

Mornington Primary SEND Information Report



What kinds of special educational needs does the school/setting make provision for?

As a mainstream school we strive to be as inclusive as possible. If any pupil in our school has a barrier to learning we will endeavour to ensure that we provide them with the best opportunities to take part in every aspect of school life. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

We provide SEND provision for children with learning needs, physical needs, communication needs and social and emotional needs.

Our SENCo has the National Qualification for SENCO

Our team of 12 teaching assistants have extensive experience and training in planning, delivering and assessing intervention programmes.

Staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from our SENCo or other staff with relevant expertise.

SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of our children.

The school works closely with other local schools, sharing training opportunities including INSET days and outside experts.

What are school's policies with regard to the identification and assessment of children with SEN?

We acknowledge that all children are individuals and have different learning needs, some requiring additional support to help meet their needs or improve their learning.

Teaching staff all practice quality first teaching and differentiation to ensure that individual children's needs are met and that all children achieve their academic potential.

Our SENCO coordinates the SEN provision throughout school liaising with parents, pupils, school staff and specialist advisers from the Local Authority and Health Service. When identifying children with SEN we follow the clear guidelines set out in the SEN Code of Practice 2014.

In order to assess if a child requires extra provision we gather a range of information from on-going teacher assessments, end of year test results and liaising with parents, outside agencies and previous settings.

Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- 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.

At Mornington a range of specific, more specialised tests are used to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions:

To obtain further understanding of a child's learning difficulties, we may use:

- Salford Sentence Reading and Comprehension Test
- Sandwell Maths assessment
- Book banding assessments
- Single Word Spelling Test
- Cognitive Attainment Tests (CAT)
- Dyslexia Screening Test
- Dyscalculia Screening test
- PIVATS
- B Squared
- Autism Education Trust progression documents.

Other specialised assessments which may be used in school to identify barriers to learning include: - Social, emotional, behavioural checklists – e.g. The Boxhall profile

What are school's policies for making provision for children with SEN whether or not they have Education, Health and Care Plans?

How do we evaluate the effectiveness of provision for children with SEN?

Our SENCO, supported by the Senior Leadership Team and SEN Governor regularly review the SEN support that is in place and monitor the progress of children within our school.

Through monitoring, observing and assessing a child's needs, the SENCO works together with the staff to put in place appropriate support and provision to meet identified difficulties. We welcome parents support at all stages.

Provision maps are used to measure progress and attainment for all classes in school. Targets are set when it is felt appropriate and these are recorded on an action plan e.g. an Individual Education Plan, a Structured Conversation Proforma, or in a Behaviour Support Plan.

What are our arrangements for assessing and reviewing the progress of children with SEN?

At Mornington Primary we encourage parents to discuss any concerns they have as and when they occur, preferably in person with their child's class teacher. Teachers will the liaise with the SENCO if necessary.

We closely monitor the progress of all children termly.

In Autumn and Spring terms we hold Parents Evenings to discuss how children are doing. In the Summer term all parents will receive an end of year written report, detailing progress within all areas of learning and parents are invited to discuss this with their child's class teacher.

Where a child has individual targets set through and Individual Education Plan or Structured Conversations these will

be reviewed at least termly, new targets agreed with the child (if appropriate), parents and adults working with the child in school. Copies of relevant paperwork will be shared with parents and relevant professionals as necessary.

Annual Reviews are held for children holding Statements of Special Educational Needs; interim reviews can also be arranged throughout the year if deemed necessary –

When children are assessed by the SENCo or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the finding and how best to address need and meet targets

What is our approach to teaching pupils with special educational needs?

At Mornington Primary class based learning is adapted for all children in our school; work is differentiated to meet the needs of the pupils. Quality first teaching takes place in all class rooms with the setting of high expectations and the provision of opportunities for all to achieve. Provision for children with SEND is a matter for the school as a whole. Teachers work hard to ensure work is planned and delivered offering the right amount of support and challenge for all pupils whilst addressing children's preferred learning style. Some individual targets are supported within lessons by the class teacher or a Teaching Assistant; others may be supported outside the classroom through a specific intervention programme which may be delivered by a Teaching Assistant. A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements. Children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively.

