

# **SEND Information Report**

**FOR**

**Monkton Academy**



Adopted by Governing Body: January 2022

Date of Review: January 2023

The following report details the ways in which Special Educational Needs and/or Disability (SEND) are managed at Monkton Academy. It sits alongside our SEND (Special Educational Needs and/or Disability) policy and is written according to the key requirements from Schedule 1 of the Special Educational Needs and Disability Arrangements 2014.

It is hoped the information held within this report is clear and useful for both current parents and prospective parents of children at Monkton Academy. Should any further information regarding the contents of this report be required, discussions are welcomed using the following contact information:

- Miss N. Graham (SENCo)
- Tel: 0191 4240200
- Email: [office@monktonacademy.co.uk](mailto:office@monktonacademy.co.uk)

## **Our Aim**

Here at Monkton Academy, we pride ourselves on our school vision of 'Inspire, Achieve, Empower'. We believe that all children are capable of success regardless of background, beliefs, Special Educational Needs and/or Disability. We are committed to providing an inclusive environment for all children to flourish and feel included in every aspect of school life. We aim to raise the aspirations of all children during their time at Monkton Academy and ensure that they receive the best support and care throughout their time with us. We are committed to every child reaching their full potential by the time they leave us at the end of Year 6 and ensure all children are prepared as possible for the next steps in education, and indeed life, upon leaving us.

At Monkton Academy, every teacher is a teacher of every child, including those children with Special Educational Needs and/or Disability. We believe that quality first teaching is vital in ensuring support and progress of all children initially, while we have measures in place to improve the outcomes of those children who require a little more support.

At Monkton Academy, we accept that parents need to feel confident that the school has systems in place which make it possible for us to offer a flexible range of provision which is able to meet the individual needs of each and every one of our children. Parents will be listened to, involved in decision making and their views respected. When children have additional needs and advice from outside agencies is needed, parents will want to be fully informed and involved; and need to trust the school to respond to any need as quickly as possible. Should you have any questions or queries regarding the level of SEN support in place for your child, please make an appointment to speak to your child's class teacher who can outline the level of support in place and discuss key targets linked to this. Furthermore, appointments can be made with the Special Educational Needs Coordinator (SENCo.)

The following information outlines the implementation of our SEND policy and answers key questions regarding provision of support for children with SEND.

## **What kinds of SEND does Monkton Academy provide support for?**

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, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## **How do we identify children with SEND and assess their needs?**

At Monkton Academy, we recognise that there are four broad categories of need, as outlined in the SEND Code of Practice 0-25 (2014), which constitute a Special Educational Need. The categories of need are:

### **1. Communication and Interaction**

- This includes children with speech and language delay or impairments, social communication difficulties and those who demonstrate features within the autistic spectrum.

## **2. Cognition and Learning:**

- This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.

## **3. Social, Emotional and Mental Health:**

- This includes children who may be withdrawn or isolated, hyperactive or lack concentration or show challenging, disruptive or disturbing behaviours.

## **4. Sensory and/or Physical Needs**

- This includes children with sensory, multi-sensory and physical difficulties. This can include visual impairments and hearing impairments.

We understand that some children may have a need that encompasses more than one of the four broad categories as sometimes needs are varied and complex. At Monkton Academy, we use these categories to help us identify how best to offer support and guidance to individuals, not to fit children into a particular category. We identify the needs of children by considering the needs of the whole child which includes not just the Special Educational Needs of the child or young person.

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and, on a termly basis, teacher assessments are made based on the end of year expectations for all pupils and NFER tests are undertaken. In addition to this, termly SENCo run-around meetings, which involve the Principal, SENCo and class teacher, support the early identification of children who may have SEN. Our approach enables us to identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN. However, any child whose progress and attainment is of concern will be placed on a monitoring list and will be monitored closely and additional support may be given. If the concern remains, it is likely the children will move onto the SEND register following discussions between staff, child and parents.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **What should you do if you think your child has SEND?**

If you have any concerns about your child, please contact the school. You can meet with your child's class teacher and the SENCo to discuss your concerns. During the meeting, your concerns will be listened to and discussed. We will be able to discuss in detail your child, their progress and attainment. Next steps can then be discussed as appropriate.

