- Planned intervention in basic skills in literacy and /or numeracy.
- Planned support around social, emotional and mental health issues.
- 1:1 or group intervention in school with a teaching assistant or teacher.
- Additional parents meetings.
- Tracking pupil achievement and progress via an online tracking system.
- Involvement/advice from outside agencies.
- We aim to work in partnership with parents, and where parents have concerns about their child's needs, we ask them to come into school and discuss these with staff
- Preparing for Adulthood – working on life-skills such as safely crossing the road, understanding relationships and developing social skills.

Parents are invited to meet with school staff, at least termly, to a review meeting where we discuss their child's progress and plan the next steps of support. These may include strategies or activities for parents to work on at home. Children are invited to attend all or part of these reviews as appropriate. They will hear the adults at the meeting talk about their successes and strengths and can contribute their own thoughts and feelings.

In some cases we will seek further support and advice from outside agencies, always with the agreement of parents.

Consulting With Pupils

We consult with pupils about their learning needs and value their ideas and opinions about how we can continue to support them. We do this in a variety of ways, including:

- Informal chats between children and teaching or support staff.
- Inviting children to contribute their own thoughts and opinions as part of the review process.
- Inviting children to attend all or part of their review meetings as appropriate.
- Asking for children's opinions on specific support and interventions.
- Asking children to contribute to the whole-school pupil survey.

Teaching and Learning at Monkhouse

At Monkhouse we take a project-based approach to learning, with exciting topics planned for each year group. These projects are planned to develop all pupils' skills and knowledge with lots of hands-on and investigative learning. In addition to project work, some time is spent on basic skills such as phonics and arithmetic.

As well as curriculum-based learning, we spend time developing children's social skills, emotional health and well-being.

For all children, including those with SEND, staff plan learning opportunities that will match the learning needs of each child. Our school assessment and tracking systems ensure that staff are up to date with each child's attainment, progress and next steps for learning. Planning takes account of advice from outside agencies.

We have a number of experienced and skillful teaching assistants who provide learning and social or emotional support to children with SEND. Learning activities delivered are planned with the class teacher. Support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money.

Where necessary, children may work on aspects of the curriculum from a different year-group to their own.

Throughout the day, children may spend time working:

- in class as part of a small group working with the class teacher or support staff
- in class as part of a larger group
- in class working on independent tasks matched to their individual needs
- working outside of the classroom with a member of staff.

All children are valued members of our school community and are fully involved with their class groups. We offer a range of lunchtime and after-school activities which are open to all children, including those with SEND.

Outside Agency Support

At some times, some of our pupils will require further support and we will seek the advice and guidance of outside agencies.

The other people / agencies and teams providing services to children with a special educational need / disability in school include:

- Statutory Assessment and Review Service
- Educational Psychology –EP
- Child and Mental Health Services - CAMHS
- Language and Communication team –LCT
- Speech and Language therapy – SALT
- Dyslexia team
- Behaviour Support
- Occupational Therapy – OT
- Sensory Support Team -visual and hearing impairment.
- Raising the Health and Education of Looked After Children Team - RHELAC
- Public Health Nurse
- Health Visitors
- Children’s Services
- Education Welfare Service
- Acorns
- Parent Partnership

When always consult with parents prior to requesting outside agency support and in most cases this would be discussed as part of a review meeting. As part of the referral process, parents’ views will be gathered.

Transitions

At Monkhouse we have systems in place to support all our children as they move into a new class or to high school. We will work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide the following support to pupils when they are joining or leaving the school:

- Opportunities for parents to meet and talk with staff prior to their child joining Monkhouse.
- Multiagency meetings including parents/pupils and staff from both schools.
- Opportunities for children joining Monkhouse to visit school prior to starting.
- Opportunities for children moving to a new school to visit before joining.
- Systems for ensuring all relevant paperwork is passed on.

- Meetings/ planning sessions with staff including the SENCO of the school pupils are transitioning to/from.
- Transition aids e.g. photo books when required.

All children are different and some will move between settings without any additional support. However, where children require a higher level of support this will be planned on an individual basis, in consultation with the child, parents and all relevant staff.

Most of our year 6 pupils move on to Marden High; we have very good relationships with Marden and work closely with them on ensuring a smooth transition for pupils.

Staff Training

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities.

Our Special Educational Needs and Disabilities Coordinator provides advice and guidance to staff.

- Termly Individual Pupil Support Plan Reviews.
- SENCO, 1 hour per week, to work alongside staff, parents, pupils and to liaise with outside agencies.

All staff have access to a variety of training which is ongoing throughout the school year.

