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Monkwick Infant  
School and Nursery

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# **SEND Information Report**

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September 2021

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## School Ethos for SEND

Under the current 'Special Educational Needs Code of Practice' our schools provide a broad and balanced curriculum for all children. Development Matters in the Early Years and The National Curriculum are our starting points, for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning which may mean they have special needs and require particular action by the school.

For further information please refer to the Schools' SEN Policy and Behaviour and Anti-bullying Policy.

## Special Educational Needs and Disabilities

### There are 4 broad areas of SEND

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

## Who should I contact about my child's Additional Needs?

The first point of contact for any concerns should be the class teacher. If concerns continue the teacher may then refer you to the SENCo.

### SEND/Inclusion Team



**Melanie Atwell**  
Deputy Head Teacher and SENCo



**Amanda Mason**  
Family Support Worker

	<p>The SEN Governor is Lorraine Laudrum who can be contacted through the School offices. The SENCo is available on parent's evenings to discuss pupil's progress.</p> <p>Parents can contact or make an appointment to see the SENCo at any convenient time if they have a concern or need advice, but the <b>initial point of contact would be the class teacher</b>.</p> <p>The SENCo attends multi agency meetings with parents, if invited by them.</p> <p>Parents of children who have an EHCP are invited to discuss their child's progress at the annual review.</p> <p>Parents of children who have an EHCP are also invited to discuss transitional provision with the potential junior/primary school for KS2.</p> <p>The SENCo holds transition meetings with the SENCo at the school the child is moving to in order to provide information about SEN provision to aid transition.</p> <p style="text-align: center;">➤ <i>See Graduated Response page at end of report.</i></p>
<p><b>How do the schools know if my child needs extra help?</b></p>	<p>A pupil is identified as having special educational needs where their learning or disability calls for special education provision <b>different to or in addition to</b> that normally available to pupils of the same age. Indicators include;</p> <ul style="list-style-type: none"> <li>• Child is making little or no progress in English or Maths</li> <li>• Child has persistent emotional and social difficulties</li> <li>• Child has sensory or physical problems and is making little or no progress despite specialist equipment</li> <li>• Child is still working at EYFS/ National Curriculum levels well below his or her age group</li> <li>• Child's behaviour substantially and regularly interferes with his or her learning and that of the class despite an individualised behaviour management programme</li> </ul>

- Child has ongoing communication/interaction difficulties which are impeding social relationships and learning.
- The child may have a difficulty which needs further investigation or assessment either through the school or external bodies.
- Concerns raised regarding a child's speech and language development and their ability to communicate effectively

### **Applying for an EHCP**

In line with the Code of Practice 2014 section 7.2, the following people can request an EHCP:

- Young person (over the age of 16 or an advocate on their behalf)
- The child's parent
- Or person acting on behalf of the school

Section 7.1 states that the Local Authority **must** conduct an assessment and prepare an EHC plan if:

- SEN provision cannot be provided from within the resources normally available to mainstream, Early Years providers and schools.
- This should not be the first step in the process; rather it should follow on from previous planning (One Planning).
- EHC plans must be focused on the outcomes of the child and must set out how services will work together to support their needs.
- An assessment may not always lead to an EHCP.

