



Mount Pleasant Junior School SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT

This is our school's SEND Information Report. It tells you more about how our school could support your child if they have a special educational need or disability. The Head Teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Information Report to the Inclusion Leader and Special Educational Needs and Disability Coordinator (SENDCo) – Helen Brennan.

The publishing of this report meets the legislative requirements set out by the Special Educational Needs and Disability Regulations (2014). The SEND Code of Practice (2014) and the Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015). As such, it is reviewed at least annually.

Further information is available on our Special Educational Needs Policy, which is also on our website.

Introduction

Mount Pleasant Junior is a mainstream school that serves the needs of the local community. At Mount Pleasant, we strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children, there are occasions when further additional support may be needed to help them achieve their targets.

What types of special educational need and disabilities (SEND) do we provide for?

We are committed to providing a high quality education for pupils with a wide range of needs. A pupil has a special educational need when they have a significantly greater difficulty in learning than the majority of others the same age, requiring special educational provision to be made for them. This includes those with particular needs in the areas of communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical needs. Special educational provision is educational provision that is additional to or different from that which is generally available for other children of the same age.

We are also fortunate enough to have Springwell Special School provision on our school site. Although these children are taught by and are the responsibility of Springwell School, they are integrated with support into the main school each afternoon. This is an enriching opportunity for both special school and mainstream pupils and the staff who support them.

How do we identify and assess pupils with SEN?

Mount Pleasant follows the graduated approach in supporting pupils, including those with a special educational need or disability. This enables us to identify pupils in need of additional support and provide early targeted interventions at each stage of their learning. Our approach is set out in a 'Graduated Response Plan'. We track and monitor the progress of pupils through an ongoing cycle of Assess, Plan, Do and Review. The stages of support are set out as follows:

Stage 1 – Universal provision

Stage 2 – Early intervention support

Stage 3 - Targeted, additional support

Stage 4 – Targeted, intensive additional support

Stage 5 – Pupils whose needs are severe, complex and long term and who require an Education and Health Care Plan.

Pupils are identified as having a special educational need and are identified on the school's SEN Register if they meet the criteria for Stages 4 and 5 of the Graduated Response Plan.

We know when pupils need additional support when there is/are:

- Concerns raised by parents, carers, teachers, teaching assistants or the pupil's previous school or setting

- Poor assessment scores
- Lack of progress
- A change in the pupil's behaviour
- Information from outside agencies (e.g. Social care, Child and Adolescent Mental Health Service, Occupational Therapy, Speech and Language Therapy, Physiotherapy, Southampton Advisory Outreach Service for SEND)
- Information from the Educational Psychology Service.

Such concerns are identified at Stage 3 of our Graduated Response Plan and an investigation is undertaken to identify the barriers to learning and progress, assess the pupil's needs and make recommendations for further intervention and support.

What should parents/carers do if they think their child has a special educational need?

If you have concerns about your child, then contact your child's teacher or Mrs Helen Brennan, the school SENDCo, through the school office.

How does Mount Pleasant Junior School support children with special educational needs?

- Each pupil's education programme is planned by the class teacher. It is differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. An Inclusive Strategies Check List is used to support teachers during planning sessions.
- If a pupil has needs related to more specific areas of their education (e.g. spelling, handwriting, numeracy & literacy skills etc.) the pupil is placed in a small focus group. This is delivered by the teacher or teaching assistant. The length of time of the intervention varies according to need but is generally for a term. Interventions are regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- In addition to interventions, Mount Pleasant Junior offers focused teaching during Literacy and Numeracy outside of the classroom, for children who are significantly below or above the other pupils in their class.
- Pupil Progress meetings are held each term. This is a meeting where the class teacher meets with the Headteacher and Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be discussed, planned and implemented by the SENCO.
- Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychology Service, Southampton Advisory Outreach Service for SEND or Children's Therapy Team. If this additional expertise is required, referral forms are completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- Pupils with a special educational need and identified on the school's SEN Register, have a Pupil Passport, setting out the pupil's needs and strengths, support and provision. They also have an Individual Education Plan, identifying outcomes and targets for an identified period and these are reviewed formally, at least three times a year.

How will the curriculum and learning environment be matched to my child's needs?

- When a pupil has been identified with special educational needs, their work is differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants may be allocated to work with the pupil 1:1 or in a small focus group to target more specific needs.
- Evidence based interventions are used individually and in small groups to target specific needs and gaps in learning.
- If appropriate, specialist equipment and resources may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips, enlargers, individual work stations etc.
- A range of inclusive strategies are used by the class teacher and support staff to ensure that the pupil is appropriately supported and is able to access a broad and balanced curriculum e.g. visual schedules, task board, alternative methods of recording etc.

