

Policy title	:	SEN Information Report
Date approved	:	September 2023
Review date*	:	September 2024

“At Monega Primary School we believe that effective inclusive practice ensures that all children are encouraged and supported to reach their full potential educationally, emotionally and physically.”

“All children have the right to access the same opportunities as their peers and benefit from the modelling that takes place in a mainstream setting”

Monega Primary school is fully inclusive and welcomes all children. We have children with a range of special needs including

1.Communication & Interaction (ASD/SLCN)

2.Cognition & learning (MLD/SpLD)

3.Social, Emotional and Mental Health (ADHD/BESD)

4.Sensory &/or physical (HI/VI/PD)

Assessment of Needs

We have clear pathways which enable us to recognise children’s individual differences and a range of interventions and supports to ensure all children’s needs are met. Pupils needs are assessed in line with the Special Educational Needs and Disability Policy. We feel that it is vital that pupils with special educational needs are identified at an early stage. Every teacher in the school is responsible for identifying pupils with special educational needs. We will inform parents at the earliest opportunity of the school’s concerns and to work in partnership with them to establish the support the child needs.

We will adopt a graduated approach co-ordinated by the SENCO and using the four stages of action: Assess, Plan, Do and Review, outlined in the Special Educational Needs and Disability Policy.

Inclusion Manager / SENCO: Katie Ives

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Parent Consultation:

Parents are consulted regularly and we have an open door policy for parents of children with special needs and disabilities. The Inclusion Manager and Inclusion Team are easily available to teachers and are visible at key points of the day. Parents of children with additional needs are communicated with regularly. For those children who receive fulltime support parents have an additional parents meeting in each term. This is to discuss Individual Education Plans, targets and progress. Parents will also be invited to attend an annual review at the end of each academic year where progress and future targets are discussed in line with a pupil's IEP and EHCP.

Children who are recognised as having mild learning difficulties are monitored by the Inclusion Manager and feedback is given to pupils and parents from interventions as and when they occur.

Children who have medical needs will have meetings to create and review care plans and agree arrangements with the school in liaison with the school nurse.

Pupil consultation/voice

We believe that pupil voice is an integral part of our school development. We encourage all children to believe in their own capacity. We are ambitious in our expectations and our children respond to this. Pupil voice is very important within the school and children are encouraged to use these avenues for their voice. They include:-

- School council
- All pupils complete the PASS survey yearly (collecting pupil views) Pupil to pupil nominations in assembly
- Peer voice in our person centered annual reviews

Transition

We have used pupil's views to develop our transition programs. Children are supported at transition points throughout their time in school. Transition visits are planned from year to year and at the end of each key stage, where visits are made and photographs and books are used to ease transition.

Reviewing progress

At Monega we have high expectations of all pupil outcomes and progress. Therefore children's progress is looked at frequently and in detail.

Every pupil receives a termly progress report that details current development and targets. This process reports on children's individual academic progress along with a grade that recognises their efforts.

The parents of Children with significant SEND will have termly meetings with teachers and the inclusion team to discuss current progress in relation to their IEPs and EHCP. Where appropriate these meetings will also include professionals from outside agencies such as Complex Needs Service, Occupational Therapy and Speech and Language Therapy. At the end of the year these children will have an annual review to give a very comprehensive review of the year's achievements.

Children receiving interventions are assessed each term. Children's progress within interventions is monitored and children are supported with transferring their skills from small group situations back in to the classroom.

Children are regularly assessed and their progress recorded including the use of photographs, videos and daily home/school books, as well as closely monitored planning and marking.

Evaluating the effectiveness of our practice is always an important component. We moderate our practice and outcomes along with other similar schools and gather parental responses to ensure we are monitoring our continued impact.