### **How do we consult and involve children and parents?**

At Monkton Academy, we believe early identification is key to ensuring all of our children achieve their full potential. If we feel an area of need is identified, we will have an early discussion with the

child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child'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

Notes of these early discussions will be added to the child's record and given to their parents. We will formally notify parents when it is decided that a child will receive SEN support.

### **How do we assess and review children's progress towards outcomes?**

Where additional needs are identified, we follow a graduated process of support involving four types of action in a cyclical nature. Decisions made are revisited and refined as the understanding of a child's needs grows. The four actions involved in the cycle are:

1. **Assess** – children's needs are clearly analysed and assessed, this information will be continually reviewed. This will draw on information about the child's attainment, progress and behaviour and will involve the views and experiences of parents and advice offered from other sources.
2. **Plan** - as SEN support is planned, parents/carers will be informed and involved in the process of agreeing interventions and support, alongside a date for review. At this stage it is likely that a Support Plan will be written. Both child and parents will share in this document which will set out clearly the outcomes anticipated for the child.
3. **Do** - the class teacher will remain responsible for working with all children on a daily basis. Where interventions involve group working carried out by a teaching assistant (TA), the class teacher will have worked alongside the TA sharing outcomes and expectations as well as strategies and resources for support. The class teacher continues to be responsible for the intervention and should be involved in assessing the impact of the intervention.
4. **Review** - the intervention/support will be evaluated by the class teacher and SENCo alongside the targets set on the Support Plan. Changes in support/strategies will reflect the success of the intervention, the child's progress and development and revised outcomes will then be planned for in consultation with the child and parents.

During end of term reviews and/or SENCo run-around, the class teacher will work with the SENCo to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- The child's previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the child 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.

### **How do we prepare children with SEND to transition into a new phase of education?**

At Monkton Academy, we recognise that 'moving on' can be difficult for a child with special educational needs and we take steps to ensure that any transition is as smooth as possible.

We have a secure transition programme in place between Years 3 and 6, where teachers, the SENCo and the Principal meet to discuss information to be passed up to the next teacher. Special consideration is given to the transition of children with SEND, and this takes priority at staff training days before the new school year begins. Children are also given transition booklets which contains photographs of their new teaching team and environment for the next academic year.

If a child is joining us from Monkton Infants, we have a transition programme in place. We maintain strong contacts with our feeder school (whereby the majority of our children attend prior to joining Monkton Academy.) Year 3 staff arrange visits with Monkton Infants during the summer term, getting to know the children and speaking with the class teacher(s) and SENCo. All relevant documentation related to any children with SEND moving to our school is passed on via the SENCo ready for the start of the academic year.

If a child is joining us during the school, arrangements will be made for the child to visit our school and meet key members of staff. In addition contact will be made with the school's SENCo to discuss how we can best support your child.

If a child is moving to another school, we will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for the child. Where possible, a planning meeting will take place with the SENCo from the new school. We will ensure that all records about the child are moved onto the new school in a timely manner.

Before a move to secondary school, all children take part in a thorough transition programme, as outlined by the Local Authority. Some of our children with SEND will receive additional transition depending upon the extent of their need. This may include additional visits to the school, liaison with the secondary schools SENCo from the earliest point in a parent's application to secondary school and participation in other transition schemes. All Support Plans and relevant documentation is passed on to the new school ready for the start of the academic year. Pupils with an EHCP will have a formal transition review where the SENCo of the secondary school, along with other professionals involved in supporting the child, will attend.