Further information can be found on the Local Offer website –

<http://www.essexlocaloffer.org.uk/asking-ehc-needs-assessment/>

➤ *See Graduated Response page at end of report.*

<p><b>How will my child be involved?</b></p>	<p><i>One Planning</i>, will be in place for children on the SEN register. Children will have a One Page Profile which is created in partnership with the pupil, parents and school. One Plan Meetings will be held during the year and involve discussions around; What is working well? What is not working so well? What is the provision in place to support the child? As well as reviewing and setting targets for the pupil.</p> <p>Children on the SEN support register are made aware of the targets set and are informed about their progress on a regular basis. One Page Profiles and One Plan Meetings are discussed with the child, where appropriate, so he/she is aware of targets set and any interventions involved to achieve them. Pupils are then invited to make a contribution to the child view section of either the One Page Profile or One Plan, where appropriate.</p> <p>Pupils with an EHCP will also have One Planning in place.</p> <p>Annual review meetings are held for children with an EHCP to analyse previous targets and set new targets and review the provision in place. Pupils record their views about school on the pupil view section of the paperwork.</p> <p>Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility.</p>
<p><b>What If I am not happy with school provision for my child's additional needs?</b></p>	<p>The procedure for complaints can be viewed on the school websites and hard copies are available on request. We encourage parents and carers to speak to us if they have concerns.</p>
<p><b>How can I find out existing local services?</b></p>	<p>The School website will have a link to the Essex Local Offer. Hard copies may be available on request.</p> <p><a href="http://www.essexlocaloffer.org.uk/">http://www.essexlocaloffer.org.uk/</a></p>

## How will the school support my child?

The delivery of the provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the Class Teacher, this is referred to as **High Quality Teaching**. Teacher's planning includes differentiated work for children with SEN and effective deployment of LSAs/HLTAs.

Intervention groups are provided for pupils who need a particular area of the curriculum targeted and may include children on the SEN register.

Depending on the nature of the child's difficulties, they may be involved in specialised, in-school programmes. These may include: Therapy Sessions, Precision Monitoring, Lego Therapy, Social Stories, Gym Trail, Catch Up Reading, SMART Thinking and speech and language support.

Occasionally a child may visit outside therapy clinics in order to access specialised support. Permission is granted to access this.

At present children with special educational needs have the opportunity to access following external agencies: Specialist Teaching Team, Educational Psychologists, Paediatricians, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Therapists, Health Visitors, School Nurses, Hospitals, Optometrists and other specific professionals who may provide general advice, specialist assessments or advice on different strategies or materials.

The SENCo makes referral to appropriate outside agencies to aid the child's needs where appropriate and when assessment has indicated a need.

The SENCo liaises regularly with outside agencies where appropriate and where assessments have indicated a need e.g. Paediatricians, Specialist Teachers, Educational Psychologists, Occupational Therapists, Speech and Language Therapists, EWMHS, Therapists, School Nurses and Health Visitors.

➤ *See Graduated Response page at end of report.*

	<p>The schools offer a wide variety of support for pupils who are encountering emotional difficulties from members of staff including; the class teacher, The Senior Leadership Team, LSAs, Family Support Worker and SENCo who are available to discuss issues and concerns. We also have an enhanced provision on site to support with these difficulties.</p> <p>Our Family Support Worker, Amanda Mason, supports both families and pupils in a variety of ways. She can offer parents and carers support with issues that may impact on family life, such as illness or separation, and support with managing their child's behaviour in partnership with the school. Amanda Mason also works to support pupils with issues such as self-esteem, making and keeping friends, and positive school behaviours through small group sessions.</p> <p>Alternative arrangements are available for children who find lunchtime a challenge.</p> <p>Please also refer to the schools' SEN policy.</p>
<p><b>What training have the staff supporting children with SEN, had or are having?</b></p>	<p>The SENCo holds the National Award for SEN Coordination. She also attends regular updated training in specific SEND areas as well as attending regular cluster and update meetings to ensure the school is kept up to date with current legislation and guidance.</p> <p>LSAs are employed and trained to support special needs children in all classes, and support during lunch and play times where appropriate.</p> <p>LSAs run interventions targeting identified priority areas of need. These interventions are monitored to ensure they have impact.</p> <p>Teachers and LSAs have attended courses on a range of areas including Speech and Language, EAL, Autism (AET 1&amp;2 and EYFS), Distress Management, Emotion Coaching, Mindfulness, Precision Monitoring, Phonics and Reading Support.</p> <p>All staff have regular opportunities to update knowledge to ensure they can meet the specific needs of current children's attainment.</p>

