

# SEND Information Report



Reviewed October 2020

## What is SEND?

A child or young person has SEN (Special Educational Needs) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream or mainstream post-16 institutions.

(SEND Code of Practice, 2015)

### Areas of Need

The SEND Code of Practice identifies four broad areas of need:

- **Communication and Interaction:** this includes speech and language and social communication difficulties which includes pupils on the autism spectrum.
- **Cognition and Learning:** this is where a pupil is learning at a significantly slower pace than others in their year group.
- **Social, Emotional and Mental Health:** this includes pupils with anxiety, ADD, ADHD or attachment disorder.
- **Sensory and/or Physical Needs:** this includes hearing difficulties, visual difficulties, mobility difficulties and sensory processing problems.

It is possible for children to have more than one area of need.



## Montpelier Primary School Information Report

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 in our school but if you have any further questions please contact us via email on

**admin@mpsplymouth.net**

You might also like to read our policy on Special Educational Needs and Disabilities which is available on our website (<http://www.montpelier-primary.co.uk/web/inclusion/192752>).

### Family Team

Sarah Green SENCo	Jane Gilbert Parent Support Advisor	Robert Adamson SEND Governor	Nicki Tapp ELSA Lead	Tracy Spragg Assistant head- Safeguarding lead
				

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

What if you have a concern?	What if the class teacher has a concern?
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 and mental health development or physical or sensory development you should initially raise your concern with your child's Class Teacher.	Teachers 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 discuss it further. In class support and short term interventions may be put in place to support your child's development or progress. This may be effective and reduce concerns.

If concerns persist the Class Teacher will ask the Special Educational Needs Co-ordinator (SENCo) to assist with further assessment and advice.

The concern will then be assessed further and if appropriate a One Page Profile or an Individual Education Plan developed which could include additional or different support within school or we may ask your consent to discuss your child with another agency 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.

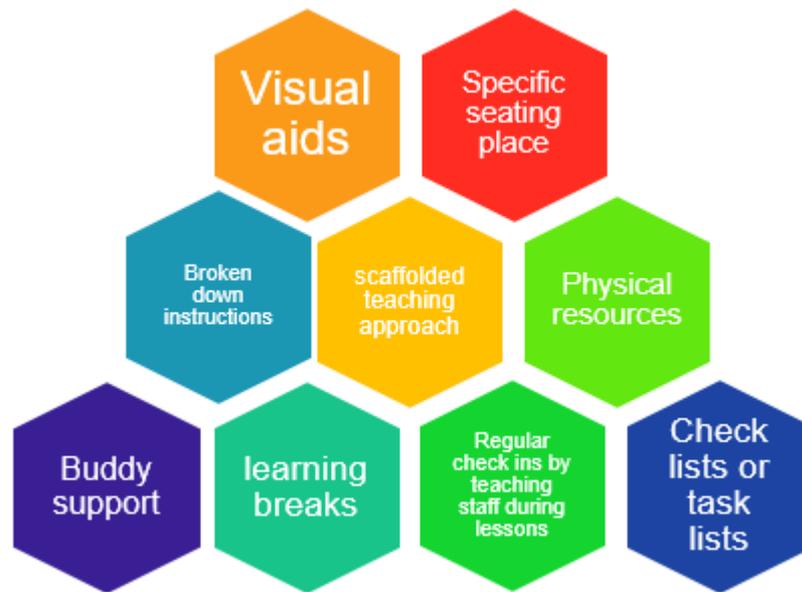
**How accessible is Montpelier Primary School and how is the learning environment and curriculum adapted to provide for pupils with Special Educational Needs and Disabilities?**

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

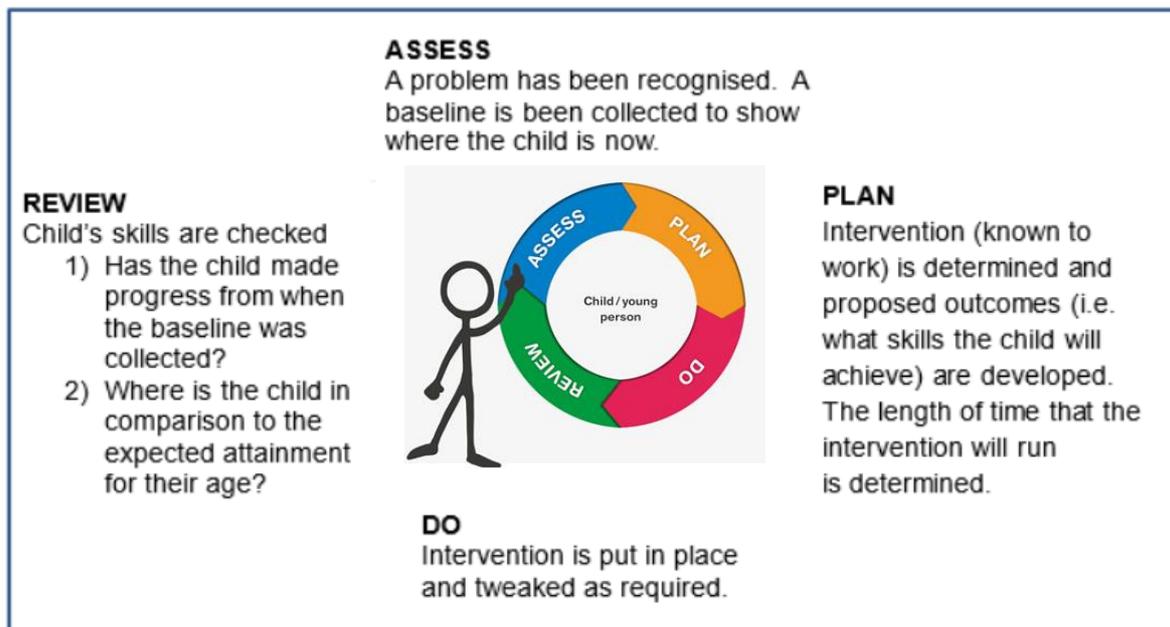
- Modification to a teaching approach or style
- Reasonable adaptations to the learning environment
- Further differentiation of their work
- Provision of specialist equipment to meet their need
- Small group and/or individual interventions either in or out of class
- Seeking more specialist advice from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