### **What is our approach to teaching children with SEND?**

Teachers are responsible and accountable for the progress and development of all the children in their class. High-quality teaching is our first step in responding to children who have SEND. This means that teachers assess, plan and teach all children at the level which allows them to make accelerated progress within their learning. Through high-quality teaching, we ensure that the curriculum and learning journeys are adapted to meet the individual needs of all children.

In addition to high-quality teaching, we use a range of targeted interventions to offer additional support to our children. These include:

- Rapid Reading
- Rapid Phonics
- Rapid Maths
- Early English Skills

- Daily High Frequency Words
- 5 minute box (Phonics and Maths)
- Reading Eggs
- Mathseed
- Daily 1:1 Reading
- Lego Therapy Club
- Nurture Group
- Place2Be

**Summary of Provision made by Monkton Academy**

<p>1. All children and young people</p>	<ul style="list-style-type: none"> <li>• Trained SENCo with QTS who is a member of the Management Team.</li> <li>• SEND Policy, with provision and practice in place.</li> <li>• Accessibility Plan in line with Equality Act 2010.</li> <li>• Information on Inclusion and SEND provided to all parents/carers.</li> <li>• SEND Governor.</li> <li>• SEND Development Plan.</li> <li>• Inclusive ethos and curriculum.</li> <li>• Range of teaching strategies and learning opportunities.</li> <li>• Range of ICT equipment as/if required.</li> <li>• Target setting, tracking process and being involved in setting their new targets.</li> </ul>
<p>2. Children and young people with additional needs (SEN)</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> <li>• Assessment of: learning environment; grouping of children; teaching styles; curriculum materials; individual children's physical, sensory, and cognitive barriers; children's social and emotional needs and other relevant circumstances.</li> <li>• Additional and different provision such as individualised or small group planning.</li> <li>• Increased use of ICT resources as/if required.</li> <li>• Staff collaboration with specialists within the school and with outside agencies.</li> <li>• More detailed planning incorporating specialist information.</li> <li>• Increased classroom and small group support.</li> <li>• Environmental adaptations if necessary.</li> </ul>
<p>3. Statutory provision as specified in an Education Health and Care Plan (EHCP.)</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> <li>• Detailed planning and tracking.</li> </ul>

- Individualised programmes in several areas of the curriculum.
- Arranging the provision specified in an EHCP.
- Arranging the annual review of an EHCP and submitting recommendations to the LA.

## **How do we adapt the curriculum and/or learning environment for children with SEND?**

### **Our curriculum**

We make the following adaptations to ensure all children's needs are met:

- A curriculum that is suitably adapted through specific differentiation/modification in the planning of activities and additional support.
- Scrutiny of assessment data to identify how best to support the needs of children with SEND through a carefully planned and differentiated and/or modified curriculum.
- Differentiated teaching, for example, giving longer processing times, pre-teaching vocabulary and reading instructions aloud.
- Opportunities within class and additional interventions to work on key Support Plan targets.
- Targeted adult support where appropriate.
- Use of key evidence-based interventions designed to support needs and improve progress.
- Additional work with our SEND support assistants.
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger fonts to reduce barriers to learning.
- Using specialised resources, as appropriate (e.g. wobble cushions, noise reducing headphones).
- Using advice and plans provided through collaboration with outside services (e.g. Educational Psychology department, specialist teachers and therapists)

### **Our learning environment**

We take all reasonable steps to modify/adapt our learning environment to meet the individual needs of children.

- All of our classrooms are on the ground floor level.
- The school building is wheelchair accessible.
- Toilets are available with disability access.
- Auditory and/or visual requirements will be provided for as required.
- Parking bays for disability 'Blue badge' holders outside of the school.
- We receive advice and support through the South Tyneside's Ethnic Minority, Traveller and Refugee Achievement Service (EMTRAS). The service is also able to support families whose first spoken language is not English.
- We use Personal Emergency Evacuation Plans (PEEP) to support children who may have a physical or language difficulty, to leave the school buildings and / or area in case of an emergency.
- Our Accessibility Plan is committed to providing an accessible environment.

