

SEN Information Report

The White Horse Federation – Mountford Manor Primary School

Address: Bothwell Road, Walcot, Swindon, SN3 3EZ

Website: www.thewhitehorsefederation.org.uk

School opening hours for the children:

Nursery and Pre-school - 8.30-11.30am Mon-Fri

Reception and KS1- 8.35- 3.30pm Mon-Thurs and 8:35-1.25pm on Friday

KS2- 8.40- 3.35pm Mon-Thurs and 8:40-1.30pm on Friday

Point of contact: Mrs Helen Wollington- Headteacher and SENCo

head@mountfordmanor.swindon.sch.uk

Type of Provision: 2, 3 and 4-year-old Nursery and Primary Education

Age range: We cater for children aged 2 – 11

Admission arrangements: The White Horse Federation subscribes to the Swindon Borough Council admissions procedures and policies. Parents can apply through Swindon Borough Council for Primary School admissions. For the Nursery, parents apply through the School Office to register their child for a place.

Referrals: Children can be referred to the school if they are accommodated by the Local Authority or if they have an Education, Health and Care Plan on parental request. All applications to school are applied for through the Local Authority.

Cost: Pupil Premium funding will follow the child as well as funding from Swindon Borough Council if the child has an EHCP.

Special Educational Needs are provided for at Mountford Manor Primary School

At Mountford Manor Primary School, we aim to provide an inclusive, broad and balanced curriculum for all pupils, including those with SEND (Special Educational Needs and/or Disability). We are a school where each child's individuality is valued and where our aim is to inspire all children to realise and value their potential. We have a range of systems in place for early identification of barriers to learning and participation and we set high expectations for all.

Provision for children with SEND is a matter for the whole school. All teachers are teachers of children with SEND.

We currently support a wide range of needs within the following categories:

- Cognition and Learning – children with moderate learning difficulties and specific learning difficulties including dyslexia and dyspraxia
- Communication and Interaction – children with Autism (ASD) and also a wide range of speech and language difficulties
- Sensory, Medical and Physical – children with hearing impairment, visual impairment, sensory processing difficulties diabetes and epilepsy
- Social, Emotional and Mental Health – children experiencing specific anxieties and ADHD.

Partnership agencies: We work with;

- Educational Psychologists/Cognition and Learning Advisory Support Service
- Speech and Language Therapists
- Occupational Therapists
- ASD Advisory Service/ ARC
- Swindon Vision Support Service
- Swindon Hearing Support Team
- Assistive Technology Service
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community Paediatrician and Paediatric Therapy)
- SIAS - Swindon SEND information, advice and support service
- Swindon BeU/TAMHS/CAMHS
- Contact Swindon / Multi-Agency Safeguarding Hub (MASH)
- Swindon Virtual School (for Children Looked After)
- Swindon SEND Service
- Education Welfare Officer
- NSPCC
- STEP/SMASH Projects
- Swindon Domestic Abuse Support Service
- SEMH (Social, Emotional, Mental Health) Outreach Team
- Young Carers
- Swindon Project Me Programme
- Swindon SEND Families Voice

Curriculum: The Early Years Foundation Stage Curriculum is followed as is the National Curriculum 2014. Mountford Manor Primary School has adapted a bespoke school-based curriculum that is knowledge engaged. The needs of the child could influence the curriculum they receive and this will be tailored to individual need. At Mountford Manor Primary School, we approach the curriculum through the lens of the inclusive classroom.

Every child has access to this curriculum through quality first teaching from the classroom teacher. Through this universal provision they are taught using the 6 principles of teaching and learning; Questioning, modelling, challenge, practice, explanation and feedback. Where children may have a SEND, reasonable adjustments are put in place to accommodate these additional needs, this could be through the use of resources, scaffolded learning plans or additional adult support.

Assessment: We record the pupil's progress and attainment throughout the year, reported to parents at regular interval. Parents are invited to regular meetings to discuss their child's progress and attainment. In addition to this, parents are also invited to annual reviews for children with an Education, Health and Care Plan for Special Educational Needs.

Any health concerns are reviewed as is appropriate and necessary and children with a care plan have these reviewed annually with the support of the School Nurse team and other professionals as appropriate.

Transition: Where appropriate, conversations with other professionals through formal meetings will happen prior to children starting at the school and on leaving the school. At these meetings with others professionals, we will check funding, write any necessary plans and look at ways of employing staff if required.

There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information that they can share; parental views are essential in the process. Pupils visit the school with their parents at least once before their start date where possible. Any child moving on to another school from us will have a carefully structured transition plan based on individual need. There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6. If a child has an Education, Health and Care Plan, then a transitional review will take place in year 5 and possible school options are discussed with parents and professionals.