<p><b>How will the school know how my child is doing?</b></p>	<p>Short term targets are taken directly from the children's One Planning, as well as recommendations from other professionals, which are then monitored.</p> <p>Multi agency meetings are held to analyse progress made and determine the way forward for children who have involvement with multiple outside agencies.</p> <p>Annual review meetings are held for children with EHCPs to review progress, set new targets and determine strategies to improve attainment. Parental/child reviews are shared and documented.</p> <p>Progress and attainment data is monitored on a termly basis and discussed with Class Teachers.</p> <p>In class, teachers plan and differentiate the curriculum appropriately for each child.</p> <p>Alongside other members of the Senior Leadership Team the SENCo will monitor SEN provision in the classroom.</p>
<p><b>How will I know how my child is doing?</b></p>	<p>One Plan Meetings will be held at least twice a year and copies of all documents sent home.</p> <p>Annual Reviews will take place once a year.</p> <p>You will be able to discuss your child's progress at parent's evenings.</p> <p>Appointments can also be made to speak in more detail to the teacher and SENCo.</p>
<p><b>What extra resources are available for my child?</b></p>	<p>Resources may include deployment of staff depending on individual circumstances.</p> <p>Specialist resources are used to aid learning across the school where assessment has indicated a need e.g. differentiated reading books, sand timers, visual timetables, left handed scissors, pencil grips, wobble cushions, pencil grips and ear defenders etc.</p> <p>Further specific specialist equipment is bought or hired according to the needs of the children, and as recommended.</p>

<p><b>How accessible is the school environment?</b></p>	<p>Toilets are adapted for disabled users and wide doors are in some parts of the building.</p> <p>Individual Care Plans can be put in place for children with specific needs. These are created by the child's consultant or other medical professionals.</p> <p>An Accessibility Plan is reviewed regularly by Head Teachers and Governors.</p>
<p><b>What specialist services used by the school can I contact?</b></p>	<p>At times it may be necessary to seek advice from outside agencies to receive their more specialised expertise. These may include:</p> <p>Autism Anglia – 01206 577678  Early Advice Hub (Child Protection/Safeguarding) – 0345 603 7627 or out of hours 0345 606 1212  Educational Psychologist (parent helpline) – 01245 433 293  EWMHS (Emotional Wellbeing and Mental Health Service)- 0300 300 1600  Attendance Officer – <i>phone school</i>  Speech and Language Therapy - 01206 286526  Occupational Therapy – 01206 745445  Community Paediatricians (Colchester Primary Care Centre) – 01206 314015  FACE (Families Acting for Change in Essex) – 01245 608231  Families in Focus – 01245 353575  SEND Operation Team (Statutory Assessment): 0333 0139949  SEND Information, Advice and Support Service - 03330 138913  Maze Programme – 07708 873023  Family Solutions – 0345 6037627  MIND - 01206 764600</p> <p>For further information, please see the Essex Local Offer <a href="http://www.essexlocaloffer.org.uk/">http://www.essexlocaloffer.org.uk/</a>.</p>

**How will the school prepare and support my child during transition?**

Transition arrangements are as follows:

