

Monkway Junior School SEN Information Report

The kind of SEN provided for at Monkway Junior School

- What kind of SEN is provided for at Monkway Junior School?

At Monkway Junior School we support pupils with a wide range of SEN and will make provision for pupils with the following 4 kinds of need:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and / or physical.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example ADHD
- Sensory and/or physical needs, e.g , visual impairments, hearing impairments, processing difficulties
- Moderate learning difficulties

At this school we respect the fact that pupils:-

- Have different educational and behavioural needs and aspirations
- Require different learning strategies
- Learn at different rates
- Require a range of different teaching strategies and experiences
- Teachers respond to different needs by:-
 - Providing support in all curriculum areas
 - Planning to develop pupils' understanding through the use of all sense and experiences
 - Planning for pupils' full participation in learning, and in physical and practical activities
 - Planning for pupils to manage their behaviour, enabling them to participate effectively and safely in learning

Our SEN policy ensures that teaching arrangements are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation.

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Policies for identifying children with SEN and assessing their needs.

<ul style="list-style-type: none"> • How does the school know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs? • How do you identify children/young people with special educational needs? • How will I be able to raise any concerns I may have? 	<ul style="list-style-type: none"> • The SENCo at Monkway Junior School is Mrs S Lamb. If you wish to contact her please contact the school on 01946 696790. • The SENCo will work with all staff to ensure pupils who may need additional or different support to that normally found within the classroom, are identified as soon as possible. • The progress made by all pupils at this school is regularly monitored and reviewed. School has regular assessment periods and pupil progress meetings every half term where each child is discussed. • The school does not identify pupils as having SEN unless we are taking action that is additional or different from that which goes on in the classroom as part of our differentiated support. • The class teacher will carefully check each child's progress and identify any gaps in their understanding/learning. This will then be discussed with the Head and SENCo to input extra support to help close these gaps. • Pupils who are not making adequate progress may be identified as having special educational needs. • Class teachers consult with the SENCo when the evidence gathered through the usual assessment and monitoring arrangements shows concern about a pupil's progress. If needed, further professionals are contacted for advice. • Class teachers will make regular assessments of progress for all pupils and identify those whose progress: <ul style="list-style-type: none"> ○ Is significantly slower than that of their peers starting from the same baseline ○ Fails to match or better the child's previous rate of progress ○ Fails to close the attainment gap between the child and their peers ○ Widens the attainment gap • Additional support is provided through SEN support. This will be monitored regularly through an Individual Education Plan (IEP). • Once a possible SEN has been identified, Monkway Junior School will implement the graduated approach to meeting the needs of these pupils. This follows these four steps: assess the pupil's needs, plan the support to be put in place, do - carry out the appropriate support / interventions, review the effectiveness of the support / interventions and change when needed.
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- The SENCo will consult with parents, pupils, carers, teachers and support staff about the IEP to ensure that all interested parties are aware of the learning targets and their contribution to its implementation.
- All IEPs will be reviewed after an appropriate period of time, to enable a judgement to be made about its effectiveness, but in any case at least once in six months. All review outcomes will be recorded. Parents and pupils will be invited to take part in the review and target setting process.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

- If a parents/carer has any concerns about a child they are able to speak to the class teacher or a member of staff by contacting school to either arrange an appointment or to discuss the concern over the phone.
- Initially parents/carers should speak to the child's class teacher. If the child is still not making progress then they may need to refer this to the SENCo. If they then feel like the needs are not being met then parents/carers should speak directly to the head teacher.

- We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:
 - Everyone develops a good understanding of the pupil's areas of strength and difficulty
 - We take into account the parents' concerns
 - Everyone understands the agreed outcomes sought for the child
 - Everyone is clear on what the next steps are
 - We will formally notify parents when it is decided that a pupil will receive SEN support.
 - We make the following adaptations to ensure all pupils' needs are met:
 - Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
 - Adapting our resources and staffing
 - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
 - Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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School staff

How will school staff support my child/young person?