What arrangements will be made to assess and review my child's progress?

The school's approach to assessment is based on a cycle of Assess, Plan, Do and Review. The progress of all pupils is discussed termly at Pupil Progress meetings. At these meetings progress will be reviewed in relation to the Graduated Approach and stage of provision. In addition, the progress of pupils with SEND is monitored through regular reviews of Individual Education Plans and assessment against specific targets. Pupils with an Education, Health and Care Plan will also have a formal annual review of progress, with outcomes set out in an Annual Review Report.

What support will there be for my child's overall well-being?

We aim for high levels of motivation and engagement from all children throughout the school day. The school offers a wide variety of extra pastoral support for pupils who are encountering emotional difficulties. This includes listening to the views of pupils with SEN and taking measures to prevent bullying.

- The school behaviour policy makes provision for pupils who need additional support in understanding and developing positive behaviours.
- Members of staff such as the class teacher, teaching assistants, SENCO, ELSAs (Emotional Literacy Support Assistants) and our FISO (Family Engagement Support Officer) are readily available for pupils who wish to discuss issues and concerns.
- Pupils who find lunchtimes difficult are able to go to the school ELSA.
- Games and activities are made available to help provide pupils with the social skills needed to enable them to form friendships.
- The SEAL programme (Social and Emotional Aspects of Learning) is also a key component of our curriculum.
- The school's admin team works in partnership with the senior leadership team and the Federation Attendance Lead on attendance and punctuality.

- The FISO works alongside Social Care and the Family Engagement Team to support families.

Pupils with medical needs

The Children and Families Act 2014 places a duty on schools to make arrangements for supporting pupils with medical conditions. In line with this duty, Mount Pleasant Junior ensures that children with medical needs are able to access the same opportunities at school as any other child.

- If a pupil has a medical need, then a detailed Individual Health Care Plan is compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- All staff receive basic First Aid training in addition to those who are already fully trained.
- Where necessary, and in agreement with parents/carers, medicines are administered in school where there is a signed medication agreement (in line with their Health Care Plan). This is to ensure the safety of both child and staff member.

What specialist services and expertise are available to or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. These may include:

- Southampton City Council, SEND Department
- Southampton Educational Psychology Service
- Southampton Advisory Outreach Service for SEND
- CAMHS (Child and Adolescent Mental Health Services)
- Education Welfare Officers
- Child Protection Advisers
- Physical and Sensory Services (supporting pupils with hearing or visual impairment)
- Inclusion Team
- Social Care
- Children's Therapy Team (Speech and Language, Occupational Therapy)
- Learning Support Service
- Behaviour Support Service
- Compass Centre
- Jigsaw

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. In order to help understand the pupil's educational needs better, the Psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parents/carers on how to best support the pupil in order to take their learning forward.

How will the school consult with parents of pupils with SEN and involve them in their child's education?

- You will be able to discuss your child's progress at Parents' Evenings. However, additional appointments can be made to speak in more detail with the class teacher or SENDCo by visiting the school office.
- IEPs (Individual Education Plans) and Pupil Passports are shared at parents' evenings and targets are set by the class teacher, under the direction of the SENDCo. Parents/carers are encouraged to contribute to the pupil's Individual Education Plan.
- The class teacher may communicate suggestions for ways of supporting your child's learning through written or telephone messages, at parents' evenings or meetings you may be asked to attend.
- Mrs Helen Brennan, the SENDCo, may meet with you to discuss how to support your child.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.
- If your child has an Education, Health Care Plan you will be invited to contribute and attend their Annual Review meeting.

How does the school consult pupils with SEN and involve them in their education?

- The school has a pupil council and each class has a pupil representative to share their views.
- Children are also regularly asked for their opinion on a variety of aspects of school life e.g. by subject leaders, the Headteacher.
- Pupils with SEND will have the opportunity to express their views about their learning and provision. Their views will be recorded on their Pupil Passport or Individual Education Plan.
- Pupils with an Education, Health and Care Plan will be invited to contribute their views on their education as part of the annual review process.
- A range of inclusive strategies will be used to ensure that the views of pupils with SEND are captured, regardless of their special educational need or disability e.g. adult scribe, picture prompts, ongoing observations, drawings etc.

What training is available for staff who support pupils with SEN?

- All staff receive ongoing training in relation to SEND through coaching and mentoring from experienced members of staff and senior leaders. Both teachers and support staff have access to weekly professional development meetings.

