



Monkwick Infant
School and Nursery

SEND Information Report

September 2023

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' SEND 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 SENDCo.

[SEND/Inclusion Team](#)



Melanie Atwell

Deputy Head Teacher and SENDCo



Amanda Mason

Family Support Worker

The SEND Governor is Lorraine Laudrum who can be contacted through the School offices. The SENDCo is available on parent's evenings to discuss pupil's progress.

Parents can contact or make an appointment to see the SENDCo at any convenient time if they have a concern or need advice, but the **initial point of contact would be the class teacher.**

The SENDCo attends multi agency meetings with parents, if invited by them.

Parents of children who have an EHCP are invited to discuss their child's progress at an annual review meeting.

The SENDCo holds transition meetings with the SENDCo at the school the child is moving to in order to provide information about SEND provision to aid transition.

▮ See Graduated Response page at end of report.

How do the schools know if my child needs extra help?

A pupil is identified as having special educational needs where their learning or disability calls for special education provision **different to or in addition to** that normally available to pupils of the same age. Indicators include;

- Child is making little or no progress in English or Maths

- Child has persistent emotional and social difficulties
- Child has sensory or physical problems and is making little or no progress despite specialist equipment
- Child is still working at EYFS/ National Curriculum levels well below his or her age group
- Child's behaviour substantially and regularly interferes with his or her learning and that of the class despite an individualised behaviour management programme
- 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:

- SEND 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.

How will my child be involved?

One Planning, will be in place for children on the SEND 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.

Children on the SEND 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.

Pupils with an EHCP will also have *One Planning* in place.

	<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 SEND are given equal opportunities to participate in all school activities and roles of responsibility.</p>
<p>What If I am not happy with school provision for my child's additional needs?</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>How can I find out existing local services?</p>	<p>The Essex Local Offer provides information on local services.</p> <p>http://www.essexlocaloffer.org.uk/</p>
<p>How will the school support my child?</p>	<p>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. The 'Ordinarily Available: Inclusive Teaching Framework' is also referred to to ensure that provision is consistent for all children across the school. Teachers' planning includes differentiated and individualised learning for children with SEND, where appropriate, and there is effective deployment of LSAs.</p> <p>Intervention groups are provided for pupils who need a particular area of the curriculum targeted and may include children on the SEND register.</p>

Depending on the nature of the child's difficulties, they may be involved in specialised, in-school programmes. These may include: Therapy Sessions, Dog Therapy sessions, Precision Monitoring, Lego Therapy, Catch Up and Keep Up phonics sessions (Little Wandle), Gym Trail and Language Link speech and language support. We also have a menu of interventions to support children with SEMHD.

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


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

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

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

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 SENDCo who are available to discuss issues and concerns. We also have an enhanced provision on site to support with these difficulties.

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.

Please also refer to the schools' SEND policy.

What training have the staff supporting children with SEND, had or are having?

The SENDCo holds the National Award for SEND Coordination. She also attends regular updated training in specific SEND areas as well as attending regular cluster meetings to ensure the school is kept up to date with current legislation and guidance. The SENDCo works closely with the school's allocated Inclusion Partner and Educational Psychologist.

LSAs run interventions targeting identified priority areas of need, and have received the appropriate training. These interventions are monitored to ensure they have impact.

Teachers and LSAs have attended courses on a range of areas including Speech and Language, EAL, Autism (AET 1&2 and EYFS), Distress Management, Emotion Coaching, Mindfulness, Precision Monitoring, Phonics and Reading Support.

All staff have regular opportunities to update knowledge to ensure they can meet the specific needs of current children's attainment.

How will the school know how my child is doing?

Short term targets are taken directly from the children's One Planning, as well as recommendations from other professionals, which are then monitored.

Multi agency meetings are held to review progress made and determine the way forward for children who have involvement with multiple outside agencies.

Annual review meetings are held for children with EHCPs to review progress and the provision in place, set new targets based on the outcomes detailed in the EHCP. Parental/child reviews are shared and documented.

Progress and attainment data is monitored on a termly basis and discussed with Class Teachers.

In class, teachers plan and differentiate the curriculum appropriately for each child.

	<p>Alongside other members of the Senior Leadership Team the SENDCo will monitor SEND provision across the school.</p>
<p>How will I know how my child is doing?</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. Annual Review meetings for children in Y2 take place in the autumn term. During this meeting, parents/carers will indicate a preference for KS2 provision.</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 SENDCo.</p>
<p>What extra resources are available for my child?</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. 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>How accessible is the school environment?</p>	<p>Accessible toilets are located across the school.</p> <p>Individual Care Plans can be put in place for children with specific needs.</p> <p>An Accessibility Plan is reviewed regularly by Head Teachers and Governors.</p>

**What specialist services
used by the school can
I contact?**

At times it may be necessary to seek advice from outside agencies to receive their more specialised expertise. These may include:

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 – *phone school*

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

For further information, please see the Essex Local Offer <http://www.essexlocaloffer.org.uk/>.