- Who will oversee and plan the education programme and who will be working with my child/young person and how often?
- What will be their roles?
- How are the setting/school/college Governors or Trustees involved and what are their responsibilities?

The SENco will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Liaising with external agencies including the LEAs support and psychological services, health and social services and voluntary bodies.
- Ensure the school keeps the records of all pupils with SEN up to date
- Working in partnership with the Learning Mentor
- Deployment of the support assistants in conjunction with the head teacher
- Contribution to the in service training of staff.
- Oversee and plan the programme suitable for the child.
- Ensure you are involved in supporting your child's learning, the decision making progress and any meetings held with outside professionals regarding the child's special educational needs.
- Monkway Junior Schools SENCo is Mrs Stacey Lamb (01946 696790)

The Class teacher is responsible for:

- Contributing to the needs assessment.
- Ensure the SEN policy is followed for all children they teach.
- The progress and development of every pupil in their class

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- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEN policy

The Head teacher will:

- Manage all aspects of the school.
- Ensure that the governing body is up to date with issues regarding SEN within the school.
- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

In addition:

- Teaching assistants will work with certain children when needed / available.
- In some cases children may be taken out by an additional teacher for interventions tailored to their needs.

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Involving parents

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| <ul style="list-style-type: none"> • How will I know how my child/young person is doing and how will you help me to support my child's learning? • In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? • How does the school know how well my child/young person is doing? • How will I know what progress my child/young person should be making? • What opportunities will there be for regular contact about things that have happened at School? • How will you explain to me how his or her learning is planned and how I can help support this outside of school? • How and when will I be involved in planning my child's /young person's education? • Do you offer any parent training or learning events? | <ul style="list-style-type: none"> • Class teachers work closely with parents throughout their child's education. Parents should in first instance contact the class teacher in case of any concern or difficulty. • The school provides information about Cumbria SEND IAS Service to all students with SEN on request. Our local Cumbria SEND IAS co-ordinator is Sally Godfrey. She can provide independent support and advice. • At all stages of the SEN process parents are fully informed and involved. We take full account of the wishes feeling and knowledge of the parents and encourage them to make an active contribution to their child's education. • Effective planning should help parents, children and young people with SEN express their needs, wishes and goals. It should focus on the child / young person not their SEN label, be easy for parents / carers and children / young people to understand, highlight the child / young person's strengths, tailor support to the needs of the individual, bring together professionals to discuss and agree together the overall approach. • Our school has an open door policy enabling parents/carers to discuss a child when they feel the need by contacting school. They will then be able to talk to a member of staff on the phone or arrange an appointment. • School regularly assess each child and have a deep knowledge of how each child is progressing. • As a staff we also hold pupil progress meetings each half term to discuss how each child is progressing. During this time intervention groups are created. • Parents / carers of children identified as having SEN will be invited into school on a termly basis to attend a meeting about the needs of their child (Pupil Progress Parents Meetings). This will allow both parents / carers and the child / young person to express their views on the intervention / support provided and how they feel they are progressing. These meetings will be conducted by the child's class teacher. • Parents are able to contact school about their child's progress and will be contacted by class teachers if they feel the need. • Children with special education needs will have an Individual Education Plan (IEP). All IEPs will be reviewed after an appropriate period of time, to enable a judgement to be made about its effectiveness, but in any case at least once in six months. All review outcomes will be recorded. • Parents are invited to attend meetings with outside professionals to discuss their child's education and to help plan the next step. • Each class teacher differentiates all work through support to meet the needs of the children. |
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- The school curriculum plans are displayed on the school website.
- Parents are welcome to discuss with the class teacher any questions they have about their child's development or learning strategies used within school.
- We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:
 - Everyone develops a good understanding of the pupil's areas of strength and difficulty
 - We take into account the parents' concerns
 - Everyone understands the agreed outcomes sought for the child
 - Everyone is clear on what the next steps are
 - We will formally notify parents when it is decided that a pupil will receive SEN support.
 - We make the following adaptations to ensure all pupils' needs are met:
 - Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
 - Adapting our resources and staffing
 - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
 - Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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Involving the child

How will my child be involved in the decision making process?

