



MPS SEND

Information Report

Montpelier Primary School
SEND Information Report

SEN Information Report 2023 - 2024

1. The kinds of SEN that are provided for

Montpelier Primary 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, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

It is possible for children to have more than one area of need.



1. Identifying pupils with SEN and assessing their needs

If a Parent/Carer has a concern regarding any area of their child's development or progress; either their educational progress, their communication and interaction skills, social or emotional and mental health development or physical or sensory development they should initially raise their concern with their child's Class Teacher.

Teachers carefully track the development and progress of all pupils; if a child's Class Teacher has any concerns about their development or progress they will contact Parents/Carers and discuss it further. In class support and short-term interventions may be put in place to support the child's development or progress. This may be effective and reduce concerns.

If concerns persist the Class Teacher will ask the Special Educational Needs Co-ordinator (SENCo) to assist with further assessment and advice.

The concern will then be assessed further and if appropriate a One Page Profile or a Learning Plan developed which could include additional or different support within school or we may ask your consent to discuss your child with another agency or a referral may be made, with your consent, to an outside agency for further assessment and advice. Parents/carers are always fully consulted and involved throughout this process.

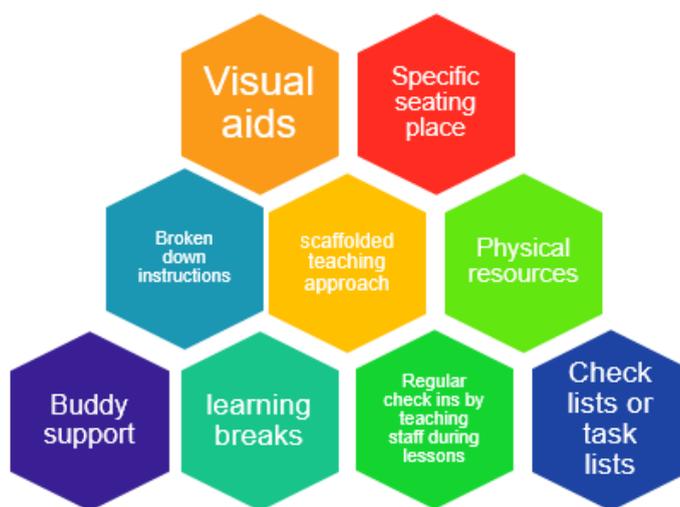
Once a child's need has been identified some of the following adaptations to a child's education could take place:

- Appropriate scaffolding may be used
- Reasonable adaptations to the learning environment
- Adaptive Teaching approaches may be used
- Provision of specialist equipment to meet their need
- Small group and/or individual interventions either in or out of class
- Seeking more specialist advice from outside agency

2. Consulting and involving pupils and parents

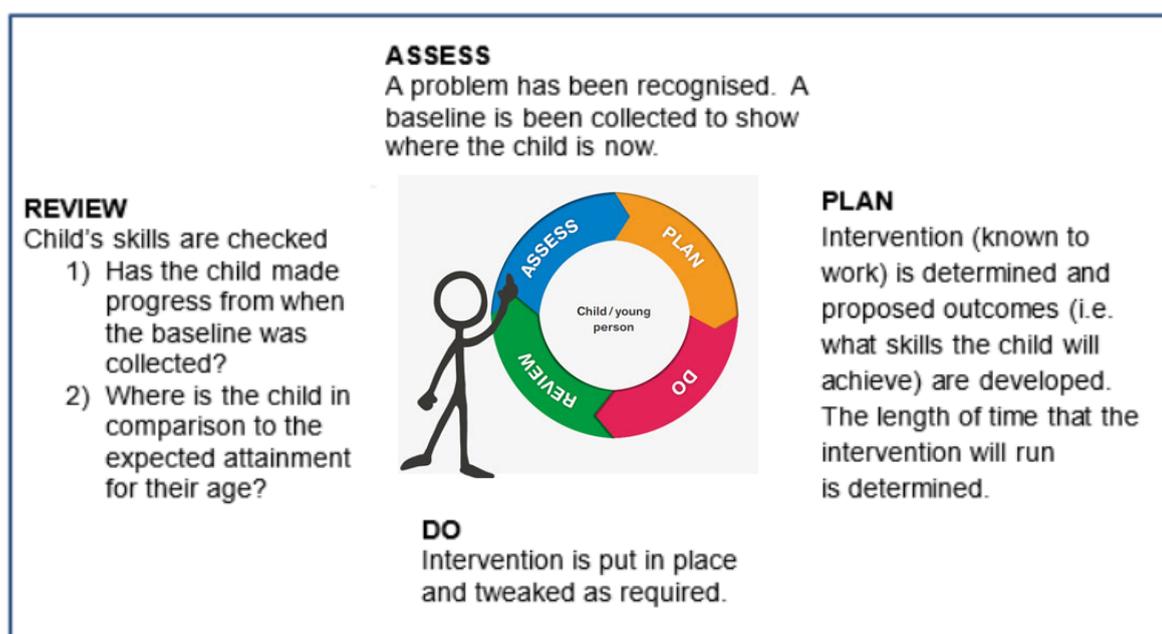
Where a pupil has been identified as having SEN, to enable the pupil to participate, learn and make progress action is taken to remove barriers and put effective special educational provision in place. This is to ensure that everyone develops a good understanding of the pupil's areas of strength and difficulty, everyone understands the agreed outcomes sought for the child and everyone is clear on what the next steps are. Notes of these early discussions will be added to the pupil's record on Edukey and given to their parents if requested. We will formally notify parents when it is decided that a pupil will receive SEN support.

