



Special Educational Needs and Disability Information 2018 -19

At Monkfield Park Primary School we endeavour to ensure that all children will have access to the highest quality teaching which will be differentiated to meet the needs of all learners. Children are taught with their peer group by highly qualified class teachers. Where additional support is needed to enable children to make progress and meet their individual learning goals a 'graduated response' is employed to provide targeted assistance as recommended by the Local Authority and detailed in the Special Educational Needs and Disability Code of Practice (2014).

In our school the role of the Inclusion Coordinator (INCo) also incorporates the role of SENCo

For further information please refer to the school's policy on Inclusion and Special Educational Needs and Disabilities.

For information on Cambridgeshire's Local Offer for children with SEND follow:

<http://www.cambridgeshire.gov.uk/send>

Key Information

INCo	Mrs Annie Howell Telephone: 01954 273377 office@monkfieldpark.cambs.sch.uk
Governor for SEND	Mrs Lizzie Robertson Telephone: 01954 273377 office@monkfieldpark.cambs.sch.uk
% Children on role identified with SEND	12% (July 2019)
% Children currently with statements (now EHC plans)	1.75% (July 2019)

Our Commitment

- To have the highest expectations and aspirations for every child;
- To ensure that all children identified with SEND have equal access to a broad, balanced and challenging curriculum;
- To ensure that barriers to learning and achievement are identified as early as possible and robust steps are taken to secure progress;
- To ensure progress and attainment is closely monitored;
- To listen to children, take their views into account and include them at all stages of planning their education;

- To work in close partnership with parents and carers to determine the most effective level of support;
- To ensure that all professionals work closely together to secure the best outcomes for children with SEND.

How do teachers at Monkfield Park know when a child needs extra support?

Every teacher knows the needs and abilities of the children in their class. Rigorous assessment and monitoring procedures ensure that every child's progress and attainment is continually monitored. Each term the class teacher meets with the Deputy Headteacher and Director of Pupil Achievement to discuss the progress and attainment of every child in their class and to identify where a child's attainment and progress is not at expected levels.

Are parental views included in this process?

Parents/carers are the primary educators of their children and at Monkfield Park we recognise and value the close relationships we develop with parents and carers. If a parent or carer has any concerns about their child we would encourage them to share these with their child's teacher in the first instance. The teacher will be happy to arrange a meeting with to discuss these concerns and agree a course of action. Following this meeting if a parent or carer still has any concerns then they should contact Mrs Howell, the school's Special Educational Needs Co-ordinator (SENCo) who will be happy to meet with them.

How will parents/carers know if their child is making progress?

Communication between parents/carers and school is vital if children are to make the best progress they can. In addition to the twice yearly parent consultation evenings parents/carers of children with SEND will be invited into school to review the progress made towards individual targets and to contribute to the target setting process for their child's Individual Support Plan (ISP). In addition the class teacher will be available at the end of each school day and appointments can be made to have more detailed discussions with them and the INCo.

How will children with SEND be supported?

All children attending Monkfield Park Primary school receive quality first teaching which is fully differentiated to meet the needs of all learners. Teachers provide stimulating and supportive learning environments and use a range of contexts and teaching techniques to engage all pupils. As part of this provision the class teacher carries out frequent accurate assessments of every child's attainment and progress and gives them detailed and effective feedback, to which the children are encouraged to respond as their views are vital to the learning process. Children may also receive focused support from the teacher or a teaching assistant working within the classroom.

Where a child is identified as needing support related to a specific area of learning such as spelling, handwriting, maths, reading or writing skills they may be included in a small group intervention. These intervention programmes usually run for a period of up to ten weeks

and progress is monitored very closely during this time to measure their impact. These interventions form the school's provision map and a complete list is included below.