Staff Expertise: The SENCO is a fully qualified teacher and has the National Award for Special Educational Needs Coordination (NASENCO). The WHF expectations are that all teachers are responsible for children with SEND in their classes and have the support of the SENCO to ensure good progress and attainment of all children. All teachers are expected and committed to having a good understanding and awareness of SEND. This is achieved through on-going CPD. Through the school year, a number of staff training sessions are spent on SEND and new practices. Teaching Assistants are employed to support the learning needs of all the children including interventions for children with high needs to enable them to access a mainstream curriculum. We also have pastoral support for all pupils when appropriate, through the Mountford Manor Primary School Social, Emotional and Mental Health needs offer, this includes a Learning Mentor and ELSA trained staff.

Monitoring of the effectiveness of the provision: There are robust systems in place for the SENCO to monitor the effectiveness of the school provision, these include;

- book scrutiny
- progress meetings
- monitoring the quality of provision for SEND children
- monitoring of planning
- provision mapping
- data analysis
- case studies



We use the Assess-Plan-Do-Review model to ensure that the children are accessing high quality and purposeful interventions that enable them to make progress towards their individual outcomes.

The SEND Governor will meet regularly with the SENCO and quality assure both procedures and practices are exemplary for children with SEND. Subject leaders/teams also monitor the delivery of their subject and the progress made. The headteacher monitors and quality assures the impact of the SEND Development Plan/School Development Plan. Ofsted and the Local Authority moderate as part of a cycle for KS1 phonics monitoring/KS1 SATs monitoring/KS2 SATs monitoring visit and end of EYFS data to validate or challenge.

Equal Opportunities: All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender, sexuality or disability determined by a thorough rigorous risk assessment procedure.

Spiritual, Moral, Social and Cultural Curriculum: Mountford Manor Primary School is a values-based organisation and therefore recognises the contribution that all children can make to all aspects of school life including representation on:

- School council
- Pupil voice
- Community events
- Religious festivals
- Special school days
- Online Safety Champions
- Build strong meaningful relationships between staff and pupils
- Measures to prevent bullying
- National initiatives, such as eco-weeks, charity events, religious celebrations

This list is not exhaustive.

Complaint procedure: At Mountford Manor Primary School we aim to do the very best for every child in our care, sometimes things can go wrong for some children, if this happens, we like to resolve these issues with you as quickly as possible to get the best outcomes for the child. Please see our complaints policy and procedures.

[Policies & Procedures | Mountford Manor](#)

From the parent/carer's point of view:

The Swindon Local Offer can be found using the link below. The Local Offer is a website in Swindon for children and adults who have support needs, giving you correct information and advice at any time.

[SEND Local Offer | Swindon Borough Council](#)

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- *Once your child has settled into school, it may seem to the teacher that s/he needs extra help. This may be clear to them from observation, or they may do some assessments. It may be that later on s/he does not make the progress expected.*
- *If your child has been to a preschool, nursery or another school, they will pass on information.*

- *If you have concerns yourself, please talk to your child's class teacher. We have an open-door policy at Mountford Manor Primary School and you are welcome to express your concerns to the class teacher at any time however, avoiding teaching time. After school is better than in the morning, if this is not possible please phone the school to make an appointment.*
- *If in school, we identify any special educational needs, we will talk to you about it and tell you what support will be put in place following the Swindon Core Standards process. This will include needs under the following headings: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health needs and Physical and Sensory needs.*

2. How will the school support my child?

The school has many options to enable your child to access mainstream learning, these include the following:

- *A provision map that states how and when a child is supported with what resources are required to enable successful delivering of the support. It also shows attainment for Reading, Writing and Maths as well as for Personal, Social and Emotional Development.*
- *Pupil passports that outline a profile of the child's needs and support that works well for them.*
- *Specialist TAs that are specifically trained in supporting specific and high needs children.*
- *Qualified and trained teaching staff including the SENCO who can advise on strategies to support and help your child to progress.*
- *Access to other professionals for advice.*
- *Teachers meet three times a year specifically with the SENCo to discuss needs and interventions for children with SEND in their class.*

3. How will the curriculum be matched to my child's needs?

The curriculum is carefully scaffolded to meet the needs of every child. That is, it is individually tailored to each pupil. The child is then able to learn at his or her own level and make the progress s/he needs to make. Children learn in different ways and their learning styles are also catered for, multi-sensory approaches are often used and some children work on a personalised curriculum that is time bound and reviewed regularly.

4. How will I know how my child is doing and how will you help me to support my child's learning?

School will communicate regularly with you and this may include:

- *Informal conversations between parent/carers with the teacher*
- *Discussions around the child's individual learning needs and provision in place*
- *Formal parent/teacher interviews twice a year. Discussions around how to support and help your child at home*
- *Reports are sent home twice a year, including targets for your child to progress*
- *Home school diaries/informal reporting as required*
- *School website with helpful links and strategies to support your child's learning*

This list is not exhaustive.

5. What support will there be for my child's/young person's overall well-being?

We are a fully inclusive school and all staff are passionate about the well-being of each child. Our Values Curriculum, in which all adults model good behaviour to children, is used throughout the school by all members of staff. Health, safety and well-being are also taught through lessons and assemblies.