How do we adapt the curriculum and learning environment?

We aim to deliver a creative, stimulating and exciting curriculum in a variety of ways to engage all pupils with a variety of learning styles and needs. We provide a stimulating learning environment throughout Mornington Primary that supports and reflects the curriculum being covered from Foundation to Year 6.

The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.

School always acts upon advice received from external agencies (e.g. enlarging of print for VI children; most advantageous positioning of HI children within the classroom and use of aids as recommended; use of laptops for children with recording needs; use of coloured overlays; use of brain breaks).

Small group rooms are available in both key stages to provide quiet work areas for 1:1 or small group work

What additional support for learning is available for children with SEN?

Not every child requires extra support, some children require an additional agreed support programme for set periods of time. School, alongside other professionals, decide through their assessment procedures whether additional support is required and if so, what. We ensure parents are kept informed throughout the process.

There are currently 301 children on roll. We have 12 teaching assistants employed in school, which maximises learning potential for all our children; most are trained to deliver a number of intervention programmes throughout the school. Some TAs are deployed in classes to support children on a 1:1 or small group basis or to cover the class in order that the class teacher can provide 1:1 or small group support.

A large number of intervention programmes are in place for children who require additional support. For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists). Meetings are often held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home

Specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, use of 'brain breaks', access to area of quiet retreat, personalised schedules or sequence strips, now and next cards and visual timetables.

What activities are available for children with SEN in addition to those available in accordance with the curriculum?

When outdoor activities are undertaken, whether in school or as part of a school trip, we believe all children have the right to be included. If required, specific risk assessments are carried out and available. Additional support may be required as well as discussions with parents of children with SEN to ensure their views are considered. All clubs and activities in school are available to all children.

What support is available for improving the emotional and social development of children with SEN?

At Mornington, the social and emotional wellbeing of our pupils is a priority and we have worked to develop and maintain a strong community ethos.

Social and Emotional Aspects of Learning (SEAL) provides the opportunity for children to discuss issues such as positive relationships, self-esteem and teamwork within the curriculum. Where necessary, specific plans are put in place to support a child's wellbeing and in these cases parents are consulted. We also have drop-in sessions that the children can request with a child counsellor.

We follow guidance from appropriate, trained health professionals to meet additional health, medical and personal care needs of individual children. School staff are trained as appropriate to meet these needs.

The children can also access a child counsellor, Jo O'Neil, through requested 'drop-in' sessions. Each class has a referral system that the children are familiar with and they themselves can request time to talk. In addition, if the class teacher feels that there is a need for a child to receive a block of time with the counsellor they can raise concerns with the SENCO or Head teacher.

Who is the school's special educational needs co-ordinator (SENCO) and what are their contact details?

Our school SENCO is Carla Smith.
She can be contacted in writing at:

Mornington Primary School, Mornington Crescent, Nuthall, Nottingham, NG16 1RF
By telephone : 0115 9757745
By email: office@mornington.notts.sch.uk

What is the level of expertise and training of staff in relation to children with SEN and how will specialist expertise be secured?

A variety of training is undertaken on rolling plan of school CPD. This can either be in house or through external sources. Examples include: annual teacher assistant training conferences, teaching assistant network meetings, training packages provided from Notts County Council (which include a wide variety of learning and cognition needs, physical and medical updates, safe handling, communication and interaction) and SENCO training networks.

The school SENCO holds the qualification for the National Award for Special Educational Needs Co-ordination.

As specific needs arise the SENCo approaches specialists from a range of agencies (e.g. Educational Psychology) to seek advice about raising awareness of the specific type of SEN through the Springboard process, in line with the Kimberley Family of Schools policy. To enhance knowledge about a specific type of SEN (in order for the class teacher or TA working directly with a child with a particular type of SEN to adapt teaching and learning to meet the need appropriately) more specific training may be sought through specialist agencies.

Our Special Educational Needs Co-ordinator attends 'Special Educational Needs Co-ordinator Cluster Meetings' throughout the year, organised to support Special Educational Needs Co-ordinators in their work in school, affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.