Our approach to teaching

We believe that all teachers are teachers of pupils with SEND and our very high standards are equally relevant for pupils with SEND. Our priority for all children is that they receive quality first teaching. We have a clear whole school approach to teaching and supporting pupils. Teachers are knowledgeable about SEND and use this in their planning. Teachers are aware that to support pupils in their learning they will require different strategies and resources to be successful. All children begin with the whole class, some children then access additional intervention in groups and one to one sessions.

All children have daily input from teachers. Those that have one to one support receive a balance of teacher input and then support from a specialist Teaching Assistant. Adaptions are made to the curriculum to ensure that the learning is personalized and meaningful to all pupils.

We use a range strategies such as:

- Meta cognition strategies
- Visual supports and scaffolds
- Visual timetables
- Sensory profiling
- Communication profiling
- iPad as VOCA and learning tool

All staff are given relevant training both in and out of school. Teaching assistants are trained by the Inclusion Management and Speech and Language Therapist in order to meet the individual needs of pupils with SEND. Teaching Assistants are also in receipt of training from other professionals in the Local Authority such as the Language Communication and Interaction Service, the Complex Learning Needs Service, the Sensory Service and Speech and Language Therapy Service.

Extra-Curricular activities

We offer a large range of after school clubs. Currently we run 20 clubs that provide a wide range of experiences both academic and creative.

All children have access to regular educational visits that enable them to benefit from all the richness that London has to offer. All children are welcome to attend clubs and support staff are provided when children require additional support.

We also have a breakfast club, where children with SEND are welcomed and support can be

arranged.

We encourage our children with SEND to join in with all of the school's activities. We also provide support for our children with SEND to attend residential visits. We provide support and appropriate transport for all trips and visits.

Social and emotional support

We ensure that all pupils in the school feel valued and have opportunities to express themselves. We believe it is essential to educate the school community about the diversity within the school and how this is our richest resource.

Within the school we have a learning mentor team, They are available to support children at their more social times as they are particularly skilled at dealing with sensitive emotional issues. All children have access to the support of the learning mentor team. This team identifies the pupil's emotional needs and will direct pupils towards appropriate interventions.

- **Nurture groups**
- **Buddy time**
- **Social Groups**

We encourage outside agencies to become involved in our school and have regular meetings with all Local Authority services.

Looked after children :

When a pupil is looked after regular Personal Education meetings (PEPs) are held in school to support looked after children. Their progress is monitored carefully and support is put into place where needed. Good communication exists between carers, social services and the school in order to support and plan for the needs of our looked after children.

Multi agency work

We work with a range of external support services including:

- **Educational psychology**
- **Speech and language therapy**
- **Language, communication and interaction service**
- **School nurse**
- **Physiotherapy**
- **Occupational therapy**
- **Sensory Service**
- **Complex Learning Needs Service**
- **Social services**

All of these services work with the school to support children, teachers and families. They come into assess, support, train and report back to us regularly and can be contacted for advice when needed. The Inclusion Manger has a close working relationship with these services.

We hold regular safeguarding panels within school and this is made up of both leaders, middle leaders and Family Support Working team. This ensures that we track vulnerability very closely and

provide preventative approaches.

Accessibility plan

We are not yet a fully accessible school but do have special facilities such as:

- Wheel chair accessible classrooms
- Disabled toilets
- Hygiene room
- Sensory room
- Medical room

Admissions

We believe that all children are welcome in community schools. All families will attend an admission's meeting where transition into school will be discussed. At this point a skilled member of staff will sensitively explore any additional needs the child may have. If it is identified that a child has additional needs that would require further exploration and support, contact with other agencies will proceed before an admissions date is given. We follow the admissions procedures and policies set out by the Local Authority. The Local Authority oversees admissions and the school works in line with this.

Complaints

We work hard with all stakeholders to ensure they everybody feels satisfied. However, on the rare occasion that someone feels unsatisfied they are welcome to put this in writing. This would be taken very seriously and handled sensitively.

Any complaints regarding SEND should be sent directly to the Head Teacher.