

Mount Pleasant Junior School



Special Educational Needs and Disabilities Policy

Introduction

This SEND policy details how Mount Pleasant Junior School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs will be made known to all who are likely to teach them. The Head teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND and Inclusion Policy to the Inclusion Leader and Special Educational Needs and Disability Coordinator (SENDCo) – Helen Brennan. The SENDCo is responsible for reporting regularly to the Head Teacher and Governors on the effectiveness of this SEND policy. The Governing Body will ensure that it makes appropriate special educational provision for all pupils who are identified as having a special educational need. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for pupils who have special educational needs. Our aim is that pupils with SEND will join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the efficient education of the pupils with whom they are educated.

The purpose of this policy is to provide information about our school's Special Educational Needs and disability (SEND) provision. It also takes into account guidance given in the 2014 SEN Code of Practice 0 to 25 years.

The Code starts from the assumption that every classroom in every school should be delivering a differentiated curriculum. This means that a wide range of needs will be catered for by the actions of the class teacher, the resources available to that teacher and the curriculum planning which the teacher undertakes for all pupils.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

- The Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015)

Our fundamental principles are that

- A child with special educational needs should have their needs met.

 - Parents of children with a special educational need have a vital role to play in supporting their child's education.

 - Children with special educational needs should be offered full access to a broad, balanced and relevant education.

- The views of the child should be sought and taken into account.

Philosophy

The overall policy within our School reflects the high expectations we have of all our children. We ensure that all children with Special Educational Needs receive their entitlement to a broad, balanced and differentiated curriculum enabling them to develop their full potential.

Definition

What constitutes a Special Educational Need or Disability (SEND)?

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a. Have a significantly greater difficulty in learning than the majority of children of the same age;
- b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area or of the local education authority;
- c. Are under compulsory school age and fall within the definition (a) or (b) above or would do so if special educational provision was not made for them.

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. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Aims

Our school is an inclusive school which aims to:

provide a whole school response to special educational needs within the overall ethos of the school.

identify any difficulty as early and as thoroughly as possible, thereby building and

maintaining pupils' self-esteem.

encourage parental co-operation and involvement and to keep parents informed at every stage. seek the views of the child where possible regarding plans and targets.

provide a positive and active approach from all the school staff to ensure that children feel valued.

endeavour to give maximum equal opportunity for gaining access to the curriculum at the appropriate level of learning.

Objectives

To set achievable targets – however small – thereby promoting self-esteem and a positive attitude to Learning

To employ a variety of resources and teaching strategies to enable differentiation in the approach to the National Curriculum.

To work in partnership with parents and pupils.

To make all staff aware of the range of external agencies available to support children.

To make all staff aware of the need for a whole school response to Special Educational Needs.

Admission Arrangements

All children of the appropriate age who live in the local area have an automatic right of admission to the school. No child will be refused admission because of their special educational needs or disability. We aim to admit all children and to integrate them fully into the life of the school ensuring that they have access to a broad and balanced curriculum. Mount Pleasant Junior School is a single site school, with Key Stage 2 classes around the school. The school is built on one level with occasional steps to some of the outside areas. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. The entrance from the car park has a ramp, which is suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access at different levels. There is one disabled toilet. Any alterations to the school building would take account of the Equality Act (2010). An Accessibility Plan has been written and accepted by the Governors.

Role of the Class Teacher

To provide quality first teaching (Stage 1) to optimise learning opportunities for all.

To provide Stage 2 and 3 interventions (programmes that target and support specific

groups) for children who need extra support to meet national expectations.

To promptly identify pupils with SEND in their class.

To discuss their concerns with the TA, SENCO, Phase Leader and Head teacher.

To update and make use of the school's tracking and record keeping systems to identify gaps in knowledge and plan accordingly.

To work with the TA to write IEPs and target setting documents for individual children, reviewing and updating these termly.

To ensure that all IEP targets are Specific, Measurable, Achievable, Realistic and Timed (SMART).

To discuss and timetable opportunities for IEP targets to be worked on, with the TA.

To discuss targets with pupils and their parents during parents' evening.

To provide a differentiated, cross-curricular programme for all pupils including those with additional need.

To add/update information on the school's provision map, in discussion with the SENCO.

To work with outside agency support as appropriate.

To receive ongoing professional development in the teaching and learning of SEND

The role of the Special Educational Needs Co-ordinator (SENCO) Nina Tank

To take responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for including all pupils in the school.

To liaise with the class teachers and teaching assistants in assessing children's needs.

To liaise with external agencies, support services, other schools and the Local Authority (LA).