SENCO qualifications and training include –

- National SENDCO award (Bathspa university)
- SEND networks and training within Local Authority
- National SEND conferences
- North Tyneside Communication Toolbox
- Dyslexia
- Phonics and Literacy
- Lego Therapy
- Narrative Programme
- INPP Physical Development
- Mental Health

Staff qualifications and training include –

- ELKLAN Trained – Speech Language and Communication

- Dyslexia Trained
- Behaviour management trained
- First Aid
- SEND Network Meetings within the Authority.
- National SEND conferences.
- ASD training
- North Tyneside Communication Toolbox
- Narrative programme
- ELKLAN – speech language and Communication
- Early Bird – Autism
- LCT training – Speech language and communication
- Behaviour training
- First Class Numbers – numeracy
- Dyslexia training
- Phonics and literacy training
- First Aid Training
- Child Protection Training
- MAKATON – using signs and symbols to help people communicate.
- Communicate in Print
- Social Stories
- Lego Therapy
- R-time training
- Mental Health

Supporting Families

The school works in partnership with families to help them support their children's learning outside of school.

- Contact with staff in school, including our SENDCO, Phase Leaders and Headteacher may sign post parents to other services outside of school.
- Families are also signposted to services / organisations through the Local Offer.

Further Information

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils' with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Inclusion Policy are also available on the school website.

The school's self-evaluation process will look at teaching and learning for pupils with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

If you would like further information about what we offer here at **Monkhouse Primary** then please contact the Special Educational Needs and Disabilities Coordinator :
Odessa Stephenson

School entitlement offer to pupils with special educational needs or disabilities	
	Support Available Within School
<p>Communication and Interaction Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties 	<ul style="list-style-type: none"> • Visual timetables • Areas of low distraction • Support / supervision at unstructured times of the day. • Social skills programme / support including strategies to enhance self-esteem. • Small group work to improve skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Where appropriate we will use support and advice from other partners to meet the needs of pupils. • Planning, assessment and review. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Teaching resources are routinely evaluated to

	<p>ensure they are accessible to all pupils.</p> <ul style="list-style-type: none"> • Differentiated curriculum and resources • Nurture groups • Lego Therapy
<p>Cognition and Learning Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties 	<ul style="list-style-type: none"> • Strategies to promote/develop literacy and numeracy. • Ability setting in early phonics. • Pupil Support Plans and targets supporting basic skills in literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, eg reading skills groups. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Differentiated curriculum and resources

<p>Social, Mental and Emotional health</p> <p>e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Mental health needs • Emotional Health and Wellbeing 	<ul style="list-style-type: none"> • The school ethos values all pupils. • Behaviour management systems encourage pupils to make positive decisions about behavioural choices. • The schools behaviour policy identifies where reasonable changes or flexibilities can be made to minimise the need for exclusions. • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • The school provides effective pastoral care for all pupils. • Support and advice is sought from outside agencies to support pupils, where appropriate. • Small group programmes are used to improve social skills and help them deal more effectively with stressful situations. • Different areas across school can be used to offer a different approach to the curriculum where appropriate and manageable. • Information and support is available within school for behavioural, emotional and social needs.
<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment 	<ul style="list-style-type: none"> • Support and advice is sought from outside agencies to support pupils, where appropriate. • ICT is used to increase access to the curriculum. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought and acted upon to meet the needs of pupils who have significant

<ul style="list-style-type: none"> • Physical and Medical Needs 	<ul style="list-style-type: none"> • medical needs. • Access to Medical Interventions. • Access to programmes to support Occupational Therapy / Physiotherapy. • Support with personal care if and when needed. • Staff to receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • All staff may complete any necessary training in order to offer advice and guidance to other staff or meet the needs of pupils. • The school building is currently not fully accessible for wheelchair users or those with limited mobility.. The main hall, corridor and downstairs classrooms can all be fully accessed. The first floor is only accessible via stairs. A portable ramp can be positioned to allow access to the art and music room. • The school has a disabled toilet / facility located in the main corridor.
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If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and / or the Special Educational Needs Coordinator.

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Parental Support

Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide advice and information to Young People and Parents/Carers of children with Special Education Needs.

We provide impartial and factual support on all aspects of the SEN framework to help Young People and Parents/Carers play an active and informed role in their child's or their own education.

Although funded by the Local Authority we provide an Impartial Service to Young People, Parents/Carers that runs at arm's length from the Authority to ensure Young People, Parents/Carers have confidence in us.

We can also provide Voluntary Independent Supporters if required that can assist in the planning and assessment process of the new Education, Health Care Plans.

If you would like more information about how SENDIASS can help you please contact us by:

Telephone: 0191 643 8317 and 643 8313

Email: SENDIASS@northtyneside.gov.uk

DANS – North Tyneside Disability and Additional Needs Service provides information for parents:

http://www.northtyneside.gov.uk/pls/portal/NTC_PSCM.PSCM_Web.download?p_ID=525894

The All Together Better North Tyneside Parent Carer Forum is run by parents and for parents of children with special educational needs and disabilities:

<http://www.alltogetherbetter.info/>