

Monkton Church of England Primary School

SEND Governor Report

Issued: October 2017

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 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 Speech and Language difficulties)
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 hearing loss, 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. Our school follows the local authority procedures with regards to admissions. This is covered fully in our school's Admissions Policy.

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 and M7V 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 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 review takes place during pupil progress meetings in conjunction with a review of SEND data. It is clear from SEND Governor meetings with the SENCo 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 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 dyscalculia assessment package. These are used if the need arises for a child. The SENCo administers these assessment tools when a need is identified. Provision and intervention is then planned based on the results of the assessment.

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. It is important to note that High Need Funding applications have now been frozen by the local authority until December 1st 2017. After this date all applications will be subjected to the usual deduction of £6000 per pupil less a new deduction of 30% due to a lack of KCC funding and an over spend in High Needs Funding.

During the 2016/17 academic year one pupil was granted an EHCP. After support from Tina Button we are also in receipt of High Needs Funding for one pupil. 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. The Governing Body reviews key information so that they can accurately monitor the 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. All data is ammonised for Governor Meetings.

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. • Learning Walks and School Self-Reviews 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 School Self Reviews 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.

Aims for the coming year:

In addition to those plans outlined in the SEN 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 SEN provision throughout the school. In order to do so we need to:
 - Gather feedback from parents whose children receive SEN support and provision
 - Continue to gather feedback from relevant pupils regarding in school SEN support and provision.
2. Continue to monitor and review the use of provision maps for those children with an SEN and to ensure that they are linked to achievement data for those individuals.
3. Monitor the progress of those children granted an EHCP and HNF

Heidi Coleman
SEND Governor