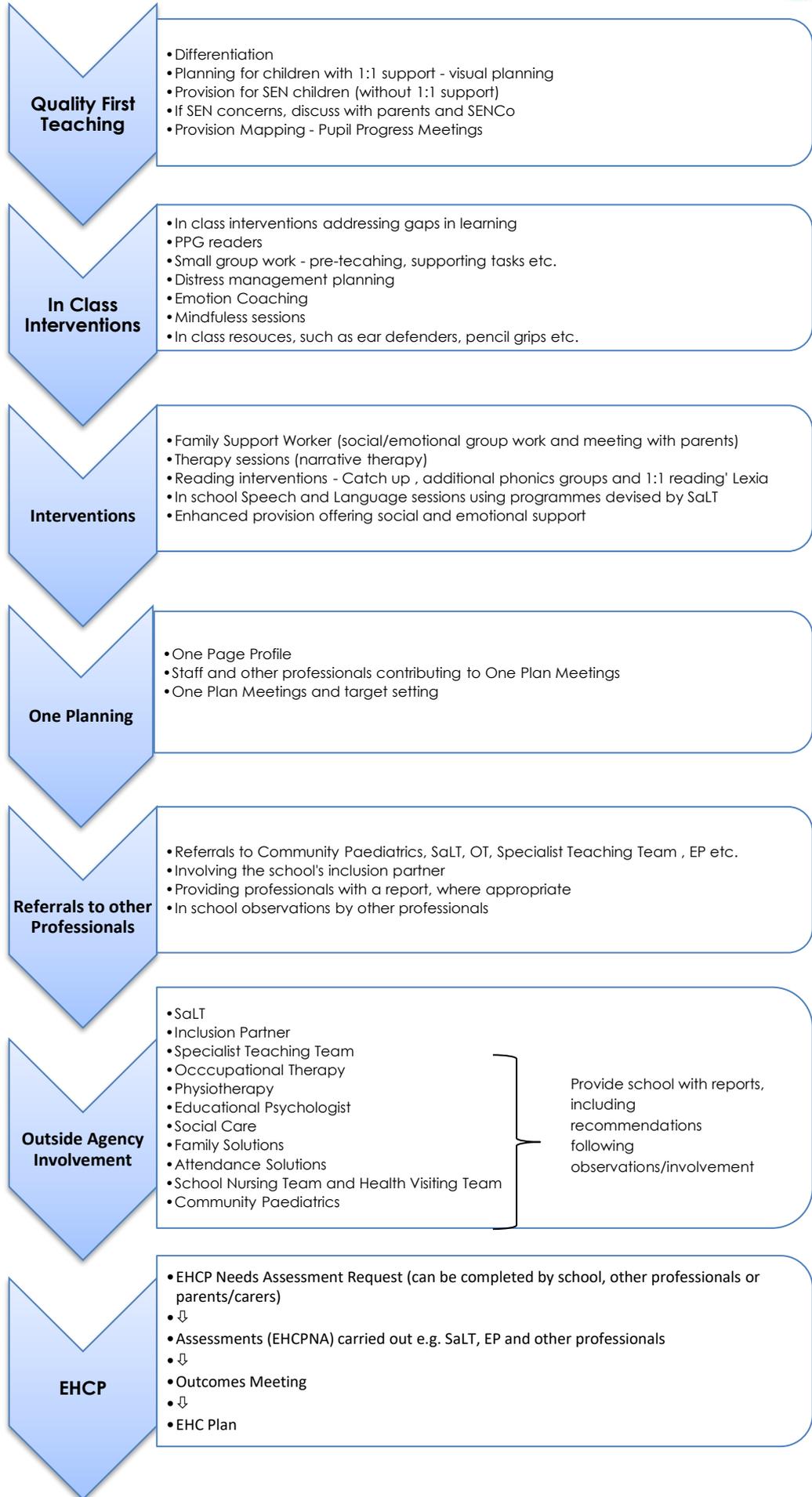
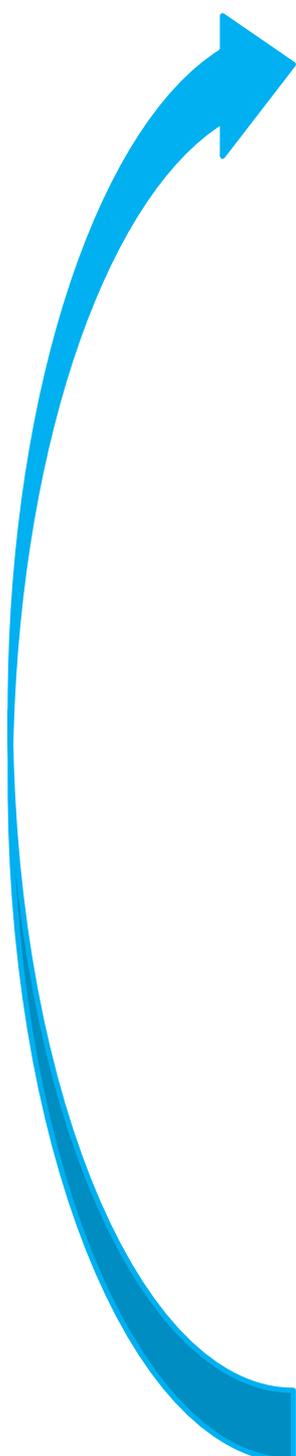
<b>Transition into Nursery</b>	<b>Nursery to Reception Transition</b>	<b>KS1 to KS2 Transition</b>	<b>Moving Between Schools</b>
<ul style="list-style-type: none"> <li>• Nursery staff carry out home visits.</li> <li>• Transition sessions of 1 hours for the first week to support your child to settle.</li> <li>• Handover information from other professionals e.g. Health Visitors.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition meetings between nursery and school</li> <li>• EYFS Lead and SENCo will visit Nursery settings in the summer term.</li> <li>• My Transition to School Passport completed by nursery setting and parents/carers.</li> <li>• Transition sessions during the first few weeks of term.</li> </ul>	<ul style="list-style-type: none"> <li>• Hand over meetings between class teacher, as well as SENCos.</li> <li>• Parents and children have the opportunity to visit the school and take part in transition sessions with their junior setting.</li> <li>• Children transitioning to Monkwick Junior School will spend time with their new class teacher during the summer term.</li> <li>• Extra transition sessions at Monkwick Junior School if appropriate.</li> <li>• Where children are transferring from Monkwick Infant School to the Junior School, all children on the SEN register remain on the SEN register at the Junior School.</li> </ul>	<ul style="list-style-type: none"> <li>• Handover from the previous school, including information from the previous teacher and SENCo.</li> <li>• Paperwork set over.</li> <li>• Buddies identified to support your child in making friends and settling.</li> </ul>

