

<p>What types of SEND do we provide for?</p>	<p>At Monkton Church of England Primary School, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child as an individual and encourages them to achieve their full potential. This encompasses the four main areas of SEND.</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, mental and emotional health</li> <li>• Sensory and/or physical</li> </ul> <p>Monkton Church of England Primary School’s SEND Information Report is written with full regard to the United Nations Convention on the Rights of the Child.</p>
<p>How do we identify and assess pupils with SEND?</p>	<p>When children have an identified SEND before they start at our school, we work with the nurse / parents who already know them well and use the information available to identify what their SEND provision will be like in our school setting.</p> <p>Our staff have completed training on a wide variety of SEND and will continue to access such training in order to be well informed and up to speed on the best ways to support children with SEND.</p> <p>Initially if you have concerns regarding your child possibly having a SEND or needing additional support in school please contact your child’s Class Teacher. The Class Teacher can, if needed then contact the school SENCo for advice and support. The SENCo may observe your child and assessments may be used to pinpoint what is causing difficulty (what is happening and why). We may then meet with you to discuss further strategies, support and the possible need for further assessment.</p>
<p>Who is our special educational needs co-ordinator and</p>	<p>Mrs. Rachel Newman is the schools SENCo. You can contact her through the school office on 01843 821394, or by email: <a href="mailto:rnewman@mandm.school">rnewman@mandm.school</a></p>

<p>how can he/she be contacted?</p>	
<p>What is our approach to teaching pupils with SEND?</p>	<p>We believe that every child is an individual and should be valued. Children’s needs should be met through Quality First Teaching and they should be given an equal access to the curriculum. Our aim is to provide individual and small group provision where needed for those children with Special Education Needs and or Disability, whatever those needs may be, so that they can reach their full potential. We believe that their contribution to school should be valued and we seek to build their levels of motivation, engagement and self-esteem.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>All children receive class teacher input via good and outstanding classroom teaching:</p> <ul style="list-style-type: none"> <li>• The teacher will have the highest possible expectations for your child and all pupils in their class.</li> <li>• Teachers refer to the Mainstream Core Standards for guidance on strategies to use to support children with specific needs.</li> <li>• All teaching is based on building on what your child already knows, can do and can understand.</li> <li>• We utilise different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources.</li> <li>• All lessons are differentiated to meet the needs of your child and the class.</li> <li>• Work may be completed in a variety of ways including pairs, groups or independently.</li> <li>• Putting in place specific strategies (which may be suggested by the Inclusion Leader or staff from outside agencies) to enable your child to access the learning task.</li> <li>• When needed additional provision is put in place to ensure that children close the attainment gap to ensure catch up progress is made.</li> <li>• All classroom learning environments have a visual timetable along with other SEN resources. Where needed, we can also set up a workstation for specific children who need them.</li> </ul>

<p>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</p>	<ul style="list-style-type: none"> <li>• Our timetable is inclusive as we teach all subjects at a variety of times of the day.</li> <li>• Our curriculum is varied and dynamic, including cross curricular learning wherever possible. We encourage our children to be actively involved in their learning.</li> <li>• We don't 'set' our children and strongly believe that mixed ability grouping is the best way to ensure access for all.</li> <li>• In terms of extra-curricular activities we make sure activities outside the classroom and school trips are available to all.</li> <li>• Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.</li> <li>• Parents and carers are invited to accompany their child on a school trip if this ensures access.</li> <li>• After school clubs are available to all pupils.</li> <li>• • Health and safety audits will be conducted as and when appropriate.</li> </ul>
<p>How do we consult parents of pupils with SEND and involve them in their child's education?</p>	<ul style="list-style-type: none"> <li>• Your child's progress is continually monitored by their class teacher, SENCo and the wider Leadership Team.</li> <li>• Their progress is continuously monitored through our use of Arbor.</li> <li>• If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.</li> <li>• At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and they are the results that are published nationally.</li> <li>• Children on the School SEND register will be included on a provision map. This has targets set for your child and will be reviewed every half term.</li> <li>• Children who are classified as school support will have SEN Support Targets that are shared and reviewed 3 times yearly as part of parental consultations and on written school reports.</li> <li>• The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education. Their targets 'outcomes' are also reviewed and fed back to parents during an extended SEN parents meeting that</li> </ul>

