

SEN Information Report for Mount C of E Primary School



Coordinator for Special Educational Needs and Disabilities (SENCO) for Mount C of E Primary School is Ms Christine Turner.

1. What kinds of special educational needs does the school make provision for?

Mount C of E Primary School caters for a wide range of Special Educational Needs, disabilities and medical needs. These include autism, dyslexia, ADHD, learning difficulties, Cerebral Palsy, Down Syndrome, Epilepsy, Visual Impairment, Speech and Language delay and other emotional difficulties.

Mount C of E Primary School is a Dyslexia Friendly School and has a team of staff that have become skilled in working with children with ASC and ADHD.

There is a team of staff who work within inclusion and around the school supporting children with a range of needs.

Children must not be regarded as having learning difficulties solely because their language or form of language of their home is different from language in which they will be taught.

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, SENCO and learning support team, ALL members of staff have important responsibilities

Working closely with parents and, where necessary, professionals we will always seek to teach every child so they can achieve his or her best.

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

All teachers are teachers of pupils with special educational needs.

2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

If a pupil is known to have special educational needs when they arrive at the school, the SENCO;

- Use information from the transition school to provide an appropriate curriculum
- Ensure that on going observations and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning through work scrutiny
- Involve the pupil in planning and agreeing targets to meet their needs
- Involve parents in developing a joint learning approach at home and in school.

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Wherever possible, transition visits are made before the pupil starts on roll at Mount C of E Primary School. The SENCO will contact the SENCO at the transition school to ensure appropriate provision is in place prior to the pupil's first day.

Sometimes a medical diagnosis will identify particular needs such as ASC or ADHD. Observations by the class teacher, SENCO and/or Lead Professionals are another pathway to identifying the particular needs of individual pupils.

Pupil assessment and tracking of pupil progress and attainment is rigorous. Pupil progress meetings are held each half term within Units and support systems are reviewed. Intervention is allocated to pupils who are not making good progress. Children's response to intervention is carefully monitored and reviewed regularly.

A parent with concerns about their child should initially speak to their child's class teacher who will stay in contact with the parent whilst looking into those concerns. The class teacher will discuss, decide and record an action plan along with the SENCO, which will then be reviewed as regularly as required.

3. a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through work analysis within CPD meetings, Structured Conversations/SEND reviews, Pupil Conferencing and Stakeholder questionnaires.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

The success of the school's SEN provision is evaluated through

- Monitoring of planning and classroom practice by the Head Teacher, SENCO and Senior Management Team
- Monitoring of intervention groups by SENCO, Senior Management Team and Teaching Assistants
- Work scrutiny by SENCO and English/Maths co-ordinator
- Analysis of pupil tracking data for both individuals and cohorts by class teachers, SENCO, SMT and Head Teacher
- Consideration of each pupil's success in meeting individual targets, each half term
- Monitoring of procedures and practice by the SEN Governor
- School self-evaluation
- Governor's Annual Report to Parents
- LA SEN moderation process
- School Improvement Plan

b) How will both the school and I know how my child is doing and how will the school help me to support their learning?

Parents are kept up to date with their child's progress through;

- Informal conversations at a mutually convenient time
- Reading Diaries
- Termly Structured conversations with class teacher (and SENCO where necessary)
- Open afternoon to view pupil's work books
- Formal end of year written report
- Dojo System

Through these lines of communication, Mount C of E Primary School Staff will endeavor to offer suggestions and strategies to enable home support in the learning process.

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In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the Integrated Children's Disability Service where specific advice, guidance and support may be required.

c) What is the school's approach to teaching pupils with special educational needs?

The Mount C of E Primary recognises the need to ensure quality access to all areas of the curriculum for all children. Mid-term planning is always done collaboratively and at least half a term in advance. At this point risks/challenges are identified. If the needs of all children can be met by a temporary re-organisation across the unit then this is addressed by the Unit Leader. Sometimes accommodating the needs of a child requires re-organisation beyond the unit. In these circumstances the SENCO and Head Teacher become involved. The flexibility, team work and ethos of the school have always ensured access to the curriculum for all children. This does include off site visits, extra-curricular activities and outside activities.

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by the Senior Leadership Team, together with the SENCO and to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, the Multi-Agency Safeguarding Hub and SBAPs.

The school prides itself upon being inclusive. It is situated adjacent to a special school. We have a long and collaborative partnership with this school where our children visit the site each week and children from the Orchard visit Mount C of E school site. The school also has close links with Trent University and provide inclusion placements for a significant number of their teaching students each year. There is a Newark together project in the local area that includes a project upon meeting the needs of the local Gypsy Roma and Traveller population. This is a project that school is taking a lead on. The school has received National recognition for the work it has done with Gypsy Roma and Traveler pupils, including a feature on BBC's The One Show.