Intervention programmes and strategies currently used at Monkfield Park

<p>Programmes and strategies to support the development of phonics, reading and writing</p> <p>Read Write Inc. All children in Reception and Key Stage One are taught phonics and reading skills through the Read Write Inc. programme. Older children who require further consolidation continue to follow the programme in Key Stage Two.</p> <p>Project X Code A reading intervention programme for older children which develops phonics and comprehension skills.</p> <p>Nessy A reading and spelling support programme specifically designed for children with dyslexia.</p> <p>Expanded Rehearsal Technique A teaching method which accelerates progress in learning letter sounds and spelling.</p> <p>Writing Booster Group Targeted support in writing for children in Year 6.</p>
<p>Programmes and strategies to support the development of key maths skills</p> <p>Numicon A multi-sensory intervention programme to raise achievement in maths.</p> <p>First class@number An intervention programme for children in Year 2 who struggle with the concepts of place value.</p> <p>First class@number2 An intervention programme for children who need support in maths in Years 3 and 4.</p> <p>Dynamo Maths A multi-sensory support programme for children with dyscalculia.</p> <p>Small Group Tuition Targeted support for children in Year 6.</p>
<p>Programmes and strategies to support occupational therapy and physiotherapy needs</p> <p>Fizzy and Clever Hands A programme designed to develop fine and gross motor skills.</p> <p>Sensory Circuits A programme to develop focus and concentration skills through a series of short sensory motor activities.</p>
<p>Strategies and programmes to support speech and language development</p> <p>Speech and Language Therapy The Speech and Language therapist visits the school regularly to work with children who have been referred to the service.</p> <p>Time to talk A communication programme used with small groups of Reception age children.</p> <p>Makaton A language programme which uses signs and symbols to support spoken language.</p>
<p>Programmes to support the development of social skills</p>

In class social skills support

Small group work with adult support in class.

Anger management strategies

Adult support in class.

Lego therapy

Support for children with autistic spectrum disorders and social communication difficulties.

In class behavioural plans and reward systems

Designed to motivate and reward individuals.

Year 6 transition programme

A personalised series of transition activities for children in Year 6.

Strategies to reduce anxiety/promote emotional wellbeing**Communication with parents/carers**

- School information booklets on key issues such as dyslexia, and SEND;
- Home school books;
- Curriculum evenings to share information;
- School used as a venue for meetings between parents/carers and professionals;

Mentoring - children have access to members of staff who act as mentors

- Social skills groups
- Quiet areas around the school
- Lunchtime nurture groups

Access to a supportive environment, equipment and resources**Classrooms**

All classrooms are arranged on a dyslexia friendly basis.

Resources

General SEND resources including pencil grips, timers, communication fans, coloured overlays, writing slopes and sensory equipment are available.

ICT

IT programmes and apps on laptops and iPads.

Recording Methods

Use of laptops and iPads to support recording in non-written ways.

Provision to facilitate/support access to the curriculum

- Support from teaching assistants on a one to one or small group basis;
- Differentiated lessons planned by teachers;
- Range of resources such as recording devices, coloured overlays, word banks and task sheets to support individual needs;
- Hearing loops in classes where recommended by the hearing support service.

Strategies and support to develop independent learning

- Task sheets to structure learning into small chunks;
- 'Stepping in and out' practised by staff;
- Use of timers and other aids to enable independent task completion;
- Other strategies as recommended by professionals for individual children.

Strategies to support differentiated planning and assessment**Target setting**

Use of 'PIVATS' (Performance Indicators for Value Added Target Setting) level descriptors to set SMART targets;

<p>Individual Support Plans for children who require highly differentiated SMART targets</p> <p>Assessment</p> <p>PIVATS level descriptors used to record small steps of progress; Clear assessment gradings linked to age-related attainment.</p>
<p>Strategies to support positive behaviour</p> <ul style="list-style-type: none"> • A clear set of whole school values known as 'The Monkfield Way'; • Clear whole school behaviour policy with rewards and consequences; • Team Teach trained staff; • Lego therapy-style activities; • Regular contact between child and senior staff to monitor behaviour; • Close contact with parents/carers including regular meetings to discuss strategies and progress; • Range of social skills games and activities; • Support and supervision at unstructured times of the day; • Support from teaching assistants and midday supervisors in unstructured times; • Personal care plans implemented as required; • Use of Chill Out Cards; • Peer mediation system; • Play leaders; • Nurture group; • Blue Smile Counsellors.

How will the curriculum be adapted?

When a child has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Teaching Assistants (TAs) may be allocated to work with the child in a 1-1 or small focus group to target more specific needs. If a child has been identified as having a special need, they will be given an Individual Support Plan (ISP) with SMART targets set according to their area of need. These will be monitored by the class teacher and by the SENCo at least three times per year. ISPs and the associated targets will be discussed with parents at Parents' Evenings and in planning and review meetings. If appropriate, specialist equipment may be given to children e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

What if a child still isn't making expected progress?