- Children identified as having SEN will be invited to take part in the Pupil Progress Parents meetings along with their parent / carer and the class teacher. During these meetings the child will be able to express their views on how they are developing in school and whether they feel the interventions / support is helping them to develop further.
- Children with special education needs will have an Individual Education Plan (IEP). All IEPs will be reviewed after an appropriate period of time, to enable a judgement to be made about its effectiveness, but in any case at least once in six months. All review outcomes will be recorded. These IEP's will be explained to the child so that they are aware of their targets. During the Pupil Progress Parents meetings the child will be able to express their views on their targets and suggest further targets they wish to complete.
- Pupils who have IEPs have control over their own document. As well as the teacher and teaching assistant, the pupil will be able to identify when they have been able to work towards their targets and can request that this is dated.
- All children in school are aware of the progress they are making through regular assessment weeks.
- Children are made aware of their progress which they can then share with family members.
- Effective planning should help parents, children and young people with SEN express their needs, wishes and goals. It should focus on the child / young person not their SEN label, be easy for parents / carers and children / young people to understand, highlight the child / young person's strengths, tailor support to the needs of the individual, bring together professionals to discuss and agree together the overall approach.

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Arrangements for assessing and reviewing

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| <ul style="list-style-type: none"> • How will my child's progress be assessed? • How does the school know how well my child/young person is doing? • How will I know what progress my child/young person should be making? • Will there be opportunities for I / my child to have a say in the assessing and reviewing stage of their education? | <ul style="list-style-type: none"> • The progress made by all pupils at this school is regularly monitored and reviewed. School has regular assessment periods and pupil progress meetings every half term where each child is discussed. • The class teacher will carefully check each child's progress and identify any gaps in their understanding/learning. This will then be discussed with the Head and SENCo to input extra support to help close these gaps. • Once a possible SEN has been identified, Monkway Junior School will implement the graduated approach to meeting the needs of these pupils. This follows these four steps: assess the pupil's needs, plan the support to be put in place, do - carry out the appropriate support / interventions, review the effectiveness of the support / interventions and change when needed. • Additional support is provided through SEN support. This will be monitored regularly through an Individual Education Plan (IEP). All IEPs will be reviewed after an appropriate period of time, to enable a judgement to be made about its effectiveness, but in any case at least once in six months. All review outcomes will be recorded. • Effective planning should help parents, children and young people with SEN express their needs, wishes and goals. It should focus on the child / young person not their SEN label, be easy for parents / carers and children / young people to understand, highlight the child / young person's strengths, tailor support to the needs of the individual, bring together professionals to discuss and agree together the overall approach. • Parents / carers of children identified as having SEN will be invited into school on a termly basis to attend a meeting about the needs of their child (Pupil Progress Parents Meetings). This will allow both parents / carers and the child / young person to express their views on the intervention / support provided and how they feel they are progressing. These meetings will be conducted by the child's class teacher. |
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Transition

How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?

- What preparation will there be for both the school and my child before he or she joins the school?
- How will he or she be prepared to move onto the next stage (transition)?
- What information will be provided to his or her new school?
- How will you support a new school to prepare for my child?

- We recognise that moving schools can be a difficult and stressful time for children so we take steps to make this transition as smooth as possible.
- When moving to another school:
 - We will contact the schools SENCo to discuss the needs of the child and to make sure any special arrangements are in place if required.
 - We will transfer all records about your child as soon as possible.
 - To make transition easier on the child we arrange visits to the new school so they can familiarise themselves with the setting, staff and start to think of strategies that could be used in that surrounding.
 - We also give the children the opportunity to talk to the Learning Mentor about any worried regarding moving school.
 - In some cases, we are able to provide a transition book which allows the child to visualise their new surroundings.
 - For those pupils with an Education, Health and Care Plan, the SENCo of the school they are transitioning to will be invited to their transitional review which is usually held in year 5 or the very beginning of year 6.
- Moving year group:
 - As we are a small school children will already know all of the staff.
 - Information about the children is shared with the new teacher and copies of IEP's are moved to their new class so that teachers are aware of targets.
 - We hold a move up day in school for children to be introduced to their new teacher and classroom.
- Moving to our school:
 - The child's SEN recorded will be sent to our school to ensure we know about any special arrangements needed for the child. Our SENCo will also speak to the SENCo of the previous school to gain full understanding of the child's needs.
 - We will arrange transition visits for the child so they can familiarise themselves with the new surroundings and the staff that will be working with them and if required we will visit the child in their current setting.