### **What additional support for learning do we offer?**

- Teaching assistants will support children on a 1:1 basis when they require a high level of support to engage in learning or self-regulate in order to access the school day.
- Teaching assistants will provide support for children in small groups where intervention is required.
- We work with the following agencies to provide support for children with SEND:



- ❖ Educational Psychology Service (EP)
- ❖ School Nurse/Paediatric Health Team
- ❖ Speech and Language Therapy Service (SALT)
- ❖ Healthy Minds Team
- ❖ Lifecycles – services for young people
- ❖ Child and Adolescent Mental Health Service (CAMHS)
- ❖ Children's Services
- ❖ Hearing/Visually Impaired Team
- ❖ Hebburn Lakes SEMH Outreach Team
- ❖ Fellgate ASD Outreach Team

### **What training and expertise do staff have in supporting children with SEND?**

The SENCo ensures staff are informed of local and national developments in relation to SEND and Inclusion. Training needs are identified and where appropriate, outside agencies are used to deliver the training. Whole school staff training happens on an annual basis, with a focus on a prevalent area of provision required for school. All new members of staff undertake an induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around our SEND provision and practice. Furthermore, this allows time to discuss the needs of individual children. The SENCo attends network and local authority meetings to share good practice with colleagues and keep up to date with SEND developments.

The SENCo has one day a week to manage SEND provision. We have a team of four teaching assistants, including two higher level teaching assistants (HLTAs) who are trained to deliver SEN provision and support learning.

### **How do we evaluate the effectiveness of our provision?**

Children's progress is continually monitored by class teachers. Their progress is reviewed formally through termly reviews and SENCo run-around. All interventions are recorded and entry and exit data is analysed to determine the effectiveness of each intervention. The SENCo uses provision maps for each class to cost provision and where necessary apply for top-up funding. Regular book scrutinies are carried out by the Principal and SENCo with a focus on children with SEN. We hold annual reviews for children with an Education, Health and Care Plan (EHCP). In addition, feedback is sought from children and parents through the use of questionnaires at the end of each term.

### **How do we enable children with SEND to engage in activities available to those in school who do not have SEND?**

At Monkton Academy, no child is ever excluded from taking part in activities because of their additional needs. We enable children with SEND to access all aspects of school life by:

- Attending educational visits as they are an important part of our curriculum and give children valuable real-life experiences to support their learning. Alternative means of transport may be used where children are unable to travel by coach or on public transport. Risk assessments are completed to ensure that access arrangements are suitable.
- Attending extra-curricular activities which are available to all our children, including our before-and after-school clubs.
- Including parents in any relevant discussions about your child
- We include additional adult support, where appropriate
- We follow advice from other professional and / or advisory service
- Completing risk assessments
- Encouraging all pupils to attend residential trips
- Encouraging all children to take part in sports days, class assemblies and whole school events.

## **How do we support the emotional and social developing of children with SEND?**

Our children's well-being is of paramount importance to us and we take pride in creating a caring and nurturing environment for all children. All staff support children in their emotional and/or social development throughout their time here with us at Monkton Academy. We are fortunate enough to have a highly skilled counsellor in school once a week through our Place2Be service. Place2Be offers extra support to individual children, supporting them through issues such as bereavement, family separation, friendship issues or confidence and self-esteem development. Our classroom based teaching assistants are often well placed to also support children within that class as they have developed secure relationships with them and can tailor support to their individual needs.

Additionally, for all children with SEND, support and advice is available from the school SENCo. The school seeks advice and guidance from other professionals and involves them in the planning and delivery of support for children with SEND. We work very closely with professional agencies such as the Educational Psychology Service and Healthy Minds to support children with specific social, mental or emotional health difficulties.

The SENCo is part of the school Safeguarding Team which provides support for children and their families, working with outside agencies and professionals, such as the Early Help Team.