At the close of each school year teachers hold meetings with the class's next teacher to discuss SEN information in preparation for the following year.

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

- Schools and Family Support Services (SFSS)
- Educational Psychology Service
- Family SENCO – Stewart Philpott
- School Nurse
- Family Support
- Primary Social and Emotional Development team (PSED)
- Social services
- Targeted support
- Children's centres
- Supporting Families
- Educational Health and Wellbeing team (EHWB)
- Complex Case resolution
- Speech and Language Therapy (SALT)
- Community Adolescent Mental Health Services (CAMHS)
- Multi Agency Support Hub (MASH)
- Voluntary Organisations

These can be found on the Notts Local Offer website:

<http://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?directorychannel=10>

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

Mornington Primary has an Access Policy to enable all students to overcome barriers to learning. We aim, where possible to provide equipment or complete necessary funding applications to provide any equipment that is deemed necessary in order to support children in school.

We aim to ensure that all activities and equipment are accessible to all children, parents/carers and visitors to our school. Reasonable adjustments will be made as necessary to improve accessibility for all.

Our school site is wheelchair accessible. There are disabled toilet facilities including space to accommodate changing. Risk assessments and safe systems of work are in place to ensure the safety of all staff and children. We use symbols and visual timetables where appropriate.

What are the arrangements for consulting parents of pupils with special educational needs?

In September 2014, a new code of practice for Special Educational Needs was enforced. The underlying message was involving parents and the child/young person. Apart from having an open door policy here at Mornington, we hold regular parent meetings for all children. A child with SEN will expect extra review meetings with appropriate staff. These are held termly, or more regularly if needed.

The progress of children holding a Education Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary). At Y5 annual reviews transition to secondary is considered with discussion involving parents and the LA. At Y6 annual reviews the SENCo of the receiving secondary school is usually invited to attend.

What are the arrangements for consulting young people with SEN and involving them in their education?

At Mornington we encourage a child centred approach and aim wherever possible to involve the children in the setting and reviewing of their targets and provision.

Where appropriate our pupils are involved in the setting of targets and copies of these are given to parents/carers. Where appropriate the child will be invited to attend the whole or part of the review meeting. We actively encourage all children to participate fully in all aspects of school life.

What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

The class teacher, who has ultimate responsibility for a child in their class, is willing to support parents/carers concerns. They are more than happy to discuss issues and find solutions in the first instance. After that, the school SENCO or Head Teacher can be contacted. Please call into school and ask to make an appointment. Otherwise, parents/carers should follow the school's complaints procedures, set out in the policy available directly from the school.

How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The governing body delegates the day to day organisation and liaison to the SENCo and the Head Teacher.

How does we seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

If parents are unsure about any of the support or provision being made for their child, they are encouraged to make an appointment initially with their child's class teacher in the first instance. They are then able to contact the school office to request an appointment with our SENCO or Head teacher

Parents can also gain support and advice from the Parent Partnership Service (www.ppsnotts.co.uk) or contact the Independent Parental Special Advice team www.ipsea.org.uk. Parents can view the Local Authority SEND Local Offer at (www.nottinghamshire.sendlocaloffer.org.uk)

How will Mornington prepare my child to:

i) Join the school/setting?

Transfer to a new school or setting can be an anxious time for both child and parent and we encourage visits to our school before applying.

Careful planning is made for all children but for children with SEN or a disability an additional transition plan may be put in place. This will generally include early discussions with the parent/carers, the setting they are coming from and any existing agencies which are providing existing support.

A transition book or social story maybe written for the child to use at home, this may include photographs of the building, adults working with the child and key times of the school day.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

In addition to the transition arrangements made for all pupils in Year 6, plans for pupils with SEN will be formulated with their allocated secondary school on an individual basis. Parents will be kept informed and involved in this planning.

Where is the school's local offer published?

- Reading the schools full SEN policy - available on our website.
- Nottinghamshire County Council website - SEND Local Offer www.nottinghamshire.sendlocaloffer.org.uk

July 2018