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- In some cases a transition booklet will be made for the child with pictures of their new teacher, classroom and other important areas of the school.
- We will meet with parents/carers to discuss the needs of the child and any concerns they may have about the transfer. We will also be able to gain information about the child to ensure they have a smooth transition.

Our approach to teaching children with SEN and how adaptations are made to the curriculum and learning environment.

How will the curriculum be matched to my child's/young person's needs

- What are the School's approaches to differentiation?
- How will that help my child/young person?

- All pupils have an entitlement to a broad and balanced curriculum, which is differentiated through support to enable pupils to:
 - Understand the relevance and purpose of learning activities
 - Experience the levels of understanding and rates of progress that bring feelings of success and achievement.
- Teachers use a range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives; we differentiate work through support and use assessment to inform the next stage of learning.
- IEPs contain a small number of specific targets, ideally three or four, designed to enable the pupil to progress. All pupils with SEN provision have an IEP.
- Wherever possible we do not withdraw pupils from the classroom. This reflects the school acknowledgement that all pupils have an entitlement to share the same learning experiences as their peers. There are times, however, when to maximise learning, we ask the pupils to work in small groups or in a one to one situation outside the classroom.
- Each teacher plans the work for each subject to meet curriculum requirements and to suit the needs of the children in their class. This ensures the work is at the correct level for every child. If additional help and support is needed within class the teacher will plan the addition help.
- We put in place different ways of teaching our students to ensure children are fully involved with the lesson and that strategies are used to help them to develop further in a way that is suitable for them.
- Specific strategies are put into place to help support a child's learning. These may be suggested by the SENCo or by an outside professional.

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- Once a possible SEN has been identified, Monkway Junior School will implement the graduated approach to meeting the needs of these pupils. This follows these four steps: **assess** the pupil's needs, **plan** the support to be put in place, **do** - carry out the appropriate support / interventions, **review** the effectiveness of the support / interventions and change when needed.

How accessible is the school environment?

- Is the building fully wheelchair accessible?
- Are there disabled changing and toilet facilities?
- How does the school communicate with parents/carers whose first language is not English?

- There is a ramp between the two yards and school is accessible from two main gates.
- There is also a ramp leading to the ICT suite.
- A disabled toilet and shower is available for wheelchair users and a space for medical equipment if required.
- To communicate with parents/carers whose first language is not English we would liaise with the Specialist Teaching Service to develop a communication link between home and school.

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

- The school budget includes some money for supporting children with SEN. The Head teacher decides on the budget for Special Educational Needs in consultation with the school governors.
- The Head teacher and the SENCo discuss the information they have about SEN children in the school including the extra support needed to meet Education, Health and Care Plan hours, children who need additional help in class and those needing further intervention groups.
- Training and support is reviewed on a regular basis and changes are made when required.
- Emotional support is provided through the Learning mentor, nurture group etc
- Monkway Junior School has an additional teacher who provides intervention groups to children identified during pupil progress meetings and helps them to close the gap.
- All extra interventions are recorded in the school's provision map.