At Monkfield Park we adopt a 'graduated approach' to identifying children with SEND. Intervention programmes are carefully monitored using short assessments carried out before, during and on completion of each intervention. If, despite ongoing targeted support, a child is not making progress, the SENCo will talk to the parent/carer about asking for external support to advise on next steps. This would involve filling in an Early Help Assessment (EHA) form with parents and usually holding a Team Around the Child (TAC) meeting.

If, despite the involvement of external professionals (e.g. a Specialist Support Teacher, an Educational Psychologist, Speech and Language Therapist, Teacher of the Deaf or an Occupational Therapist amongst others), a child continues to struggle to make progress, parents/carers and the SENCo may decide together to apply for an EHC plan (Education

Health Care plan previously known as a statement). This is a comprehensive process which requires the collation of detailed evidence and reports from external agencies to support the application.

For children with complex SEND, the frequency of such provision may result in the parents or the school applying for additional funding to support a child. This will follow the completion of an EHA and advice from local services such as the specialist teaching team. In some instances this may lead to an application for an EHC plan to support the child and provide further resourcing.

Which specialist services can be accessed by Monkfield Park?

An Educational Psychologist is allocated to each school in Cambridgeshire to work directly with children who have complex needs and have not responded well to the interventions previously put in place for them. Their role is to advise the school and parents/carers on how to best support children in their learning to ensure that they make progress.

In addition there are a range of outside agencies, who are not employed directly by the school, but from whom specialised support for children can be accessed within the school:

- Blue Smile Counselling Services
- CAST (Child & Adolescent Support Team)
- CAMHS (Child & Adolescent Mental Health Service)
- Child Protection Advisors
- Community Paediatricians
- Educational Psychologist
- Emotional Wellbeing Service
- EWO (Educational Welfare Officers)
- Hearing Support Team
- Occupational Therapy
- Visual Impairment Team
- School Nurse
- Social Services
- Speech & Language Therapy
- Specialist Teaching Team
- Teachers of the Deaf

What specialist training have members of staff at Monkfield Park received?

Staff at Monkfield Park receive training to enable them to provide the very best support for children with SEND. Members of staff who are working with children who have specific needs receive additional training in these areas. Staff have received training in the following areas:

- Supporting children on the autistic spectrum.
- Supporting children with social and emotional needs. e.g. mental health and wellbeing training;
- Supporting children with speech and language difficulties. e.g. Makaton;
- Supporting children with physical and co-ordination needs e.g. Sensory Circuits;
- Supporting children in a specific area of learning e.g. 1stclass@number interventions (maths), Read Write Inc. (literacy), Project X Code (literacy).

- Supporting children with phonics and reading e.g. Read Write Inc. and Expanded Rehearsal technique.

How are children with medical needs supported?

If a child has a medical need then an appropriate care plan will be compiled with support from the appropriate medical practitioners and in consultation with parents/carers. These are shared with all staff who are involved with the child. Staff receive basic awareness training annually in asthma and anaphylaxis. Where necessary, and in agreement with parents/carers, medicines can be administered in school but only where a medicine has been prescribed by a doctor or a medicine consent form has been signed by the parents/carers. The majority of staff have basic first aid training and several members of staff hold the 3 day course certificate which means they are qualified to deal with more serious medical issues.

Is the school accessible for all children?

As a school we ensure that our buildings meet the requirements of the DDA (Disability Discrimination Act). Where a child has specific access requirements we work closely with Occupational Therapists to ensure that he/she has equal access to the school's facilities. Access for children identified with SEND is ensured through the following provisions:

- Wheelchair access throughout the school;
- Accessible toilets;
- Dyslexia friendly classrooms;
- Makaton trained staff;
- Staff trained in the management of diabetes, anaphylaxis and other medical conditions;
- Use of i pads and computers to support learning;
- Use of ICT to record work

Activities and school trips are available to all children. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity. This will always be discussed with the parent/carers in advance of the trip taking place.

How are the school's resources allocated for children with SEND?

The SEN budget is allocated for each financial year. This funding is used to provide additional support or resources dependant on individual needs. Additional provision may only be allocated following discussion with the class teacher and SENCo at pupil progress meetings or if a concern has been raised by them at another time during the year. Decisions are based on the termly tracking of children's progress and the results of assessments by outside agencies. Support may include deployment of staff, provision of resources and equipment and implementation of intervention programmes depending on individual circumstances.