

Special Educational Needs and Disability (SEND)

Support for your child at
Mount Pleasant Primary School



This booklet is to inform you of the types of support available for your child at Mount Pleasant Primary School. It will help you understand who can help and how this support can be accessed.

What we do at Mount Pleasant

All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. Lessons are tailored with good differentiation and teachers will adapt lessons to better meet the needs of a child for example providing scaffolds for writing and hands on equipment for Maths. Sometimes, following external advice, adaptations are made to the learning environment for a child e.g. a wedge cushion to help posture or a writing slope to aid motor control. These are purchased by the school.

All our classes are led by teachers and supported by teaching assistants. Pupils are offered additional one to one tuition, small group work or catch up programmes when needed.

At Mount Pleasant the progress and attainment of all pupils is reviewed continually on an informal basis and then through assessments every half term. Provision will be adjusted to meet any identified needs.

You would normally be informed about your child's general progress through Parents' Evenings in the autumn and spring terms and via the annual report in the summer.

If a child continues to have difficulty after intervention or has a high level of difficulty when he/she joins us, he/she may be considered to have special educational needs (SEN). The needs of children with disabilities are met following professional guidance.

When a child is identified as having additional needs, the class teacher will consult with the Special Educational Needs Coordinator (SENCo.) about what those needs are and how best to help the individual make progress. Parents will then be consulted and a plan of action will be agreed. The class teacher is then responsible for creating an Individual Learning/Behaviour Plan with the child's views taken into consideration. These plans are reviewed every term with parents and new achievable targets are set. The provision put in place for such pupils will be specifically focussed on the child's needs. Progress towards individual targets is monitored carefully.

We have an experienced team of staff who may be involved in supporting your child at Mount Pleasant:

Your Child's Teacher, who will always make sure that tasks set are appropriate and accessible for your child. Teachers are available to talk to you at the end of each day and briefly at the start of the day. Appointments can be made to discuss progress by contacting the school office on (01743) 249135.

Teaching Assistants and Support Assistants, who support all pupils in class and who, at times, help support groups and individual children with their learning.

The **SENCo (Nichola Jones)** co-ordinates the provision of SEN in school.

Sometimes the school may commission **Specialist Support Professionals** to work with identified children who have specific needs e.g. a Speech and Language Therapist, Occupational Therapist, Educational Psychologist or a Learning Support Advisory Teacher.

SEN Success at Mount Pleasant

In March 2013 the School was awarded the Shropshire corporate accredited SEN Quality Mark at the Silver award level, in recognition of its provision and practice, in relation to pupils with identified special educational needs. It was noted that we deploy a range of strategies, interventions and resources in order to try to meet the needs of our pupils which, at times, are complex and challenging. This is supported by the parents, who appreciate the commitment of the school, SENCo and support staff.

As part of our support for all children in school we have regular opportunities to consult with support services and health agencies through a multi-agency approach. This may sometimes include completing the Early Help Assessment Form to support the family as well as the pupil.

Identification of SEN

The identification of SEN is part of an overall approach to monitoring the progress and development of all pupils. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

Some provisions are additional to the curriculum and are designed to have a short term impact, other provisions however, dependent on the child's needs are ongoing.

The following programmes that may be used in school.

Gross Motor Skills (Cool Kids) - children move and follow and learn specific movements to develop their physical skills including, balance, coordination, flexibility and stamina. Delivered by trained members of staff.

Speed Up! - is a gross and fine motor skills programme designed specifically for children aged 8-13, whose handwriting is slow, illegible or lacking in fluency.

Toe by Toe - a highly structured multi-sensory reading programme/ manual for children, especially those with dyslexia. Designed to be completed daily. This is a good programme for those who have struggled with Letters and Sounds and are requiring a different approach.

We carefully consider a child's needs through transitional phases. As a staff we liaise to aid smooth transitions through changes in year groups and classes, providing extra support and visits to classes for some children. We have close links with the local secondary schools to provide extra support and transition work to ensure the children are fully prepared. We also use the Woodlands Outreach support service to provide extra support around transition to secondary school for some pupils.