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Expertise and training of staff

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| <ul style="list-style-type: none"> • What specialist services and expertise are available at or accessed by the school? • Are there specialist staff working at the school and what are their qualifications? • What other services does this school access including: health, therapy and social care? • Do you have any specialist staff and what do they specialise in? • Do any other services work closely or in conjunction with your service? | <ul style="list-style-type: none"> • The school undertakes the annual audit of staff training needs related to special educational needs issues and meets these where possible, in conjunction with identified school priorities. • Particular support is given to NQTs and new members of staff by the SENCo as part of their induction. • The SENCo, in consultation with the head teacher, will provide training through the INSET programme to ensure all staff are fully informed of relevant SEN issues and procedures within the school. • Staff at Monkway Junior School are trained in many different areas such as: <ul style="list-style-type: none"> ○ Diabetes ○ Autism ○ Team teach ○ Nurture groups trainers ○ Nurture group practitioner course ○ First aid ○ Speech and language ○ Read, write, inc ○ TEACCH ○ Catch-up literacy / numeracy ○ Philosophy for children • Members of staff throughout the school have training based on current children's medical needs. If a child is expected to start Monkway School with medical needs then we will ensure some members of staff will be trained in their needs. • Staff will attend internal or external training based on the needs of the children in their class. • We request advice from a variety of professionals when required including Educational Psychologists, Specialist teachers and Speech and Language therapists. • There are also services provided by the Health Service such as school nurse, occupational therapists and specialist nurses for medical conditions such as diabetes. |
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Evaluating the effectiveness of the provision

How do you evaluate the effectiveness of the support allocated to my child?

If the support / interventions set for my child are not working what will you do?

- We evaluate the effectiveness of provision for pupils with SEN by:
 - Reviewing pupils' individual progress towards their goals each term
 - Reviewing the impact of interventions at least half termly.
 - Using pupil & parent questionnaires
 - Monitoring by the SENCO
 - Using provision maps.
 - Holding annual reviews for pupils with EHC plans
 - Holding pupil progress parents meetings to review IEPs.
- If we have sufficient evidence that a pupil is making insufficient progress despite the support at SEN support, the SENCo may seek external advice from the educational psychologist.
- The SENCo will keep parents and pupils fully involved and informed about any proposed interventions.
- Once a possible SEN has been identified, Monkway Junior School will implement the graduated approach to meeting the needs of these pupils. This follows these four steps: **assess** the pupil's needs, **plan** the support to be put in place, **do** - carry out the appropriate support / interventions, **review** the effectiveness of the support / interventions and change when needed.
- During Pupil Progress meetings interventions and support are discussed. It is at this time we decide whether the provision made for the children are working or if they need amended. We then have a discussion between the Head, SENCo and class teacher as to how the provision will be changed to benefit the child.
- The provision will also be discussed with the parent and child at the termly Pupil Progress Parents meetings to allow both the parent / carer and child / young person to discuss their views.
- The SENCo monitors all provision throughout the school to ensure it is suitable for the child / group and the impact this provision is having on the child / group.
- Additional support is provided through SEN support. This will be monitored regularly through an Individual Education Plan (IEP). All IEPs will be reviewed after an appropriate period of time, to enable a judgement to be made about its effectiveness, but in any case at least once in six months. All review outcomes will be recorded.
- Pupils with an Education Health and Care plan will, in addition to the on-going review of their progress and specific support through their IEP, will be reviewed annually. A report containing recommendations

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will be provided for the LEA which will consider whether to maintain, amend or cease the Education, Health and Care Plan (EHCP), using the procedures described in 5.43 - 5.46 of the COP for SEN. During this meeting all professionals working with the child will attend to discuss the effectiveness of the provision and to see how the child / young person is developing. Both the parents / carers and child / young person will be invited to attend this meeting and to complete a questionnaire to express their views.

How children with SEN are enabled to engage with their peers.

How would my child be able to engage with their peers?

What if my child does not have English as a first language?

Is there wheelchair access to allow my child to move freely with other children?

- Wherever possible we do not withdraw pupils from the classroom. This reflects the school acknowledgement that all pupils have an entitlement to share the same learning experiences as their peers. There are times, however, when to maximise learning, we ask the pupils to work in small groups or in a one to one situation outside the classroom.
- Each teacher differentiates the work through support for each subject to suit the needs of the children in their class. This ensures the work is at the correct level for every child and allows children with SEN to engage with their peers during lessons.
- There is a ramp between the two yards and school is accessible from two main gates.
- There is also a ramp to the ICT suite. .
- To communicate with children / young people whose first language is not English we would liaise with the Specialist Teaching Service to develop a communication link.
- All of our extra-curricular activities and school visits are available to all our pupils.
- All pupils are offered placed to go on our residential trip(s).
- All pupils are encouraged to take part in sports day/school plays.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- The schools accessibility plan can be found on the school website or a paper copy requested through the school office.

