



SEN Information Report

Monkton Infants School is a fully inclusive school; we ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

1. We provide for the following kinds of Special Educational Needs (SEN):

- Communication and Interaction Needs
 - Autistic Spectrum Disorders
 - Speech, Language and Communication Needs
- Cognition and Learning Needs
 - Moderate Learning Difficulties
 - Specific Learning Difficulties
- Behavioural, Emotional and Social Development
 - Behaviour Needs
 - Social Needs
 - Emotional / Health / Wellbeing
- Sensory and Physical Needs
 - Hearing / Visual Impairment
 - Multi-Sensory Impairment
 - Physical / Medical Needs

2. We identify and assess pupils with SEN using the following methods:

- Rigorous tracking of attainment / progress shows a dip in learning / decrease in rate of progress made
- Interventions / targeted resources and activities / small group work are put in place
- If no progress is seen, specific individual learning plans may be put in place. Support may also be sought from the Educational Psychologist linked to school
- The curriculum is differentiated to match tasks to individual ability. Teaching Assistants support individual children / small groups using a variety of teaching approaches catering for different learning styles
- A range of teaching strategies are used

3. We evaluate the effectiveness of our SEN provision in the following ways:

- Rigorous tracking by SENCO
- Regular reviews of progress against Individual Intervention Plan
- Analysis of data and progress
- Progress on particular intervention e.g. 'Lexia' / 'Lifeboats' is tracked
- Named Governor with responsibility for SEN

4. Our arrangements for assessing and reviewing the progress of pupils with SEN are as follows:

- Half termly tracking of progress
- Monitoring of progress against individual targets
- Regular meetings between SENCO / Classteachers and Teaching Assistants
- Parent / carers are invited to regular meeting to review progress and next steps

5. Our approach to teaching pupils with SEN includes:

- Detailed planning and tracking of progress
- Visual timetables
- In-class support across the curriculum
- Additional / different provision - e.g. individual learning / small group learning / specialised curriculum
- 1:1 reading interventions
- Increased use of ICT resources
- Collaboration with Educational Psychologist / other external specialist agencies
- 1:1 in class support
- Additional / specialised resources provided
- Environment adaptations

6. We adapt the curriculum for pupils with SEN in the following ways:

- In-class support
- Small groups / individual learning
- Specialised resources provided to enable access to learning
- Highly differentiated planning of activities
- Individualised programmes of learning
- Increased use of ICT resources

7. We enable pupils with SEN to engage in the activities of the school, together with children who do not have SEN, in the following ways:

- Environmental adaptations / wheelchair access
- Provision of specialised equipment e.g. ear defenders
- Ratio of adults to children on school trips is increased to provide support for SEN children
- All places visited on trips are accessible by wheelchairs

8. The following emotional, mental and social support is available for pupils with SEN:

- Named SENCO
- Collaboration with Educational Psychologist and other external agencies
- Regular meetings with parents / carers
- Access to other specialist, external agencies as / when required

9. The name of our SEN Co-ordinator (SENCO) is: *Mrs H. Winter*

In addition, we use the service of the following specialists:

Parents can contact their local ***Parent Partnership Service*** for impartial information, advice and support in relation to their child's SEN and / or disability:

- Phone: (0191) 424 6345
- Email: parentpartnership@southtyneside.gov.uk

School SENCO – Miss C. Smith

- Phone: (0191) 456 1917
- Email: csmith@monktoninfants.org.uk

School Nurse - Andrea Gleave

- Email: andrea.gleave@stft.nhs.uk

Educational Psychology Service

- Phone: (0191) 424 6050

Pupil Services - Local Authority SEN Team

- Phone: (0191) 424 7711
- Email: SENDIASS@southtyneside.gov.uk

Children and Young People Service (CYPS) - Monkwearmouth Hospital, Sunderland

- Phone: (0191) 566 5500

Speech and Language Department

- Phone: (0191) 283 2484
- Email: childrensspeechandlanguage@stft.nhs.uk

The Sensory Service - Hearing and Visual Impairment

- Phone: (0191) 426 8157
- Email: sensoryservice@southtyneside.gov.uk

Pre-School & Portage

- Phone: (0191) 424 6096
- Email: jean.finlay@southtyneside.gov.uk

10. We currently possess the following equipment and facilities to assist our pupils with SEN:

- Whole school building is accessible by wheelchair
- Small class sizes
- Ear defenders
- Sensory Brushes
- 'Lexia' Reading Programme
- 'Catch-Up' Reading
- 'Numicon' - maths resources
- 'Lifeboats' - reading support
- HLTA to support group work
- These resources were purchased either fully, or in part, through money received through 'Pupil Premium'. Please refer to Pupil Premium report for a more detailed account of this expenditure

11. Our arrangement for ensuring the involvement of parents of children with SEN are as follows:

- Initial meeting with parent when a gap in learning is identified
- Parent consulted before referral is made to Educational Psychology Service
- Individual Intervention Plan shared with parent - targets for home are included
- Access to classteacher / Miss Smith / Mrs Askwith at any time to discuss problems / progress
- Regular meetings to review progress with Miss Smith / Mrs Askwith / Educational Psychologist
- Termly parents' meetings with classteacher
- Annual written report to show progress
-

12. Our arrangements regarding complaints from parents of pupils with SEN are as follows:

- Informal complaints are handled by Mrs Askwith according to the accepted complaints procedures
- Any complaint is acknowledged, investigated and then parents are informed of the results
- Formal complaints are also handled by Mrs Askwith initially, then the SEN Governor / Chair of Governors will be informed as appropriate
- External agencies may also be consulted if appropriate
- All complaints will be acted upon and a satisfactory conclusion will be shared with the complainant

13. Our transitional arrangements for pupils with SEN include:

- Visits to Junior School during Year 2 - to watch shows / use ICT resources
- Regular meetings between Year 2 / Year 3 teachers to discuss individual needs / share strategies
- Individual Intervention Plan / other specialised planning shared between schools
- Specialist resources shared
- Visits to Year 2 classroom by Year 3 teacher to observe learning
- Work scrutiny by Year 2 / Year 3 teachers
- Visits to Year 3 classroom / cloakroom / playground etc by child
- Parents meeting at Junior school to discuss needs with classteacher / SENCO / Headteacher

14. South Tyneside's local offer, explaining what is available on a Local Authority basis, can be found using the following link:

www.southtyneside.gov.uk/article/22387/south-tyneside-local-offer

Other useful documents, such as our SEN Policy are available on the school website.
www.monktoninfants.org.uk.

If you would like further information about what we offer at Monkton Infants School, then please do not hesitate to contact the SENCO (Miss Smith) on (0191 456 1917) or via email: csmith@monktoninfants.org.uk or Headteacher (Mrs Askwith) on (0191 456 1917) or via email: caskwith@monktoninfants.org.uk