Levels of Support

Class Action

At this tier, children are recognised by the class teacher as having some difficulties that can be supported and monitored through an Individual Learning Plan (ILP). These plans are reviewed termly with the child and their parents.

SEN Support

At this tier, children are identified by the class teacher as needing some extra specialist support in school from an outside professional.

You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. You may be asked to give your permission for the school to refer your child to a specialist. The specialist professional will work with your child to understand their needs and make recommendations which are then used to inform the child's ILP.

Educational Health and Care Plan

Children at this tier have been identified as needing a particularly high level of individual or small group teaching. It is likely that your child will also need specialist support in school from a professional outside the school.

The EHC Plan will outline the support your child will receive from school and the Local Authority (LA) and what strategies must be put in place. It will also have long and short term outcomes for your child. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups involving your child.

This type of support is available for children whose learning needs are severe, complex and/or lifelong and exceeding a cost of six thousand

Areas of Need

Broad areas of need as identified in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014)

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. These encompass a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health

Professionals Who May be Involved

We will discuss the needs of the individual/family in school and plan together the best use of advice and support from other agencies.

Professionals who might support via the Early Help process include: **Public Health Nurse/Health Visitor** who works closely with us and can advise and assess any medical needs. If a care plan is required this would be done in conjunction with the parent/nurse and reviewed annually as a minimum. **Speech and Language Therapist** who works regularly in school and can advise upon whether your child would benefit from this support or assessment.

Our **Educational Psychologist** who advises us following an assessment. **Behaviour Support Professionals** who give advice if required. **Secondary School SENCos** who liaise to support successful transition to Year 7.

Family Support Worker (Jen Jones) who gives emotional and practical help and advice to families and children who are having long or short-term difficulties. Children are often identified as needing emotional support from a change in family circumstances or ability to cope in school. Jen often completes a programme called 'Drawing and Talking' with pupils.

Learning Mentors are school based staff who provide support and guidance to children and young people to help them overcome social, emotional and behavioural problems which act as barriers to learning. Small group or 1:1 intervention sometimes involving a specific or time related programme. Children will have been referred by their class teacher.

Counselling. We provide counselling for children identified as requiring some emotional support in times of difficulty and stress.

BEEU Emotional Health and Wellbeing provides assessment and treatment services to children and young people aged 0-25 years where there are serious concerns about their behaviour or emotional wellbeing. Children can be referred if there is a need identified by home or school and recommendations implemented. This service can also make a diagnosis for ASD and ADHD.

A **Social Worker** is involved usually via EHM or CIN meetings. The child or family concerned will usually have had a Early Help

Can a child come off SEN support?

Yes! If a child makes the required progress, then we may decide to remove him/her from the SEN list and monitor progress as for the rest of the children, via our normal tracking processes.

Who can I speak to about SEN?

The first point of call for anyone concerned about a child's progress is the class teacher. If, through discussion it is felt that the child does have additional needs warranting a learning plan, then discussions will take place with the school's SENCo. The SENCo will monitor Learning plans and reviews as well as the progress made by all children listed as having additional needs. Both the class teacher and SENCo can be contacted via the school office.

Parents/carers wishing to complain about an issue surrounding their child's Special Educational Needs are urged to initially speak with the SENCo or Head teacher. If the issue is unresolved then the school's complaints procedure needs to be followed (please see our website for details).

Useful Contacts

SENCo	Nichola Jones	01743 249135
Woodlands Outreach		01939 236181
Early Help Team		0345 678 9021
BEEU Emotional Health and Wellbeing		0300 124 0093
Occupational Therapy		01743 450 800
Speech and Language		01743 450 800
Family Support Worker	Jen Jones	07990 087087
Parent Partnership		01952 457176
Public Health Nurses		0333 3583654
Child Development Centre		01743 282374
Shropshire Council Local Offer	https://shropshire.gov.uk/the-send-local-	