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Support for improving emotional and social development.

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| <ul style="list-style-type: none"> • What support will there be for my child's overall well-being? • What is the pastoral, medical and social support available in the school for children with SEND? • What support is there for behaviour, avoiding exclusions and increasing attendance? • How will my child/young person be able to contribute his or her views? | <ul style="list-style-type: none"> • Monkway Junior School has a learning mentor who is there for all children within the school. Her role is to work with children and their families to break down barriers to learning. She works with groups of children or individuals. She also runs the breakfast club which gives children the opportunity to talk about their worries. • The Learning Mentor works closely with children to support their behaviour and to give them an opportunity to discuss any worried or to talk through situations which may trigger certain behaviours. • The Learning Mentor also works closely with families to increase attendance and will offer places at breakfast club when required. She also attends attendance meetings with parents and the Head teacher when required. • Monkway Junior School also has an anti-bullying policy, behaviour policy and an attendance policy. These can all be found on the school website under the policies tab or a paper copy requested through the school office. |
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Medical support

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| <ul style="list-style-type: none"> • How does the school manage the administration of medicines and providing personal care? • What is the pastoral, medical and social support available in the school for children with SEND? | <ul style="list-style-type: none"> • Members of staff throughout the school have training based on current children's medical needs. If a child is expected to start Monkway School with medical needs then we will ensure some members of staff will be trained in their needs. • Monkway School also has a medication policy in place which can be viewed on the school website. • Only medicine that has been prescribed by a doctor, clearly named, dated with appropriate instructions, will be administered in school. Medicine which has to be taken 3 times a day, or less frequently, can be administered at home and need not be sent into school. • If a medicine needs to be administered 4 times a day or more often parents will need to fill in a form within school and the medicine will then be able to be administered by a member of staff. • Children with more serious medical conditions will have a Health Care Plan within school. Parents and the child will be involved in writing this plan and all members of staff will be aware of the child's needs. • Children with long term medical conditions will be encouraged to take more control when administering medications such as insulin. |
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How the school involves other bodies.

How does school communicate with outside services?

How is it decided what outside help is needed?

- When school has identified a child as having SEN, outside agencies may need to be involved such as speech and language, educational psychologist or specialist teachers.
- If this is the case, the SENco will discuss the concerns with the parent, gain consent then complete the school part of the referral form.
- Once this is completed she will ask the parent to come into school to complete their section of the form and to sign to say they are happy for their child to be seen by the outside agency.
- This paperwork then gets set to the appropriate body who will then contact school to arrange a visit.
- Many of these visits - such as with an educational psychologist - will consist of the professional seeing the child then having a meeting with the parents / carers.
- The SENco will usually sit in on these meetings if consent is given by the parents / carers.
- In some cases a report is wrote by the professional after their visit to sum up their findings and to outline suggested targets or activities for the child / young person.
- Depending on the agency depends on whether the child / young person and parent / carer is seen on more than one occasion as some agencies will complete reviews later in the year.

Complaints procedure

What do I do if I have a complaint?

Who should I contact if I am not satisfied with the arrangements for my child?

- If a parents/carers has any concerns about a child they are able to speak to the class teacher or a member of staff by contacting school to either arrange an appointment or to discuss the concern over the phone.
- Initially parents/carers should speak to the child's class teacher if they have a concern about their child.
- Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.
- The school's complaint procedures can be found on the school website or requested from the school office. Under the SEN and Disability Act 2001 parents can request the services of an independent disagreement resolution. The SENCo will provide more information about this on request.

Monkway Junior School SEN Information Report

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| | <ul style="list-style-type: none">• The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:<ul style="list-style-type: none">○ Exclusions○ Provision of education and associated services○ Making reasonable adjustments, including the provision of auxiliary aids and services |
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