## **Complaints**

There are times when parents may disagree or oppose the view held by school about a child. We urge parents with any concerns regarding the provision made for their child to speak to us as soon as possible. In the first instance, please speak to your child's class teacher and/or SENCO. If parents feel their child's needs are still not being met, they should make an appointment to see the Principal. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through the general Governors complaints procedure (see separate 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 child. 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

## **Who can you contact if you seek further support for your child?**

We also liaise with the following services as appropriate to meet the needs of children within our care:

### **Educational Psychology Service**

Contact Number: 0191 4268100

Email: [eps@southtyneside.gov.uk](mailto:eps@southtyneside.gov.uk)

### **Parent Partnership Service**

Contact Number: 0191 4246345

Email: <http://www.visitsouthtyneside.co.uk/article/11860/the-parent-partnership-service>

### **South Tyneside Council Support**

Website: <http://www.southtyneside.info/article/11254/Help-for-parents-of-children-with-SEN>

### **The PLACE (Project for Looked After Children)**

Contact Number: 0191 4273490

Email: [theplace@southtyneside.gov.uk](mailto:theplace@southtyneside.gov.uk)

### **CYPS (Children and Young People Services)**

Contact Number: 0191 5665500

### **Speech and Language Department**

Contact Number: 0191 2832484

Email: [childrensspeechandlanguage@stft.nhs.uk](mailto:childrensspeechandlanguage@stft.nhs.uk)

### **Who can I contact for more information?**

Nichola Graham (SENCo) 0191 424 0200 or [office@monktonacademy.co.uk](mailto:office@monktonacademy.co.uk)

Steve Bowler (Principal) 0191 424 0200 or [office@monktonacademy.co.uk](mailto:office@monktonacademy.co.uk)

### **The Local Authority Local Offer**

By law, the Local Authority has to publish the arrangements for SEN, and further details are available in the Local Authority Local Offer (<https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND->). All schools receive funding in their budget to allow them to provide for children with SEND, and have the freedom to make the necessary arrangements using existing staff; or look for advice and support from outside the school.

Our contribution to the local offer is:

### **Monkton Academy entitlement offer to children with additional needs**

<b>Type of SEND for which provision is made in school</b>	<b>Support we can provide (as appropriate)</b>
<b>Communication and interaction</b> <i>(which can include pupils with speech and language difficulties, Autistic Spectrum Disorder etc.)</i>	<ul style="list-style-type: none"><li>● Use of a Support Plan involving pupils, parents and staff in the formulation, review and implementation of these documents.</li><li>● Differentiated curriculum and resources.</li><li>● Use of visual timetables.</li><li>● Support during unstructured periods of the school day</li><li>● Use of equipment to allow for focus (e.g. headphones, desk separators).</li><li>● Use of social skills programmes to promote an understanding of socially difficult situations (often as suggested by other professional bodies such as the Educational Psychology Department).</li><li>● ICT is used to reduce barriers to learning where possible.</li><li>● Strategies and programmes to support speech and language development (often as suggested by other professional bodies – such as Speech and Language Therapy).</li><li>● Use of school buddies (older pupils or key peers).</li><li>● Use of strategies to reduce anxiety and promote emotional wellbeing.</li><li>● Use of a sensory area to reduce anxiety and promote emotional wellbeing.</li></ul>

- Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.
- Access to teaching and learning for children with SEN is monitored through the school's self-evaluation process.
- Teaching resources are routinely evaluated to ensure they are accessible to all children.
- Fully qualified/trained SENCO who can provide advice and guidance to staff.
- All staff have completed, and will continue to receive, ongoing training in relation to meeting children's needs within the classroom.
- Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.