In addition, the school prides itself upon being an ADHD friendly school and has achieved the Dyslexia friendly kite mark. We are currently working to confirm our ASC friendly status this academic year.

d) How will the curriculum and learning be matched to my child's needs?

The school curriculum and its delivery have at its heart the needs of the diverse Mount C of E Primary community. It is based upon 20 minute/30 minute (KS1) 30/40 minute (KS2) sessions with a focus on Speaking and Listening and the acquisition of practical experiences. Practice is reviewed on a daily basis based upon pupil response and adaptations are made accordingly. If it is found that an individual child's needs are not being met concerns are raised at weekly unit meetings and adjustments are made. Such conclusions may arise out of pupil conferencing, learning walks, work scrutiny or lesson observation. If adjustments involve re-allocation of staff, then concerns are discussed with Senior Management. Decisions are then made with a view to supporting the needs of all children.

In exceptional circumstances an individual pupil's curriculum and timetable can be changed overnight to accommodate extreme need. This would be done to avoid exclusion, to support a child in trauma or to support the needs of a new entrant to school.

The school works on a two-year curriculum cycle which is reviewed annually. The school recognises the need to look at solution in response to challenge whilst maintaining consistency and continuity wherever possible.

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e) How are decisions made about the type and amount of support my child will receive?

All decisions about the type and amount of support that children receive will be an ongoing collaboration between the child, parent, class teacher, SENCO, outside agencies, Senior Leadership Team, Head Teacher and Governors. Working closely with parents and professionals we will always seek to teach every child so they can achieve his or her best; the type and level of support remains fluid depending on the specific needs of the child at any particular time.

If the needs and required provision meets the criteria for additional funding from an outside source, then a bid for that funding will be written by the SENCO to further aid the support for that individual child.

f) How will my child be included in activities outside the classroom, including school trips?

All children are included in school activities and trips. Where children have additional needs there will be child specific risk assessments completed and adequate support put in place to ensure a safe and successful trip for all.

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

Social and emotional needs are recognised through observation of children, discussion with children/parents/school staff. Support includes pupil passports, personalised reward systems, nurture support and adaption of curriculum delivery. All pupils are supported in small groups through 'circle time' which focuses on developing the emotionally intelligent child. The schools programme of extra-curricular support including family and adult learning is signposted during structured conversations.

The School Nurse is also able to provide information about different opportunities that are currently available in the locality and Children's Centre.

The school has invested in training members of staff to further understand the importance of positive social and emotional well-being; and raise awareness of strategies of support.

4. Who is the school's special educational needs co-ordinator (SENCO) and what are their contact details?

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01636 688166

5. a) What training have staff supporting special educational needs had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. All staff are encouraged to attend courses that help them to acquire skills needed to work with pupils with SEN and the SENCO will co-ordinate and/or lead school based INSET to develop awareness of resources and practical teaching procedures for use with pupils with SEN. NQTs and staff new to the school will be provided with opportunities to familiarize with the SEN policy as part of their induction. The school's INSET needs will be included in the School Improvement Plan.

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Our school operates the following training programmes:

- TA Network meetings
- SENCO training with the Newark Town Family
- Numicon training
- Joint training with local schools regarding pupils with Down Syndrome
- Updates on dyslexia and ASC friendly teaching techniques and strategies
- Teaching children with hearing impairments
- Anna Freud Mindfulness in schools programme

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues and we have funding available to support this professional development. The SENCO with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management

b) What specialist services and expertise are available or accessed by the school?

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

The following services will be involved as and when is necessary (with written parental consent in most cases):

- Educational psychologists
- Medical officers
- Speech and language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Traveler Education
- Education Service for Physical Disability
- Counsellors
- Play therapists
- Early Years Specialists
- Social workers
- Targeted support workers
- Family support workers
- PSED team
- SBAPs
- SFSS
- ICT support team

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6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?

The school provides any appropriate equipment and facilities that a child with special educational needs or disability may need. This equipment will have been identified by an outside agency as required by the child in order for them to best access their learning.

Mount C of E Primary School complies with all relevant accessibility requirements. Throughout the school there is wheelchair access and the whole building is on one level with no steps or staircases. There are toilets with handrails and access equipment added to them for wheelchair users. Within school there is a shower room, again with handrails and a seat fitted.

When necessary, assistive technology can be made available to allow greater access to the curriculum.