## AN EXPLANATION OF SOME OF THE ABBREVIATIONS AND TERMS YOU MAY COME ACROSS

<b>Abbreviation:</b>	<b>Meaning:</b>	<b>Abbreviation:</b>	<b>Meaning:</b>
<b>ADD/ADHD</b>	Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder	<b>LA</b>	Local Authority
<b>ASD</b>	Autistic Spectrum Disorder	<b>LSA</b>	Learning Support Assistant
<b>Assessment</b>	A detailed examination of a child's special educational needs	<b>MSI</b>	Multi - Sensory Impairment
<b>Baseline Assessment</b>	A standardised teacher assessment designed to establish the attainment level of children at a significant point	<b>NC</b>	National Curriculum
<b>CoP</b>	Code of Practice	<b>ODD</b>	Oppositional Defiant Disorder
<b>CI</b>	Communication and Interaction	<b>OT</b>	Occupational Therapy
<b>CL</b>	Cognition and Learning	<b>PD</b>	Physical Disability
<b>CP</b>	Child Protection	<b>PEP</b>	Personal Education Plan
<b>DoB</b>	Date of Birth	<b>PMLD</b>	Profound and Multiple Learning Difficulties
<b>EHC/EHCP</b>	Educational, Health and Care Plan	<b>PRU</b>	Pupil Referral Unit
<b>EP</b>	Education Psychologist	<b>PSP</b>	Pastoral Support Programme
<b>EWMHS</b>	Emotional Wellbeing and Mental Health Service	<b>SATs</b>	Standard Assessment Tests
<b>EWO</b>	Education Welfare Officer	<b>SLCN</b>	Speech Language and Communication Needs
<b>FSM</b>	Free School Meals	<b>SaLT</b>	Speech and Language Therapy
<b>MAG&amp;T</b>	More Able, Gifted & Talented	<b>SEN</b>	Special Educational Needs
<b>HI</b>	Hearing Impaired	<b>SEND</b>	Special Educational Needs and Disability
		<b>SENCo</b>	Special Educational Needs Co-ordinator
		<b>SLD</b>	Severe Learning Difficulties
		<b>SpLD</b>	Specific Learning Difficulties
		<b>VI</b>	Visually Impaired



# SEN Graduated Approach





The Schools actively seek to work with the parents and value their feedback.

'A has made excellent progress with his speech since September. I am sure that without the support from the SENCO and class teacher his progress would not have been so rapid'

Monkwick Infant School Parent

'My child is settled and happy to come to school'

Monkwick Junior School Parent

'The school has always done its best for us. We're very happy and grateful'

Monkwick Infant School Parent