**Cognition and learning**  
*(which can include pupils with Moderate and Severe Learning Difficulties. It also includes Specific Learning Difficulties such as Dyslexia/Dyspraxia)*

- Use of a Support Plan involving pupils, parents and staff in the formulation, review and implementation of these documents.
- Differentiated/modified curriculum and resources.
- Strategies to promote and develop English and Maths learning.
- Provision to access the curriculum and promote independence within learning.
- Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas.
- Specific English and Maths intervention administered by our SEND support staff in addition to class-based English and Maths teaching and intervention.
- Use of ICT to remove barriers to learning as/where possible.
- Use of support/intervention plans received through block intervention from specialist teachers from the Educational Psychology department.
- Access to teaching and learning for children with SEN is monitored through the school's self-evaluation process.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- Support staff are placed where needed throughout the school to ensure children progress, independence and value for money.
- Fully qualified/trained SENCO who can provide advice and guidance to staff.
- All staff have completed, and will continue to receive, ongoing training in relation to meeting children's needs within the classroom.
- Behaviour and anti-bullying policies are evaluated on a regular basis with consideration to the impact on children with SEN.
- Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.

<p><b>Social, emotional and mental health difficulties</b>  <i>(linking to withdrawn/isolated behaviours, challenging/disruptive behaviours, ADHD and other mental health issues.)</i></p> <p><i>Also specific to emotional health and wellbeing links</i></p>	<ul style="list-style-type: none"> <li>● Our school ethos and values for all children.</li> <li>● Behaviour management systems which promote a ‘sense of self-discipline’ – encouraging children to make positive decisions about behavioural choices.</li> <li>● The schools behaviour policy identifies where reasonable adjustments/changes can be made to ensure the need for exclusion is kept to a minimum.</li> <li>● Risk assessments are used and action is taken to increase the safety and inclusion of all children in all activities.</li> <li>● The school provides effective pastoral care for all children.</li> <li>● A named ‘Mental Health Champion’ who attends regular training sessions.</li> <li>● Lego therapy intervention to support children developing their social skills.</li> <li>● Use of a nurture programme to promote emotional wellbeing and an understanding of socially difficult situations.</li> <li>● Use of a sensory area to reduce anxiety and promote emotional wellbeing.</li> <li>● Weekly Place2Be sessions to promote emotional wellbeing.</li> <li>● Access to staff support and training with relevant bodies (such as the Emotional Resilience Team and other outside agencies) and children referrals made as appropriate.</li> <li>● Regular ‘emotional wellbeing’ audits where staff identify and reflect on needs of children.</li> <li>● Use of an outdoor area with a sensory garden.</li> <li>● Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.</li> </ul>
<p><b>Sensory and physical needs:</b> <i>(which can include pupils who have a disability which prevents them from making use of the educational facilities typically provided. This can include visual impairments and hearing impairments.)</i></p>	<ul style="list-style-type: none"> <li>● Advice and guidance from the Local Authority’s Sensory Impaired Service is sought and acted upon to ensure barriers to learning are reduced or removed.</li> <li>● Provision to support access to the curriculum as appropriate with the aim of developing independent learning.</li> <li>● Advice and guidance is sought and acted upon to respond to children who have significant medical needs.</li> <li>● Access to strategies to support Occupational Therapy/Physiotherapy.</li> <li>● Support with personal care if and when needed.</li> <li>● Specific training provided as appropriate to ensure that staff understand the impact of a sensory need upon teaching and learning.</li> <li>● The SENCo completes any necessary training in order to offer advice and guidance to staff about the needs of children.</li> <li>● The school works hard to ensure that parents/carers are able to work in partnership with them to support their child.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.</li><li>• Physical adaptations to the school environment (e.g. ramps for wheelchair users, lowered toilets).</li></ul> |
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### **Monitoring arrangements**

This information report will be reviewed by Nichola Graham **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

### **Links with other Policies and Documents**

- SEND policy
- Accessibility plan
- Behaviour policy
- Equality Rights for All
- Supporting pupils with medical conditions policy
- Safeguarding
- Complaints procedures
- Child on Child