Your child may be supported through the following approaches



3. Assessing and reviewing pupils' progress towards outcomes

At Montpelier we follow the Graduated Approach and the four-part cycle of **assess, plan, do, review**.



The Graduated Approach starts at a whole-school level. Teaching staff are continually assessing and reviewing their approach to teaching all children. However, where a potential SEND need has been identified, this process becomes increasingly personalised and interventions are tailored to meet the particular need of the child.

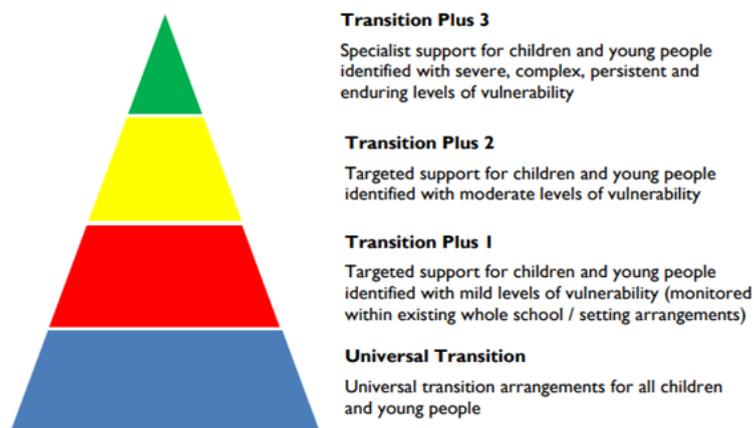
At Montpelier Primary school we may use some of the following strategies to assess and review your child's progress:

| Type of Assessment or Review | Frequency |
|--|--|
| Pupil progress in lessons | Daily in lessons- teaching staff will use assessment for learning approaches to make an assessment of all children's progress in the lesson. They will use this to review the impact of approaches to support for your child. |
| Pupil progress | Termly – each term teachers will assess all children against the curriculum standards. Each term teachers will review the impact and effectiveness of interventions in place. |
| Parent/carer consultations | Autumn and spring term- parents and teachers discuss the progress and areas for development. An annual report will be provided during the summer term. |
| Learning Plan review | If your child has a learning plan the targets and provision will be reviewed and discussed with parents/carers 3 times a school year. |
| EHAT (Early Help Assessment Tool) or TAM/TAF (Team Around Me/the Family) | Children with more complex needs may have an EHAT or TAM which includes targets for a child's educational, health and care needs and provision. These will be reviewed each term with parents/carers, school staff and outside agencies. |
| EHCP (Education, Health Care Plan) | A small minority of pupils have a high level of complex, long-term needs and they will have an EHCP. This will be reviewed annually with the child, parents/carers and other professionals who work with them. |

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.

4. Supporting pupils moving between phases and preparing for adulthood

In Plymouth, we have an enhanced transition framework which provides a shared way of talking about the level of support needed by children during transition. It uses the codes 'Universal', 'Enhanced Transition plus 1', 'Plus 2' and 'Plus 3'. This is represented in the diagram below:



Early Years (starting school)

If a child has already been identified at their pre-school setting as having SEND the school will be informed of their transition level. Once the school has received this information they will arrange an enhanced transition meeting with Parents/Carers and involved professionals to ensure that the school fully understands the needs of the child and that a relevant child centred approach to support can be put in place. Children with SEND starting Montpelier in our Foundation classes will also have access to:

- A Parents meeting
- A home visit by their Class Teacher and Teaching Assistant
- An initial visit to school in the Summer or Autumn term before starting school
- A phased transition into school over the first 3 weeks in September

Moving class each year

At the end of the academic year all parents will receive a transition booklet to share with their children over the summer holidays. The transition booklet includes photos linked to the year group they will be moving into in September. Photos will include staff, classrooms and key areas of the school.

All children who are already identified as having SEND will work with their class teacher in July to create a one page profile which is shared with their new teacher. The one page profile provides children with a way to share with their new teacher information about themselves to aid their transition. The sections on the one page profile are:

What makes me happy

How I like to be supported

What I would like people to know about me

What people like and admire about me

For those children who get anxious about changes and some of those already identified as having SEND may have an enhanced transition package which could include:

- Additional Visits to meet with their new teacher and become familiar with their new environment.
- Individual Social Story to support their journey into the new school year
- A transition one-page profile made with the child to tell their new Class Teacher all about them, their needs, what provision they need and what they find helpful
- Transition meetings between teaching staff in both classes

Year 6 to Year 7 (moving to secondary school)

Different secondary schools offer different transition packages for the different levels of need but pupils already identified as having SEND may have an enhanced transition package which could include:

- Additional visits to meet staff in their Secondary School and become familiar with their new environment.
- Transition meetings between teachers and SENCOs and when needed parents/carers.
- If a pupil has an EHCP the SENCo from the receiving secondary school will be invited to the Year 6 annual review meeting.