	<p>run alongside the usual parent evenings twice a year and at a third meeting in July each year.</p> <ul style="list-style-type: none"> <li>• The Leadership Team and SENCo will also check that your child is making good progress with any individual work and in any group that they take part in.</li> <li>• A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> <li>○ Homework Diary and Reading Journals</li> <li>○ Parents evenings</li> <li>○ Additional meetings as required</li> <li>○ Reports</li> </ul> </li> </ul>
<p>How do we consult pupils with SEND and involve them in their education?</p>	<p>Children are involved every day in their own learning. They are involved in the marking of their own and their classmates work. The children are encouraged to talk about their learning in pairs and small groups. Children’s targets are discussed with them, in an age appropriate way, so that they can take ownership of them.</p> <p>We consult children via:</p> <ul style="list-style-type: none"> <li>• Pupil Conferencing</li> <li>• Pupil Voice</li> </ul>
<p>How do we assess and review pupils’ progress towards their outcomes?</p>	<p>We hold <b>Learning Review Meetings four times yearly</b> for each class. The Class Teacher meets with the SLT to discuss progress and the provision that has been put in place. This way we can ensure that the school is meeting your child’s needs.</p> <p>Each child on the SEND register at ‘School Support’ level has SEN Support Target(s) to support their needs. The Class Teacher will discuss and review these with parents 3 times yearly during parents evening (x2) and the end of year report. Children with an EHCP or High Needs Funding have a greater range of targets. These are discussed in a plan-do-review cycle with parents and the Inclusion Leader and or Inclusion co-ordinator. Again this happens 3 times a year during parents evening (x2) and an end of year meeting in July or their Annual Review.</p>
<p>How do we support pupils moving between</p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.</p> <ul style="list-style-type: none"> <li>• <b>If your child is moving to another school:</b></li> </ul>

different  
phases of  
education?

- We will contact the school Inclusion Leader/SENCo and ensure that they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- **When moving classes in school:**
  - Information will be passed on to the new class teacher in advance in a handover meeting.
  - All Provision Maps will be shared with the new teacher.
  - Depending on the needs of the child a visit to their new classroom can be provided to help them in their understanding of moving to a new class.
  - Books can be made containing photographs of the child's new teachers, classroom, etc. for your child to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in school.
  - The child's current teacher will write the SEN Support Targets for children on the SEN register at School Support level before they move to their new class. These can then be added to or edited by the new teacher as they become more familiar with the child.
- **When joining Monkton C of E Primary School during the academic year:**
  - We will meet with you and your child to discuss their needs and decide how to best transition into our school.
  - We will liaise with previous schools Inclusion Leader/SENCo to discuss the provision and obtain records from external agencies.
- **In Year 6:**
  - We fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from KS2 to KS3 is smooth.
  - The SENCo will attend the Primary Transition Day to discuss the specific needs of your child with the Inclusion Leader/SENCo of their secondary school, at a special session for SEND students as appropriate.

	<ul style="list-style-type: none"> <li>• Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.</li> <li>• Secondary School support workers are invited into school.</li> <li>• Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.</li> </ul>
<p>How do we support pupils with SEND to improve their emotional and social development?</p>	<p>We can offer a variety of support to improve social and emotional development including-</p> <p><b>Internal Support-</b></p> <ul style="list-style-type: none"> <li>• SRE curriculum/ Circle Time/ HeartSmart</li> <li>• Social Skills groups for identified children</li> <li>• Specialist support for children with ASD</li> <li>• Individual care plans</li> </ul> <p><b>External Support-</b></p> <ul style="list-style-type: none"> <li>• Early Help</li> </ul>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>We have a fantastic team of teaching staff and TA's who will strive to plan and implement a differentiated and inclusive curriculum. Part of the SENCo's role is to support the class teacher in planning for children with SEN.</p> <p>The school has a School Priority Plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEN. This may include whole school training on SEN issues or to support identified groups of learners in school, such as Attention deficit hyperactivity disorder (ADHD) and dyslexia. We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEN. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.</p> <p>A provision menu of support offered is available on the school website.</p>

<p>How will we secure specialist expertise?</p>	<p>For children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching (Quality First Teaching) and intervention groups, and that we would like to gain specialist input on, we will proceed in the following way(s):</p> <ul style="list-style-type: none"> <li>• Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.</li> <li>• A referral can be made to outside agencies to advise and support the school in enabling your child to make progress. This is usually done by filling out a LIFT form (Educational Needs) and attending the LIFT meeting or for pastoral needs referring to the Early Help Team.</li> <li>• If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> <li>• Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.</li> <li>• Support to set targets which will include their specific professional expertise</li> <li>• Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or visiting the sensory room.</li> <li>• A group or individual work with outside professional</li> <li>• Further assessment with other professionals when and if appropriate</li> </ul> </li> </ul>
<p>How will we secure equipment and facilities to support pupils with SEND?</p>	<p>Once need has been highlighted we can secure equipment from a variety of places e.g.</p> <ul style="list-style-type: none"> <li>○ OT support on equipment purchases</li> <li>○ Irlen's accessories</li> <li>○ Dyslexia support materials</li> <li>○ Support from our specialist support network e.g. TISS/ Laleham Gap</li> </ul>
<p>How do we involve other organisations in</p>	<p>The SLT hold a termly pastoral care meeting and ways forward are planned where needed. If required meetings are held with parents in order to keep them informed as to the</p>