- The school regularly receives training from professionals with expertise in special educational needs. This includes external training courses, in-service training, staff meetings and coaching sessions.
- All staff have received some training related to SEND. These have included sessions on:
 - How to support pupils on the autistic spectrum.
 - How to support pupils with emotional needs.
 - How to manage behaviour positively
 - The use of inclusive strategies to strengthen learning
 - How to write outcomes and set targets
 - The use of concrete equipment to support learners who struggle with Maths.
- A teaching assistant delivers Speech and Language programmes written in consultation with the Child's Therapy Team.
- Some teaching assistants have received training by the Occupational Therapy Team to deliver programmes to support pupils with fine or gross motor problems.
- Teaching assistants working 1:1 with pupils receive direct coaching from the Southampton Advisory Outreach Service for SEND.

How will my child be included in activities outside the classroom, including school trips?

The aim is for all children to be included on school trips, subject to a school risk assessment. If there are concerns, we will always seek to make adaptations. In some cases you may be invited to accompany your child.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Areas of the site are generally accessible, dependent on the child's specific needs.

The facilities we have at present include:

- Ramps into school to make the building accessible to all
- Two disabled toilets
- A disabled parking space

How will the school prepare and support my child when joining Mount Pleasant Junior or transferring to a new school?

Mount Pleasant Junior understands that moving schools can be a difficult time for pupils, especially those with special educational needs. For this reason a number of

strategies are in place to ensure the pupil's transition is as smooth as possible. These include:

- Meetings between the previous or receiving schools prior to the pupil joining/leaving.
- A Transition Day for Year 6 pupils where they spend the day with their new class teacher.
- Additional visits for pupils who need extra time in their new school.
- Meetings for parents/carers with the school SENDCo, prior to their child joining the school.
- Visits by secondary school staff prior to pupils joining their new school.
- Meetings for staff and SENDCo with secondary schools to pass on information regarding SEND pupils.
- Additional support and resources e.g. transition stories.

Please contact the school to discuss how your child's needs can be met.

How are the school's resources allocated and matched to children's special educational needs?

- When a child joins the school, support is allocated on the information provided by the feeder school. In consultation with the pupil's Phase Leader, the SENDCO will allocate teaching assistants to individuals or small groups to support in class or in other focus groups tailored to the pupils' needs. Whilst additional adults are deployed to work with pupils 1:1 or in small groups, support is always designed to ensure pupils develop independent skills.
- The SEND budget is allocated each financial year. This funding is used to provide additional support or resources appropriate to an individual's needs.
- Additional provision may be allocated to a pupil after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- If any concerns are raised following assessment of a pupil, Mrs Brennan, the SENDCo, will investigate further support or advice from outside agencies if required.
- Individual Pupil Premium payments are also used to support pupil's learning.

How does the school evaluate the effectiveness of its SEN provision?

In line with the school's Graduated Response Plan, the effectiveness of SEND provision is reviewed on a regular basis through pupil progress meetings with the Senior Leadership Team and school SENDCo. Individual Education Plans are monitored and reviewed at least termly. SEND provision is also outlined in the school's

Provision Map which is reviewed on a termly basis to ensure interventions are positively impacting on pupil outcomes. The Governor for SEND meets regularly with the SENDCo to ensure the provision provided for pupils with SEND is effective.

If you have a concern or a complaint about the provision made for pupils with SEN at the school, please contact the Headteacher, Mrs Emma Kerrigan Draper.

Email: head@mpjs.org.uk

Who can I contact for further information?

If you wish to discuss your child's special educational needs, please make an appointment to see the SENDCo, Mrs Helen Brennan.

Email: hbrennan@mpjs.org.uk

Phone: 02380 223634

We hope this Information Report has answered any queries you may have but do not hesitate to contact the school if you have any further questions.

The Local Authority is also required to consult with parents and young people in developing and reviewing the Local Offer. Further information about Southampton's Local Offer can be found at: www.southampton.gov.uk/localoffer

Further support for parents can also be accessed from The Southampton Special Educational Needs and Disability (SEND) Information Advice and Support Service (IASS):

Tel: 0300 303 2677

Email: southamptoniass@roseroad.org.uk

Updated 15th March 2021.

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- The SEN budget is allocated each financial year. This funding is used to provide additional support or resources appropriate to an individual's needs.
- Additional provision may be allocated to a pupil after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- If any concerns are raised following assessment of a pupil, Mrs Tank, the SENCo, will investigate further support or advice from outside agencies if required.
- Individual Pupil Premium payments are also used to support a pupil's

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Email: head@mpjs.org.uk

Who can I contact for further information?

If you wish to discuss your child's special educational needs, please make an appointment to see the SENCo, Mrs Nina Tank.

Email: ntank@mpjs.org.uk

Phone: 02380 223634

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