

Introduction

All Plymouth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and disabilities (SEND). They are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational needs and/or disabilities being met in a mainstream setting wherever possible, where families want this to happen. The Children and Families Act 2014 requires Local Authorities to publish a Local Offer which contains details of the support and provision available in all maintained schools. It also requires schools to publish a School Information Report which contains details of the support and provision available in their setting.

Montpelier Primary School Information Report

Working together, achieving success



The following information is specific to Montpelier Primary School and will hopefully answer any questions you might have about support and provision for pupils with Special Educational Needs and/or disabilities at our school but if you have any further questions please contact us. You might also like to read our policy on Special Educational Needs and Disabilities which is available on our website.

1. How does Montpelier Primary School identify and assess children's Special Educational Needs and Disabilities?

If you have a concern regarding any area of your child's development or progress; either their educational progress, their communication and interaction skills, social or emotional development or physical or sensory development you should initially raise your concern with your child's Class Teacher.

We carefully track the development and progress of all pupils; if your child's Class Teacher has any concerns about their development or progress they will contact you and ask you to come in to discuss it further. Interventions may be put in place to support your child's development or progress. This may be effective and reduce concerns but if concerns persist the Class Teacher will ask the Special Educational Needs Coordinator (SENCo) to assist with further assessment and advice.

The concern will then be assessed further and if appropriate an Individual Education Plan developed which could include additional or different support within school or a referral may be made, with your consent, to an outside agency for further assessment and advice. Parents/carers are always fully consulted and involved throughout this process.

2. *How accessible is Montpelier Primary School and how is the learning environment and curriculum adapted to provide for pupils with Special Educational Needs and Disabilities?*

Once a child's need has been identified some of the following adaptations to your child's education could take place:

- Modification to a teaching approach or style
- Reasonable adaptations to the learning environment
- Further differentiation of their work
- Provision of specialist equipment to meet their need
- Small group and/or individual interventions either in or out of class
- Seeking more specialist advice from outside agencies

3. *How does Montpelier Primary School assess and review my child's progress?*

All pupils' progress is assessed on a termly basis to identify those pupils who are not making expected progress and may need further support. Termly assessment is also used to monitor the impact and effectiveness of interventions already in place.

Parent/carer consultations are held in the Autumn and Spring Terms and your child will receive an annual report towards the end of the summer term.

If your child has an Individual Education Plan their targets and provision will be reviewed with them and you; their parents/carers at least 3 times per school year. Children with more complex needs may have a School Support Plan to include their educational, health & care needs and provision. These will be reviewed regularly with parents/carers at multi-agency meetings. A small minority of pupils will have a high level of complex, long-term needs and will have a Statement of Special Educational Needs or an Education, Health and Care Plan which will be reviewed annually with the child, their parents/carers and other professionals who work with them.

4. *How are children with Special Educational Needs and Disabilities supported when joining Montpelier Primary School, moving up to new classes and leaving to join a secondary school?*

Early Years (starting school)

If a child has already been identified as having additional needs in their Early Years Setting, a transition meeting with Parents/Carers and involved professionals will be held to ensure that the school fully understands the needs of the child and a transition plan can be developed.

All children starting Montpelier in our Foundation unit will also have access to:

- A Parents/carers meeting
- A home visit by their Class Teacher and Teaching Assistant
- An initial visit in the summer term before starting school
- A phased transition into school over the first 3 weeks in September

Moving class each year

Children who get anxious about changes and some of those already identified as having Special Educational Needs or disabilities may have an enhanced transition package which could include:

- Additional Visits to meet with their new teacher and become familiar with their new environment.
- A transition 'passport' or 'one page profile' made with them to tell their new Class Teacher all about them, their needs, what provision they need and what they find helpful.
- Transition meetings between teachers and teaching assistants.
- A Social Story for them to refer to with photos of their new environment and staff explaining what will stay the same and what will change.

Year 6 to Year 7 (moving to secondary school)

Montpelier Primary School follows the local guidance on Universal and Transition Plus 1, 2 and 3. Pupils without Special Educational Needs or disabilities will have a universal transition. Those with a low level of need will be identified as Transition + 1, those with a moderate level of need Transition + 2, and those with a high level of need Transition + 3.

Different secondary schools offer different transition packages for the different levels of need but pupils already identified as having SEND may have an enhanced transition package which could include:

- Additional visits to meet staff in their Secondary School and become familiar with their new environment.

- Transition meetings between teachers and SENCOs and when needed parents/carers.
- If a pupil has a Statement of Special Educational Needs or an Education, Health and Care Plan the Special Educational Needs Coordinator from the receiving secondary school will be invited to the Year 6 annual review meeting.

5. *How are pupils helped to prepare for adult life so they can go on to achieve and live happy, productive lives, making a positive contribution to society?*

Using a 'Person Centred' planning approach, which puts the child at the heart of the plan, a pupil's individual aspirations and needs will always be considered. The targets set for pupils with Special Educational Needs and/or disabilities will reflect their needs and provision will be made to enable them to achieve and be as successful as possible in all areas of their lives. Our Personal, Social, Health and Economic Education curriculum also enables pupils to develop important life skills and understanding.

6. *What training do staff have to support pupils with Special Educational Needs and Disabilities?*

All staff teaching or supporting children with Special Educational Needs and disabilities have a general awareness of needs and support strategies and have access to enhanced training and support in how best to meet more specific needs.

The school accesses specialist support services and professionals when appropriate for further specialist advice and support.

7. *How does Montpelier Primary School assess and evaluate the effectiveness of the provision they make for pupils with Special Educational Needs and Disabilities?*

The assessment and evaluation of the effectiveness of the SEN provision that we provide is carried out through:

- Monitoring the effectiveness and impact of interventions through the progress of individual pupils, adjusting provision according to the progress that is made.
- Regular audits of pupil's emotional and social development.

- Termly reviews of Individual Education Plans.
- Annual reviews of Statements of Special Education Needs and Education, Health & Care Plans.
- Seeking further support and advice from outside agencies if required.
- The Special Educational Needs Coordinator (SENCo) meets at least termly with the SEN Governor who reports back to the Full Governing Body.

8. *Do children with Special Educational Needs and Disabilities have access to facilities and extra-curricular activities that are available?*

All pupils, including those with Special Educational Needs and Disabilities, will be supported wherever possible to access extra-curricular activities to promote their health and well-being. If a child will need additional adult support to enable them to participate in an extra-curricular activity parents /carers will be supported by our Parent Support Advisor to access additional funding and support from agencies such as Inclusion Works.

9. *How will Montpelier Primary School support my child's emotional and social development?*

Montpelier Primary School provides a safe environment for all children and supports their physical, mental and emotional well-being. We safeguard all children according to the following policies:

- Safeguarding/Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Special Educational Needs and Disability Policy

Pupils with Emotional, Social or Mental Health difficulties may be supported by Teaching Assistants who have been trained in providing Emotional Literacy Support.

Where appropriate, with parents/carers consent, pupils may be referred for support with a Learning Mentor, Counsellor or Therapist or we may seek specialist advice or assessment from the Plymouth Child and Adolescent Mental Health Service (CAMHS).

If you have any further questions please contact us.

Montpelier Primary School

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Web site - www.montpelierprimary.co.uk

Parent Support Advisor: Ms Jane Gilbert

Special Educational Needs Coordinator: Miss Lisa Somerville

Special Educational Needs Governor: Mrs Joanne Sarson

Headteacher: Mr Jason Holland