

Monkton Church of England Primary School

SEND Governor Report

Issued: October 2018

Our Christian Values are:

Trust

Friendship

Compassion

Forgiveness

Justice

At Monkton Church of England Primary School we aim to create a community that enables every child to be and do the best they can.

We actively promote the development of pupils' spiritual, moral, social and cultural awareness, fostering attitudes of tolerance and respect which ensures that every member of the school community feels important and valued. We aim to help our children with all their needs, including but not exclusive to their emotional, physical, spiritual, social, and educational needs. We recognise that some children will have specific individual need. Our ethos of treating every child as an individual ensures that we support these needs for each child as and when necessary.

SEND Provision:

At Monkton Church of England Primary School we make provision for all frequently occurring Special Educational Need and Disability. We believe that all children regardless of gender, race, or disability have the right to a broad and balanced curriculum, ensuring that they receive an excellent education and achieve the very best that they can individually.

There are four main categories of SEND. These are:

1. Communication and Interaction (including Autism and Asperger's Syndrome, Speech and Language difficulties and Developmental Language Disorders DLD)
2. Cognition and Learning (including Specific Learning Difficulties, Dyslexia, Dyspraxia and Dyscalculia)
3. Social Emotional and Mental Health issues (including ADHD, ODD, ADD, OCD, Attachment Disorder and Anxiety Disorder)
4. Sensory and Physical Needs (including physical disability, hearing impairment, Dyslexia, Dyspraxia, Development Co-ordination Difficulties and Irlen Syndrome)

Staff at Monkton School are trained to cater for the four main categories of SEND. There are other types of special need which may present within schools on a less frequent basis. In such instances staff can access training and support in supporting these children. Support and advice can be accessed through the Local Inclusion Forum Team (LIFT) or through the M7V collaborative group. Whilst a child may arrive at Monkton School with an Educational Health Care Plan (EHCP), the admission arrangements does not discriminate against a child who does not have an EHCP but who may present with SEND. Monkton CEP School is a Local Authority Controlled primary school, as such admission to the school is coordinated by the Kent County Council and we adhere to their admission policy. Details of this are available from the school office or from www.kent.gov.uk.

SEND Policies:

Monkton School have the full range of Statutory and Mandatory policies and documents to which the staff and Governors refer to with regards to guidance for SEND. These include the school's Equality Policy, Accessibility Plan, Safeguarding and Child Protection Policy, Children with Medical Needs Policy, the SEND Action Plan, M7V SEND Hub Plan and Admissions Policy.

All policies (unless otherwise recorded) are reviewed annually in the light of any changes made to school practice or legislation. The school has recently reviewed the way in which they record, Prejudice Related Incidents, adding sheets for age, religious belief, LGBT. These incidents are recordable online to KCC through Kelsi. This is on a basis of record at time of incident, rather than an annual return. This process ensures that Governors can review any incidents, should they occur, track trends, and check measures to lower and eradicate these incidents. A review will be carried out at each SEND/Safe Guarding Governor meeting.

SEND Support:

Detailed SEND support, Personalised Support Plans and Provision Maps are in place at Monkton School for those children that present with a SEND. These run alongside the SEND register at the school and provision is shaped on a case by case basis to serve the specific needs of the children that are on the register. Provision and interventions are monitored and reviewed on a regular basis for each child (once per term) and next step interventions are then planned and executed. As with all children at Monkton School specific monitoring and reviews take place during pupil progress/data discussion meetings in conjunction with a review of SEND data. It is clear from SEND Governor meetings with the Inclusion Manager that education provision and support for those children with a SEND is shaped to serve the needs of each individual. This is evident from the Provision Maps and Personalised Support Plans that are produced and monitored for each child.

Monkton School has a number of screening packages which help to identify a special need. For example, Lucid packages for cognitive profiling and a GL dyscalculia assessment package. These are used if the need arises for a child. The Inclusion Manager administers these assessment tools when a need is identified. Provision and intervention is then planned based on the results of the assessment.

Children are discussed regularly at scheduled meetings and ways forward are planned. If required meetings are held with parents in order to keep them informed as to the progress of their child. If parents require further support, referrals to Early Help, School Nurse, or our School Counsellor can be made.

Once a need has been highlighted, we can secure equipment from a variety of places e.g. our own SEND support stocks: Dyslexia, Dyspraxia and other occupational therapy equipment. We also access support from our specialist support network e.g. Fiss/Laleham Gap, Hearing Impairment Unit etc.

When children reach Year 6 we support parents and carers in making decisions about the secondary school they choose for their children, and work with them to ensure the smooth transition from KS2 to KS3. The Inclusion Manager will attend a "Primary Transition Day" to discuss the specific needs of the child with the secondary schools SENCo. Children have opportunities to learn about aspects of transition to support their understanding of the changes ahead. If appropriate secondary school

support workers are invited to school and where possible children will visit their new school on several occasions, this may include extra sessions for our more vulnerable children.