For further information, see the Accessibility Plan.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child?

See also our Parent Partnership policy.

Mount C of E Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

We recognise that parents have a unique overview of their child's needs and how best to support them, and this gives them a key role in the partnership. Feedback from parents is obtained via verbal feedback during discussions at these meetings. Parents are welcome to have informal dialogue with class teachers regarding their child at a mutually appropriate time.

If a parent has a concern about their child and/or the provision being made for their child, then they should approach the class teacher in the first instance. If the parents still feel that they need to further discuss the issue, then the following process should be followed;

- speak to the unit leader (member of Senior Management Team)
- speak to Head Teacher or SENCO depending on the nature of the issue

8. What are the arrangements for consulting young people with SEN and involving them in their education?

Children are involved with their target setting as far as their understanding will allow. Children can attend meetings if it felt appropriate by the teacher and parent. In order to encourage motivation in a child a teacher will get to know them so they can tailor the provision in school to meet their learning style and interests.

The whole school meet once a month in pastoral groups of mixed ages to discuss whole school issues. Pupil conferencing is also an integral part of our Assess, Plan, Do, Review cycle.

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9. What do I do if I have a concern or complaint about the SEN provision made by the school?

Parents are encouraged to bring any concerns to the attention of the class teacher. The school's complaints procedure is outlined in the complaints policy (available from the school office or website)

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO who will be able to advise on formal procedures for complaint. Ultimately, the Head Teacher will ensure that all complaints are dealt with effectively and in line with Nottinghamshire County Council guidelines.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The SENCO or Head Teacher are usually the people who involve other organisations and services and report directly to the Senior Leadership Team. The SENCO also reports to the governor with specific responsibility for Special Needs. Governors can see the data that informs them of the progress made by children with additional needs in order that they can ask questions to ensure that all children's needs are being met.

11. How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/children?

The SENCO can signpost parents to the wide range of support organisations and groups available in the community. As discussed above the SENCO can also access the professionals that can offer the specific support required for the child's needs; either to work directly with the child or to offer advice to parents or staff.

The School Nurse is available to add expertise and signposting that is more specifically related to health and mental-wellbeing; this service can be accessed by the SEN team.

12. How will the school/setting prepare my child/young person to:

i) Join the school?

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. For further guidance, see the school Admissions Policy.

If a pupil is known to have special educational needs when they arrive at the school, the Head Teacher or SENCO;

- Use information from the transition school to provide an appropriate curriculum
- Ensure that on going observations and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning through work scrutiny
- Involve the pupil in planning and agreeing targets to meet their needs
- Involve parents in developing a joint learning approach at home and in school.

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Partnership with parent/carers plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and expertise to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

Throughout the school, transition meetings will take place between teachers, support workers, parents and outside agencies (if necessary) to communicate the individual needs and targets of pupils with SEN prior to the pupil moving Year group or Key Stage.

Transition for pupils going to the linked Secondary school begins in Year 1 with regular visits to the secondary school for sporting and music/ creative arts events. This continues throughout their school life at Mount C of E Primary School. Once the pupil is in Year 6 and preparing to move into KS3, additional visits to the chosen secondary school are arranged. The amount and nature of the visits to the new setting is decided with the child at the centre of the process; each of these transitions seeks to predict possible issues that may arise and to pre-empt as many as possible so that the pupil feels equipped to begin the next part of their journey. The pupil is accompanied with a familiar member of staff from Mount C of E Primary School to reduce anxiety. The SENCO liaises with the Inclusion Manager or SENCO, Head of Year 7 and any pastoral support staff that will be involved with the secondary provision for the pupil. This will include the handing over of a passport outlining the pupil's strengths and needs.

Young people with special educational needs often have a unique knowledge of their own needs and their views about what they need/would like. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition process.

iii) Prepare for adulthood and independent living?

At the Mount Church of England Primary School, we aim to encourage each child to;

- Work to their maximum capability in all areas.
- Access the highest quality and standard of education possible.
- Appreciate their own value and worth.
- Develop enquiring minds with the ability to question and think for themselves.
- Understand and respect their world.

The school aims to provide for our children;

- Close links with the church and local community.
- A happy, lively and caring environment where children can develop within a secure and supportive atmosphere.
- A wide variety of experiences within a stimulating environment.
- A working partnership where pupils and parents are involved in and informed about children's learning.

13. Where can I access further information?

For further information, please refer to the school website; specifically, the Special Needs and Disabilities Policy. To have specific questions or concerns answered please contact the school office on the above email address or telephone number. Alternatively, appointments with the Head Teacher or SENCO can be made through the school office.