5. Our approach to teaching pupils with SEN

At Montpelier Primary School, teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Lego Masters
- Emotional Logic
- ELSA
- BLAST

- NELI
- Black Sheep
- Colourful Semantics

6. Adaptations to the curriculum and learning environment

At Montpelier Primary School we make the following adaptations to ensure all pupils' needs are met:

Scaffolding 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 fonts, etc.

Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

7. Additional support for learning

All of our teaching staff at Montpelier Primary school have undertaken a range of training which supports children with SEND. Where a need is identified our school will seek specialist advice and support when required. We work with a variety of agencies to develop practice these include:

- Children's Speech and Language Service (Livewell, NHS)
- Communication and Interaction team (CIT)
- Children and Adolescent Mental Health Services (CAMHS)
- Educational Psychologists
- Multi-Agency Support Team (MAST)
- Plymouth Information, Advice and Support Services (PIASS)
- School Nursing Team

We have a number of teaching assistants who are trained to deliver interventions such as ELSA, Emotional Logic and Lego Masters. Teaching assistants will support pupils on a 1:1 basis and in small groups that help support the need in each class and year group where necessary.

8. Expertise and training of staff

At Montpelier Primary School, our current SENCO Anna Tickle is in her second year undertaking this role and is an Early Years specialist with 12 years teaching and leading experience.

She is allocated 4 days per week to manage SEN provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. Pupils with Emotional, Social or Mental Health difficulties may be supported by Teaching Assistants who have been trained in providing Emotional Literacy Support (ELSA). All staff have also been trained to use the Emotional Logic approach. Where appropriate, with parents/carers consent, pupils may be referred for support with a Learning Mentor, Counsellor or Therapist or we may seek specialist advice or assessment from the Plymouth Child and Adolescent Mental Health Service (CAMHS).

9. Securing equipment and facilities

Keeping children safe at Montpelier is of paramount importance. Please refer to our Safeguarding Policy and site risk assessments to gain more information in how we secure equipment and facilities.

10. Evaluating the effectiveness of SEN provision

The assessment and evaluation of the effectiveness of the SEN provision that we provide is carried out through:

- Monitoring the effectiveness and impact of interventions through the progress of individual pupils.
- Adjusting provision according to the progress that is made.
- Seeking further support and advice from outside agencies if required.
- The Special Educational Needs Coordinator (SENCo) meets at least termly with the SEN Governor who reports back to the Full Governing Body.
- Using pupil and parent questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

11. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All pupils, including those with Special Educational Needs and Disabilities, will be supported wherever possible to access extra-curricular activities to promote their health and wellbeing. If a child will need additional adult support to enable them to participate in an extra-curricular activity within schools, staff will work with parents to enable this to take place. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

12. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the various school councils and clubs including Eco Club, Pupil Voice etc

Pupils with SEN are also encouraged to be part of sports clubs and after school music clubs such as a choir to promote teamwork/building friendships etc.

Montpelier Primary School provides a safe environment for all children and supports their physical, mental and emotional wellbeing. We safeguard all children according to the following policies:

- Safeguarding/Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Special Educational Needs and Disability Policy
- Accessibility Plan (see school website link below)

Pupils with Emotional, Social or Mental Health difficulties may be supported by Teaching Assistants who have been trained in providing Emotional Literacy Support (ELSA). All staff have also been trained to use the Emotional Logic approach. Where appropriate, with parents/carers consent, pupils may be referred for support with a Learning Mentor, Counsellor or Therapist or we may seek specialist advice or assessment from the Plymouth Child and Adolescent Mental Health Service (CAMHS).

Useful links:

<https://www.plymouthias.org.uk/>

<https://www.plymouthonlinedirectory.com/plymouthlocalofferhome>

http://www.montpelierprimary.co.uk/web/special_educational_needs/192752

13. Working with other agencies

At Montpelier we work with a variety of agencies including:

- Children's Speech and Language Service (Livewell, NHS)
- Communication and Interaction team (CIT)
- Children and Adolescent Mental Health Services (CAMHS)
- Educational Psychologists
- Multi-Agency Support Team (MAST)
- Plymouth Information, Advice and Support Services (PIASS)
- School Nursing Team

Complaints about SEN provision

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 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:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

14.The local authority local offer

Plymouth City Council has designed the Plymouth Online Directory (POD) which is a website that provides welfare, health and social care information for adults and families living in Plymouth. When you log on to the website, select the

option 'For Young People and Families' and then select the option 'SEN and Disability' to find out what services are available.

<https://www.plymouthonlinedirectory.com/plymouthlocalofferhome>