## How does Montpelier Primary School support children with SEND?

Where a pupil has been identified as having SEN, to enable the pupil to participate, learn and make progress action is taken to remove barriers and put effective special educational provision in place. Your child may be supported through the following approaches



## The Graduated Approach



The Graduated Approach starts at a whole-school level. Teaching staff are continually assessing and reviewing their approach to teaching all children.

However, where a potential SEND need has been identified, this process becomes increasingly personalised and interventions are tailored to meet the particular need of the child.

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

Type of Assessment or Review	Frequency
Pupil progress in lessons	Daily in lessons- teaching staff will use assessment for learning approaches to make an assessment of all children's progress in the lesson. They will use this to review the impact of approaches to support for your child.
Pupil progress	Termly - each term teachers will assess all children against the curriculum standards. Each term teachers will review the impact and effectiveness of interventions in place.
Parent/carer consultations	Autumn and summer term- parents and teachers discuss the progress and areas for development. An annual report will be provided during the summer term.
IEP (Individual Education Plan) review	If your child has an IEP the targets and provision will reviewed and discussed with parents/carers 3 times a school year.
EHAT (Early Help Assessment Tool) or TAM/TAF (Team Around Me/the Family)	Children with more complex needs may have an EHAT or TAM which includes targets for a child's educational, health and care needs and provision. These will be reviewed each term with parents/carers, school staff and outside agencies.
EHCP (Education, Health Care Plan)	A small minority of pupils have a high level of complex, long-term needs and they will have an EHCP. This will be reviewed annually with the child, parents/carers and other professionals who work with them.

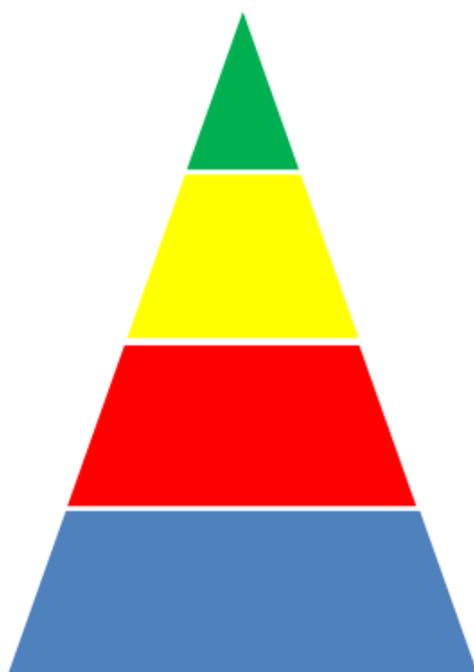
## How does Montpelier Primary School assess and evaluate the effectiveness of the provision they make for pupils with Special Educational Needs and Disabilities?

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.
- 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.

## 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?

In Plymouth, we have an enhanced transition framework which provides a shared way of talking about the level of support needed by children during transition. It uses the codes 'Universal', 'Enhanced Transition plus 1', 'Plus 2' and 'Plus 3'. This is represented in the diagram below:



### **Transition Plus 3**

Specialist support for children and young people identified with severe, complex, persistent and enduring levels of vulnerability

### **Transition Plus 2**

Targeted support for children and young people identified with moderate levels of vulnerability

### **Transition Plus 1**

Targeted support for children and young people identified with mild levels of vulnerability (monitored within existing whole school / setting arrangements)

### **Universal Transition**

Universal transition arrangements for all children and young people

### **Early Years (starting school)**

If a child has already been identified at their pre-school setting as having SEND the school will be informed of their transition level. Once the school has received this information they will arrange a transition meeting with Parents/Carers and involved professionals to ensure that the school fully understands the needs of the child and that a relevant child centered approach to support can be put in place. Children with SEND starting Montpelier in our Foundation classes will also have access to:

- A Parents meeting
- A home visit by their Class Teacher and Teaching Assistant
- An initial visit to school in the Autumn 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 one page profile made with the child to tell their new Class Teacher all about them, their needs, what provision they need and what they find helpful.
- Transition meetings between teaching staff in both classes
- A transition booklet for them to refer to with photos of their new environment and teaching staff.

### **Year 6 to Year 7 (moving to secondary school)**

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 an EHCP the SENCo from the receiving secondary school will be invited to the Year 6 annual review meeting.

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

All of our teaching staff have undertaken a range of training which supports children with SEND. Where a need is identified our school will seek specialist advice and support when required. We work with a variety of agencies to develop practice these include:

- Children's Speech and Language Service (Livewell, NHS)
- Communication and Interaction team (CIT)
- Children and Adolescent Mental Health Services (CAMHS)
- Educational Psychologists
- Multi-Agency Support Team (MAST)
- Plymouth Information, Advice and Support Services (PIASS)
- School Nursing Team

### **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 within schools staff will work with parents to enable this to take place.

### **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 (ELSA). All staff have also been trained to use the Emotional Logic approach. 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).