

Mundy C of E Junior School
Special Educational Needs Information Report
2023-2024

SEND at Mundy CE Junior School:

Mundy CE Junior school is an average sized mainstream Junior school. We are a three-form entry school with mixed year groups of Years 3 and 4 and Years 5 and 6.

At Mundy CE Junior School we are committed to equality of opportunity, and the provision of the highest standard of education for all our pupils, including those with Special Educational Needs and Disabilities. We follow guidance from Derbyshire Local Authority (LA) in supporting children and ensuring all children, regardless of specific needs, make the best possible progress in school.

Currently, 16% (31 children) of our pupils are identified as having a special educational need or disability and are supported at SEN support level. A further 16% (31 children) are being monitored to ensure available provision is meeting current needs.

At present, we have 10 children who are supported by an Education and Health Care Plan (EHCP), which counts for 5% of our pupils.

What is SEND?

The term 'SEND' can be applied to a child who has a special educational need or disability that presents a significant barrier to learning. Children identified as SEND would be expected to require an educational provision that is 'different from and in addition to' that provided for their peers. SEND now falls under four broad headings. These headings cover difficulties with:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

At Mundy CE Junior School, we recognise and embrace that every child is an individual and the level of support that a child may receive will depend on the need that they have. Every effort will be made to ensure that all children receive the support they need to access the curriculum and make progress in school.

Identification and assessment of pupils with Special Educational Needs:

Some children may join our school with a confirmed diagnosis of a special educational need or disability. For others, the presence of a special educational need may become clear as they grow and develop at school. For these children, we aim to identify areas of need early so that children can be well supported throughout their time at our school.

Pupils with additional needs may be identified in several ways:

- Use of pupil progress tracking information
- Screening tests that show a certain delay in learning
- Concerns voiced by parents, teachers, staff, or external agencies
- Pupils may join the school with outside agencies already involved.
- Through Voice of the Child

Support from external agencies may be sought if a Special Educational Need is suspected or identified. Mundy CE Junior School has excellent links with outside agencies including:

- The Community Paediatrician Team through the SPOA (Single Point of Access).
- Educational Psychologists
- Speech and Language Services
- Support services for physical, visual or sensory needs
- Transition Team
- Derbyshire's new inclusion service: ISAS

Responsibility for SEND at Mundy Junior School

The school special educational need coordinator (SENCO) is Jasmine Catton. It is her responsibility to ensure all staff members work to identify and support children with SEND. The SENCO can be contacted through the school office on 01773 713427, or via email by info@mundy.derbyshire.sch.uk.

The SENCO is responsible for:

- developing and reviewing the school's SEN policy
- Co-ordinating all support for children with special educational needs or disabilities
- Supporting or completing applications for additional funding for children with SEND (such as EHCPs)
- Ensuring that you are involved in supporting your child's learning and are kept informed of progress.
- Liaising with all outside agencies who may be coming into school to support with your child's learning, e.g., Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (A system for ensuring that all the SEN needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

Class teachers remain responsible for assessment, identification, and teaching of all pupils with a special educational need in their class and will be supported in doing so by the SENCO and Head Teacher.

The SEND governor is **Anne Musson**; she, along with the governing body, are responsible for monitoring the provision for children with SEND at Mundy CE Junior School.

Provision for pupils with SEND

At Mundy CE Junior School we aim to support all children with SEND in the mainstream classroom, providing this is safe and practical. We believe all children should have access to 'quality first teaching' and a broad and balanced curriculum. We recognise some children may require educational provision that is 'different from and in addition to that of their peers.' We also recognise that children and their families may have different aspirations and priorities. Additional support for children with an identified SEND may vary greatly, depending on the level of need. We aim to meet a child's individual needs as closely as possible.

Additional provision may take the form of:

- Equipment to use in the classroom to support a child's learning

- Different teaching and behaviour strategies employed by the class teacher that support a child's learning styles, behaviour or needs.
- Support from an additional adult in the classroom to allow a child or group of children to access the curriculum with their peers
- Intervention programmes that are designed to support a specific learning, physical, emotional or mental health need.
- An individualised curriculum that challenges a child or group of children who are unable to access the same curriculum as their peers, even with adult support.
- An Individual education plan (IEP) that provides individual targets provision for a child.
- A varied timetable that meets the physical and emotional needs of a child.

At Mundy CE Junior School we have a creative and broad, balanced curriculum. Our pupils are actively engaged in their learning. We aim to ensure all pupils, including those with additional need and disabilities, have full access to our curriculum. When children are involved with outside agencies or intervention groups, the class teacher will ensure that this does not affect the pupils' access to the full range of curriculum activities.

Class teachers are responsible for the planning and teaching of the curriculum to their class. In order to accommodate the broad range of pupils we teach; teachers will implement strategies of differentiation. This will vary depending on what is most appropriate for the lesson and children and will include (but is not limited to) differentiation by:

- Task
- Level of support
- Expectation
- Allocation of resources
- Time to complete
- Outcome

Arrangements for Assessing and reviewing the progress of pupils with SEND

At Mundy Junior CE School we follow an assess, plan, do, review approach to evaluate the progress children with additional need are making. Teachers continuously assess pupils using a range of assessment criteria.

Parents and carers of pupils with IEPs are invited termly to discuss the targets and progress made towards them. We encourage parents and carers to have a voice in what targets and support they feel their children would benefit from and to work in partnership with the class teacher in achieving these goals.