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

Transition arrangements are as follows:

Transition into Nursery	Nursery to Reception Transition	KS1 to KS2 Transition	Moving Between Schools
<ul style="list-style-type: none"> • Stay and Play sessions to support children to settle into our nursery. • Handover information from other professionals e.g. Health Visitors. 	<ul style="list-style-type: none"> • Transition meetings between nursery and school • EYFS Lead and SENDCo will visit Nursery settings in the summer term. • My Transition to School Passport completed by nursery setting and parents/carers. • Stay and Play sessions after school during the summer term. 	<ul style="list-style-type: none"> • Hand over meetings between class teacher, as well as SENDCos. • Children transitioning to Monkwick Junior School will spend time with their new class teacher during the summer term. • Extra transition sessions at Monkwick Junior School, if appropriate. • Where children are transferring from Monkwick Infant School to the Junior School, all children on the SEND register remain on the SEND register at the Junior School. 	<ul style="list-style-type: none"> • Handover from the previous school, including information from the previous teacher and SENCo. • Paperwork requested. • Buddies identified to support your child in making friends and settling.

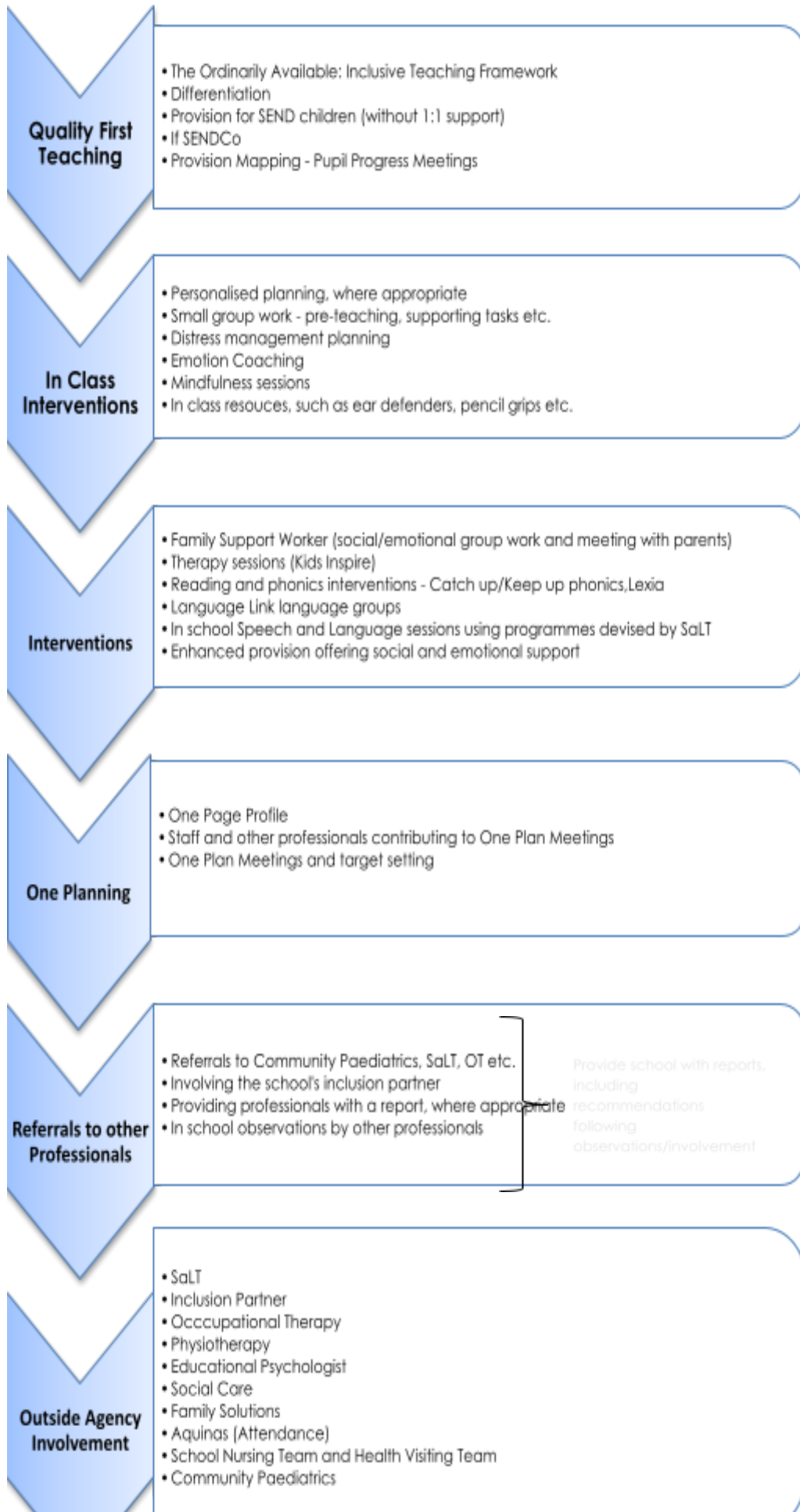
		<ul style="list-style-type: none">• Family Support worker to contact parents during the first half term.		

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

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



SEND 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 SENDCo 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