To collate evidence of the needs of SEND children through the SEND register and inform the Governors about the information.

To advise colleagues on strategies and individual educational plans (IEPs). To liaise with parents of children with SEND where appropriate.

To monitor the progress of individual children and oversee programmes of work/ interventions.

To review and update resources for SEND.

To train and monitor the work of the Teaching Assistants (TAs).

To ensure that the needs of SEND children are reflected in the School Improvement Plan.

To complete all statutory duties as outlined in the SEND Code of Practice 2014

Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

The Special Educational Needs Co-ordinator, with the support of the Head teacher and colleagues, seeks to develop effective ways of overcoming barriers to Learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the standards of pupils' achievements, and by setting targets for improvement. The SENCO collaborates with curriculum co-ordinators so that the Learning for all children is given equal priority, and available resources are used to maximum effect.

Role of the Headteacher

To be responsible for ensuring that national requirements are met.

To monitor all the work of those involved with SEND children.

To ensure that the principles of best value apply to the financing and resource allocation for SEND.

The Head teacher is also a Designated Safeguarding Lead (DSL)

Role of the Governors including the SEN Governor

To do its best to ensure that the necessary provision is made for all pupils.

To ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs.

To consult the LA and the governing bodies of other schools, when necessary or desirable to improve the school's SEND policy.

To ensure that a pupil with special educational needs join in the activities of the school, so far as is reasonably practical.

To report to parents on the implementation of the school's policy for pupils with special educational needs.

To have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with special educational needs.

To ensure that parents are notified of a decision by the school that additional provision is being made for their child.

Role of the Parents

To meet regularly with class teachers and when appropriate with the SENCO.

To support the work of the school.

To work with SEND staff to ensure that children feel well supported, confident and have high self-esteem.

To sign the IEP to show they understand and support the targets and actions.

The school will have regard to the Special Educational Needs and disability Code of Practice 0 to 25 years (2014) when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Developing good relationships with parents is seen as crucial to success.

Role of the Child

Children are encouraged, in a very simplified way, to be part of the decision-making and the setting of their learning or behavioural targets. The emphasis is on success and this is supported within the school's overall ethos and attitude.

Identification and Assessment

Many children, at some point in their school life, may be identified as having special educational or additional needs. This may mean that they need some extra support for a short while on a temporary basis, or their needs may require help on a longer-term basis.

Under the new SEND Code of Practice, need is categorised into four broad categories. These include:

1. Communication and interaction.
2. Cognition and Learning.
3. Social, Emotional and Mental Health Difficulties.
4. Sensory and/or Physical Needs.

The SENCO maintains a register of children with a Special Educational Need. The statutory definition of Special Educational Needs determines whether a child is placed on the SEND register.

SEN Codes:

SEN Support - Code K

Statement of SEN - Code S

EHC plan - Code E

We have good links with outside agencies and there is provision to respond to the needs of children with SEN

Class teachers use observation and informed evaluation to assess concern and children's needs are highlighted through class plans showing a differentiated curriculum

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of Learning and experience already established. If the child already has an identified special need, the SENCO and the child's class teacher will use this information to

Provide starting points for the development of an appropriate curriculum
Identify and focus attention on action to support the child within the class
Use the assessment processes to identify any Learning difficulties

Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's Learning

Involve parents in implementing a joint learning approach at home

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. The English Language Learner (ELL) coordinator and SENCO will work closely on developing appropriate assessments. When there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

In order to help children who have special educational needs, the school has adopted a graduated Approach that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. There are five stages within the continuum:

Stage 1: Universal Provision – all children receive Quality First Teaching

Stage 2: Early intervention support

Stage 3: Targeted additional support – a concern about a child's learning has been raised with the SENDCo

Stage 4: Targeted, intensive additional support – a child is placed on the SEND register and will receive an Individual Education Plan with annual outcomes and small step targets.

Stage 5: Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term – a request for an EHCP has been agreed by the Local Authority (LA).

The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. If a child is referred for a statutory assessment, the school must provide the LA with a record of work carried out with the child including the arrangements already made and the impact of interventions undertaken.

SEN Support

When a child has been identified as having SEND, the class teacher will provide interventions or support that is additional to or different from those provided as part of the school's usual differentiated curriculum.

SEN Support is triggered when the child:

- Makes little or no progress following the targeting of appropriate teaching approaches.
- Has poor attainment in some curriculum areas.

- Presents persistent social, emotional or mental health difficulties. Has sensory or physical problems and continues to make little or no progress using specialist equipment.
- Has communication and / or interaction difficulties.