meeting the needs of pupils with SEND and supporting their families?	progress of their child. If parents require further support referrals to Early Help, School Nurse and Young Healthy Minds can be made.
How do we evaluate the effectiveness of our SEND provision?	<p>In order to evaluate the effectiveness of provision planned and delivered to children with SEND we carry out the following-</p> <ul style="list-style-type: none"> <li>• Provision Maps are reviewed and written every term.</li> <li>• Learning Review Meetings are held four times yearly.</li> <li>• Work samples are regularly collected and reviewed by SLT and subject co-coordinators.</li> <li>• Lesson observations.</li> <li>• Learning walks.</li> <li>• Case studies.</li> </ul>
How do we handle complaints from parents of children with SEND about provision made at the school?	<p>Depending on the nature of the concern, you may wish, or be asked to, follow the schools formal complaints procedure. For the school to be able to investigate a complaint, the complaint needs to be made within three months of the incident occurring otherwise it will not be investigated. The prime aim of Monkton Church of England Primary School's policy is to resolve a complaint as fairly and speedily as possible. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, malicious complaints may incur appropriate action by the school.</p>
Who can young people and parents contact if they have concerns?	<p>Parent's first port of call is our SENCo who can offer support and advice and if appropriate refer on. The SENCo can also be contacted through the school office.</p> <p>A number of SEND related support services can also be found on the schools website.</p>
What support services are available to parents?	<p>Kent Children and Family Information Service (FIS) provides information on local services available to children, young people and families in Kent. They can assist with:</p> <ul style="list-style-type: none"> <li>○ Registered childcare providers</li> <li>○ Help towards childcare costs</li> <li>○ Free early education.</li> </ul>

Their address is-

Oakwood Park, The Stable Flat Oakwood House, Maidstone ME16 8AE. Their website is-

<http://www.kent.gov.uk/education-and-children>

Information, Advice and Support Team Kent provides information, advice and guidance to parents and carers of children aged 3 to 19 years with special educational needs (SEN).

The service helps parents to make informed decisions about their child's education.

Parents and Carers will receive guidance on:

- How to write to schools
- What to say at school meetings
- What your child is entitled to at school
- Support with filling in education forms and requests for assessment
- Speaking to the school when unhappy with the support that's being given to the child
- Applying for primary school
- Year 5 secondary transfer

Their address is-

Oxford Rd, Maidstone ME15 8AW.

Their website is-

<http://www.kent.gov.uk/education-and-children>

A wealth of SEND information can also be found on the following website-

[www.kelsi.org.uk/special-education-needs/special-educational-needs](http://www.kelsi.org.uk/special-education-needs/special-educational-needs)

The following websites may also provide information on specific SEND-

#### Autism / ASD - Useful Links

- [www.easyhealth.org.uk/listing/autism-\(leaflets\)](http://www.easyhealth.org.uk/listing/autism-(leaflets))
- [www.patient.co.uk/health/autistic-spectrum-disorders](http://www.patient.co.uk/health/autistic-spectrum-disorders)
- [www.autism.org.uk](http://www.autism.org.uk)

#### Dyslexia - Useful Links

- [Try Being Me - NR's Interactive Dyslexia Experience](#)
- [Reading Difficulties - Misunderstood Minds](#)
- [www.dyslexia-east-kent.org.uk/](http://www.dyslexia-east-kent.org.uk/)
- [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)
- [www.eyecanlearn.com](http://www.eyecanlearn.com)
- [www.nessy.com](http://www.nessy.com)
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- **Dyspraxia - Useful Links**
- [www.dyspraxiafoundation.org.uk/](http://www.dyspraxiafoundation.org.uk/)
- [www.youngminds.org.uk/for\\_parents/worried\\_about\\_your\\_child/dyslexia\\_dyspraxia](http://www.youngminds.org.uk/for_parents/worried_about_your_child/dyslexia_dyspraxia)

#### ADHD- Useful Links

- [www.youngminds.org.uk](http://www.youngminds.org.uk)
- [www.ukadhd.com](http://www.ukadhd.com)

Where can the LA's local offer be found? How have we contributed to it?

Please see the web link on our site in the SEND tab.