Children will be consulted, where appropriate, and will have opportunity for their voice to be heard via pupil passports, child voice forms and activities such as student council and pupil governance.

Continuous care, support and guidance in class and around school may also include:

- *PSHE curriculum*
- *Fully inclusive school where every child matters*
- *Enrichment activities (clubs, Pupil Premium activities, trips)*
- *Medical care plans/ personal care plans*
- *Some staff are trained in First Aid*
- *Some staff are trained in positive physical intervention (Team Teach). Any physical intervention is recorded appropriately according to safeguarding and LA guidelines and is reported to parents. Physical intervention is a last resort in order to maintain the safety of a child and others around them. It is*

always deemed to be necessary, reasonable and proportionate to the circumstances they were intended to prevent.

- *Learning Mentor/Pastoral care/ELSA (Emotional Literacy Support Assistants).*

6. What specialist services and expertise are available at or accessed by the school?

- *SENCO/School learning Mentor/ELSAs*
- *Educational Psychologists*
- *Speech and Language Therapists*
- *Occupational Therapist*
- *SIAS - Swindon SEND information, advice and support service*
- *ASD Advisory Service*
- *Swindon Vision Support Service and Swindon Hearing Support Team*
- *Assistive Technology Service*
- *Advisory Teacher for Physical Disabilities*
- *Health Care professionals (School Nurse, Community paediatrician and Physiotherapists, Occupational Therapists)*
- *Contact Swindon / MASH (Multi-Agency Safeguarding Hub)*
- *Swindon Virtual School (for Children Looked After)*
- *Swindon SEND Service*
- *Education Welfare Officer*
- *SEMH (Social, Emotional, Mental Health) Outreach Team*
- *Young Carers*
- *Cognition and Learning Advisory Support Service*

7. What training are the staff supporting children with SEND had or are having?

All staff have access to CPD which is tailored to the needs of the children. This training is continuous and updated regularly depending on the children that are in their care.

Training includes, but not restricted to,

- *Restorative justice*
- *Managing challenging behaviour*
- *Speech and language support*
- *Engaging low level communicators*
- *Signalong*
- *Little Wandle*

- SEND core standards
- Sensory solutions
- Supporting vulnerable children in the classroom
- De-escalation skills

8. How will my child be included in activities outside the classroom including school trips?

We are a fully inclusive school, however, access to activities outside of the classroom / school trips will be determined through a rigorous risk assessment procedure.

9. How accessible is the school environment?

The school is wheelchair accessible and there is a disabled toilet. Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment. Accessibility plan available on the school website.

10. How will the school prepare and support my child to join the school or transfer to a new school?

Conversations with other professionals through formal meetings will happen prior to children starting at the school and on leaving the school. At these meetings with other professionals, we will check funding, write necessary plans and look at ways of employing staff.

There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information that they can share; parental views are essential in the process. Pupils visit the school with their parents at least once before their start date where possible. Where appropriate home visits take place. Any child moving on to another school from us will have a carefully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6. If the child has an Education Health Care Plan, then a transitional review will take place in year 5 and possible school options are discussed. When children join from another primary school, we transfer records and have meetings/ conference calls as needed and appropriate.

11. How are the school's resources allocated and matched to children's special educational needs?

The school has government funding for all children including children with Special Educational Needs and Disabilities. In addition, children with Education Health and Care Plans have funding as part of their EHC plan. The Headteacher and SENCO will discuss each child's needs in detail and then ensure that school-based provision meets the needs of each child as detailed in the EHCP.

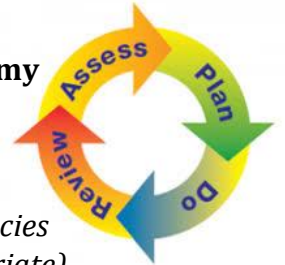
This may include access to:

Additional resources

*Additional learning support
Support from outside agencies*

12. How is the decision made about what type and how much support my child will receive?

- *Through initial assessments and provision mapping*
- *Using the assess, plan, do, review model*
- *Where appropriate assessments may be sought from partnership agencies*
- *Meetings with teacher/parent and other professionals (where appropriate)*



13. Who can I contact for further information?

If you wish to discuss your child please contact their class teacher in the first instance. If you have any specific concerns about your child's learning needs, the Headteacher/SENCO will be more than happy to arrange a meeting with you. Please contact the school office to arrange an appointment time.

- *Headteacher/SENCO – Mrs Helen Wollington
01793 536494, admin@mountfordmanor.swindon.sch.uk*

Contact details of support services for parents of children with SEND can be found on the school website.

Parents can also seek advice and support from the SEND Information, Advice and Support Services (SIAS). [Parents Information - Swindon SEND Information, Advice & Support \(swindonsias.org.uk\)](http://www.swindonsias.org.uk)