In order to improve outcomes for children with SEND, Mount Pleasant Junior School follows the Graduated Response described in the SEND Code of Practice 2015. Support is about making 'reasonable adjustments' in order for the child to succeed. As children learn differently an approach which works for one child may not work for another, through the Assess, Plan, Do, Review (APDR) process, in the Graduated Response, each child with SEND can be assessed and appropriate actions planned. The parents and child are involved in the four stage process of Assess, Plan, Do, Review.

Assess: Parents, child, class teacher and the SENDCo look at and consider the child's special educational needs.

Plan: Parents, child, class teacher and the SENDCo identify what action is needed to help, write a plan and set targets.

Do: Parents, child, class teacher and the SENDCo put the actions in place.

Review: Parents, child, class teacher, the SENDCo and other professionals, if required, regularly check that the plan is working and the child is making progress so that any necessary changes to the support can be identified and put in place by the appropriate professional.

The plan is ongoing and if a child or young person is making progress using the actions identified it stays in place and is regularly reviewed. Sometimes so much progress is made that the plan is no longer needed, this would be a decision made with the parents.

As children progress through the school, it may be appropriate to remove or add a child to the SEND register. This decision must be taken by both the child's class teacher and the SENCO.

Appropriate support is planned for and carried out. Progress is carefully monitored as part of the APDR cycle. An Individual Education Plan (IEP) will be written detailing the support that is planned and it will be reviewed with the child and the parents termly.

Intervention programmes in the school include:

Numicon (Maths)

Phonics Play (Phonics Programme)

5 Minute Box (English)

Precision teaching (English & Maths)

Speech and Language Intervention

Emotional literacy support (1:1 with the Emotional Literacy Support Assistant (ELSA))

Cued Articulation

Attention Autism

Children who are receiving agency support for a special educational need at the time of school entry or require support for Speech and Language will be placed on the SEN register and an Individual Education Plan will be produced to help monitor their progress.

Children are not added to the SEN register where they have not made progress as expected, and are simply underachieving. Other factors may also impact on progress and attainment and do not constitute a special educational need including:

- Attendance and punctuality.
- Health and welfare.
- English as an additional language (EAL)
- Being in receipt of pupil premium.
- Being a looked-after child.
- Being a child of serviceman/woman.

In such situations, Quality First Teaching is the most effective means of meeting the child's needs. This is equally so where behaviour, emotional or social concerns can be addressed through the school's behaviour policy and physical and sensory needs can be addressed within normal classroom provision.

Dyslexic Screenings

A dyslexic screening is a short series of activities that enable the school to determine how 'at risk' a child is of being dyslexic. This enables the school to gain a greater understanding of any possible barriers to learning a child may face, and how these could be overcome to maximise their progress. This is a screening as opposed to a dyslexia 'test'.

Where there are concerns that a child may be dyslexic, the SENCO will consult with those who work closely with the child and scrutinise work. Due to the resources and time required for a screening this decision rests ultimately with the SENCO. If a parent or carer wants a screening for their child, they should arrange a meeting with the SENCO who can then decide whether a screening is beneficial. If the SENCO deems that a dyslexia screening is required, the parent/carers of the child will be required to give their consent in writing. The SENCO will then arrange a meeting with the parent/carers to discuss the results of the screening. Where a child is 'at risk' those who work with the child continue to have high expectations of the child and employ:

- Differentiation.
- Intervention programmes as directed by the SENCO.
- Overlearning.

Individual Education Plans (IEPs)

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about

- The annual outcome
- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from the differentiated curriculum and will focus upon two or three individual SMART targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed at least termly and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Provision Mapping

A provision map is an 'at a glance' way of showing the range of provision Mount Pleasant Junior School makes for children with special and other additional needs, through additional interventions. At Mount Pleasant Junior School, the provision map:

- Audits how well provision matches need and addresses gaps in provision;
- Ensures progression and age appropriate interventions;
- Identifies strengths in provision and areas for development.
- Seeks to eliminate repetitive or ineffective use of resources;
- Demonstrates accountability;
- Informs parents, external agencies and OFSTED inspectors of how resources are being used to meet needs.
- Assesses school effectiveness when linked with outcomes for pupils through review of the provision;
- Supports the school in setting annual objectives and success criteria for Special Educational Needs.
- Focuses attention on whole – school issues of teaching and learning including individual child issues.
- Plans development to meet pupils' identified needs;
- Records changes in provision and enables a seamless transition between classes, key stages and schools from class to class or school to school;
- Is used to support writing Individual Education Plans.