EHCP and High Needs Funding applications:

Schools can only apply for an Education and Health Care Plan (EHCP) and/or High Needs Funding (HNF) for a child once the local offer has been exhausted. Decisions to grant these are made solely by the local authority

During the 2017/18 academic year one additional pupil was granted an EHCP. This brings the school total to two pupils with an EHCP. Both pupils are also in receipt of High Needs Funding. The local offer for each of these cases had been exhausted and the application for an EHCP and HNF was the next step required to ensure that these children could be supported appropriately at Monkton School.

Equal Opportunities:

We want Equal Opportunities to permeate throughout the delivery of the curriculum and be a key element in our school ethos; it is an important part of how our school functions. It is important to us that the organisation of the school is sensitive to all pupils, whatever their needs or abilities. With this in mind, I meet with the Inclusion Leader each term to discuss SEND issues. All data is sensitive to GDPR for Governor Meetings. The Governing Body reviews key information so that they can accurately monitor pupil progress, attainment, attendance and impact. We need to ensure that all buildings and alterations to the present buildings are well maintained and fit for purpose and the school makes reasonable adjustments and provides an accessible environment where successful learning can take place for all. We ensure that our children with special educational needs and disabilities are able to take part in all the activities of the school including physical activities, school trips, afterschool clubs, PE and other activities outside the classroom. Parents are often invited to enable access and 1:1 support on school trips etc

Regular inspections of the Derogatory SEND Monitoring File:

This process ensures Governors can review any incidents, should they occur, track trends, and check measures taken by the school to lower and eradicate these incidents. This is carried out by myself as the SEND Governor as part of my Safeguarding role. Regular Learning Walks take place when Governors are able to see Equal Opportunities in action as well as observe the impact of support being offered to SEND and other vulnerable groups. Governors also monitor provision during Governor visits and through discussions with Senior Leaders.

Pupil and Parent Feedback:

Pupil Voice from relevant pupils regarding school SEND support and provision has been collected verbally. The pupils have reported a positive impact of support provided regarding their educational development. It was agreed that a parent questionnaire for those whose children who are on the schools SEND register will be conducted. Gathering of Pupil Voice from pupils will also continue.

Complaints about the provision of SEND

Depending on the nature of the concern, parents are asked to follow the school's formal complaints procedure. For the school to be able to investigate a complaint, the complaint needs to be made within three months of the incident occurring otherwise it will not be investigated. The prime aim of Monkton CEP School is to resolve a complaint as fairly and speedily as possible. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, malicious complaints may incur appropriate action by the school.

Concerns

If parents have concerns regarding their child they should contact their child's class teacher who can offer support and advice and if appropriate refer on to the Head of School/Inclusion Manager **Mrs K Wilson** who can also be contacted through the school office.

Support Services for Parents of Children with Special Educational Needs

Kent Children and Family Information Service (FIS) provide information on local services available to children, young people and families in Kent. They can assist with:

- Registered childcare providers
- Help towards childcare costs
- Free early education.

Oakwood Park
The Stable Flat
Oakwood House
Maidstone ME16 8AE

<http://www.kent.gov.uk/education-and-children>

Information, Advice and Support Team Kent provides information, advice and guidance to parents and carers of children aged 3 to 19 years with special educational needs (SEN). The service helps parents to make informed decisions about their child's education.

Parents and Carers will receive guidance on:

- How to write to schools
- What to say at school meetings
- What your child is entitled to at school
- Support with filling in education forms and requests for assessment
- Speaking to the school when unhappy with the support that's being given to the child
- Applying for primary school
- Year 5 secondary transfer

Oxford Road
Maidstone ME15 8AW.

<http://www.kent.gov.uk/education-and-children>

Useful Information

A wealth of SEND information can also be found on the following website:
www.kelsi.org.uk/special-education-needs/special-educational-needs

The following websites may also provide information on specific SEND-

Autism / ASD - Useful Links

[http://www.easyhealth.org.uk/listing/autism-\(leaflets\)](http://www.easyhealth.org.uk/listing/autism-(leaflets))
<http://www.patient.co.uk/health/autistic-spectrum-disorders>

Dyslexia - Useful Links

[Try Being Me - NR's Interactive Dyslexia Experience](#)
[Reading Difficulties - Misunderstood Minds](#)

Dyspraxia - Useful Links

<http://www.dyspraxiafoundation.org.uk/>
http://www.youngminds.org.uk/for_parents/worried_about_your_child/dyslexia_dyspraxia

Local Authority's Special Educational Needs and Disabilities (SEND) local offer is published
<http://www.kent.gov.uk/education-and-children/special-educational-needs>

Aims for the coming year:

In addition to those plans outlined in the SEND action plan and SDP, aims for the coming year in relation to SEND provision include:

1. Consider parent and pupil feedback as an additional tool for assessing SEND provision throughout the school. In order to do so we need to:
 - Gather feedback from parents whose children receive SEND support and provision
 - Continue to gather feedback from relevant pupils regarding in school SEND support and provision.
2. Continue to monitor and review the use of Provision Maps for those children with an SEND and to ensure that all interventions detailed are appropriate and effective.
3. To monitor the M7V/School SEND Plan with regards to teacher CPD - Providing an Inclusive Classroom Which Differentiates and Caters for all Learners.

Heidi Coleman
SEND Governor

Karon Wilson
Head of School/Inclusion Manager