Parents are also invited to parents' evenings, held three times a year, where they can discuss their child's progress. At the end of each academic year, a written report is sent to all parents detailing progress. Class teachers are also available at the end of each day during collection and are happy to discuss any concerns with you if requested.

Additional Support for Learning

The school may receive funding for pupils with Special Educational Needs and Disabilities through the Local Authority. This funding is to support children with an EHCP and pupils without. The funding may be used to purchase classroom support and resources.

In some cases, the school may request additional funds in order to successfully support a child with SEND. There are two funding channels that schools may use to obtain additional support for a child with SEND. The school may request an Education, Health and Care Plan from the local authority when, despite an individualised programme of sustained intervention of SEN support, the pupil's progress remains a significant cause for concern. An Education, Health and Care Plan might also be requested by a parent or outside agency. An Education, Health and Care Plan will normally be provided where, after an assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for Assessment does not inevitably lead to an EHCP.

Activities available to pupils with SEND.

All extra-curricular activities are available to all children and will be suitably differentiated and supported to ensure access for all, both before and after school.

Educational visits (including residentials) are open to all pupils of the year groups involved. Adult support and resources are made available to ensure that all pupils can access these activities. For children with severe and complex needs, risk assessments will be completed to assess whether an activity is in the interests of the child concerned, this will be done in consultation with parents, with the aid of the class teacher and SENCo.

Support for improving the emotional and social development of pupils with SEND

We have a robust safeguarding policy and protocol in place, along with regular staff training on correct procedures. We as a school believe our pupil's health and well-being is paramount to a safe and happy learning environment. We provide nurture intervention with a positive play trained staff member as well as Lego Therapy and Voice of the Child sessions. We provide opportunities for pupils to speak to an adult they trust within school and ensure they have an understanding of their own wellbeing and how to find support if they feel they need this.

Expertise and training of staff in relation to SEND

Miss Jasmine Catton is the SENCO and is supported by the Head Teacher, Miss Dot Adair. The SENCO is a fully qualified teacher and is currently completing the National Accreditation for SENCOs award and works closely with the mentorship of the previous SENCO, who remains with us on staff at Mundy CE Juniors. The SENCO fully supports class teachers in their planning and supporting of pupils with SEND.

All teachers at Mundy CE Junior School are qualified and have experience working with pupils with SEND. Training is provided to support all staff and enable them to improve their teaching and learning for all pupils, including those with SEN.

Our teaching assistants also have a wide range of experience in a variety of specialised areas.

Accessibility for pupils with SEND

Mundy CE Junior School is a single storey building which is fully accessible to all. Every classroom has immediate access to a disabled toilet (three between six classes). There is also a disabled toilet in the hall where pupils eat and participate in collective worship.

Consulting and involving parents

The school aims to work in partnership with parents and carers and believes open communication is vital to supporting all pupils. We will do this by:

- An open-door policy with staff on hand every day for discussions.
- Keeping parents and carers informed and supported during assessment and any related decision- making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education – meetings at least termly in the form of review meetings and parents' evenings.
- Making parents and carers feel welcome at any point of the academic year.
- Ensuring all parents and carers have appropriate communication aids and access arrangements, such as an interpreter for additional languages.
- Direct contact with the SENCO via phone or email (which is transparent on website), and meetings made available with both SENCO and class teacher.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child and ensuring parents and carers have a voice in what targets are suitable and appropriate for their child.

Consulting with pupils about their special needs and disabilities

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code Of Practice 2014). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Share in individual target setting throughout the year.
- Self-review their progress and set new targets.
- Where applicable, be invited to participate in annual reviews

We also provide Voice of the Child sessions to facilitate children in sharing their concerns and thoughts and ensure all targets are child friendly, allowing children to understand and be involved in the discussion around their education.

Concerns about provision for pupils with SEND

In the first instance we encourage parents to contact their child's class teacher. If concerns remain, we ask parents to contact the SENCO and Head Teacher. In the unlikely event that a concern is not resolved, parents are asked to contact the Chair of Governors, all contact details are on our website.

Supporting pupils with SEND in transferring between phases in education

We recognise that transition can be difficult for a child with SEND.

If your child is joining our school, we offer extra transition days which are managed by the SENCO, the headteacher and our member of staff who is positive play trained and leads our nurture interventions. The SENCO will also have a meeting with the previous school regarding any needs your child may have and any special arrangements that will need to be in place to support them. The SENCO also may attend your child's infant school as they prepare to join us in Year 3.

If your child is moving to another school, we will contact the school and ensure they know about any special arrangements or support that needs to be in place. We will ensure all records are passed on and support your child during visits to their new school wherever possible.

When moving classes within school, all information will be passed onto the new class teacher in advance. Staff will visit your child in their current year group and introduce themselves. Your child will also be given opportunity to visit their next classroom and spend a day learning with their new class teacher. Extra support is available for children who may require it.

Support for parents of pupils with SEND

Your child's class teacher and the SENCO are always available to discuss your child's needs and progress. For more in depth discussions an appointment may need to be made. All outside agencies will contact parents to keep them informed of their involvement.

Further support can be found at Derbyshire Information, Advice and Support Service for SEND:

<https://www.derbyshireiass.co.uk/home.aspx>, these can be contacted by phone on 01629 533668.