The provision map is produced by the SENCO and updated termly by class teachers and TA's.

School request for a Statutory Assessment

If a child demonstrates a significant cause for concern, the Head Teacher will request statutory assessment by the Local Authority (LA). Parents will be fully consulted. The school will follow the policies and procedures of the LA and SEND Code of Practice 0 to 25 years (2014). Written evidence from the teacher, TA, external agencies, parents and child will be assembled by the SENCO to support the request.

Education Health and Care Plans:

The LA may decide that to meet the child's special educational needs, an Education Health and Care Plan (EHCP) is required. This is a formal document detailing the child's learning difficulties and the help that will be given. If an EHCP is agreed, the school will ensure that appropriate, short-term targets are recorded on the IEP and shared with parents and the pupil. Advice concerning provision and specialist equipment or support will be followed and the SENCO will be responsible for:

- Working with the Local Authority and outside agencies to implement the EHCP.
- Monitoring provision in accordance with the plan.
- Reviewing the plan on an annual basis in accordance with the 2014 SEND Code of Practice, requesting advice from: the child's parents, representatives of the LA, other professionals involved with the pupil. Wherever possible the pupil will be actively involved through a child-centred review to celebrate their achievements and set appropriate targets.

An Education Health and Care Plan will include:

- The pupil's name, address and date of birth
- Details of all the pupil's special needs
- The special educational provision necessary to meet the pupil's special educational needs
- The type and name of the school where the provision is to be made
- Relevant non-educational needs of the child
- Information on non-educational provision

All children with Education Health and Care Plans will have short-term targets set for them that have been established after consultation with the parents and child and will include targets identified in the plan. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Annual review of an Education Health and Care Plan

All Education Health and Care Plans must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

Curriculum entitlement and integration

All pupils are taught in mainstream classes alongside their peers with the majority of Learning taking place in ordinary lessons incorporating differentiation. Children who receive support are either taught within the class situation or withdrawn for intensive support from a TA individually or in small groups.

If children are receiving TA support, the TA liaises very closely with the class teacher.

Criteria for evaluating the success of our policy

The policy will be evaluated against the objectives stated, by the Senior Leadership Team and with the support of the SEND Governor, in the following ways:

Monitor all pupils through whole school assessment procedures, including pupil progress meetings

Termly review of SEND Register and Provision Map

Work sampling

Monitoring of interventions

Individual Education Plan targets set in consultation with the Inclusion leader and monitored
Ensure that children progress through specific, measurable, achievable, realistic, time-bound

(SMART) targets

Parents/carers and children included in the process of setting and reviewing targets

Ensure teachers' CPD includes the school's procedures for identifying and supporting SEND pupils

An analysis of all teachers' planning by SLT ensuring that a differentiated approach is taken.

The School Development and Improvement Plan and SEF priorities include the provision for SEND.

The current year's focus is monitored and evaluated by the Senior Leadership Team through lesson observation and discussion with staff.

Links with other schools/transfer to Secondary School

Liaison and visits to feeder schools ensure a smooth transfer on school entry.

- Children are invited for induction visits in the term before they start school.
- Staff visit the Infant School who transfer children to Mount Pleasant Junior School, to discuss individuals. They also receive documents, which show progress in Key Stage 1.
- Extra Infant School visits, focusing on individuals, are made where beneficial.
- Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by teaching assistants.
- Liaison with Secondary Schools ensures a smooth transition from Year 6 to Year 7.
- The SENCO also maintains close liaison with the Special Needs Departments of secondary schools, receiving vulnerable or statemented pupils, arranging extended induction visits where necessary.
- Links with the secondary schools in the area are firmly established and they are invited to the annual review meeting of any pupil in Year 6, in order to plan transition carefully.
- All pupils' records are forwarded to the transitioning school, following GDPR guidance.
- The year 6 teachers meet with secondary staff to discuss individuals and the SENCO liaises with the secondary SENCOs.
- Visits are made by secondary staff and pupils to see our children and by our children to see the secondary school and staff.
- Extra visits for children are arranged as appropriate.
- External agencies liaise with schools when children with special or additional needs transfer, to ensure continuity of support.

Complaints

Any parent/carer who is concerned about their child's Special Educational Needs or the provision being made within the school should, in the first instance contact the class teacher. Should the cause for concern continue a meeting should be arranged with the Special Needs Coordinator. If concerns are not addressed to the parent/carer's satisfaction, the Headteacher should be contacted. In the unlikely event of an issue remaining unresolved, the Special Needs Governor should be contacted. All complaints will be brought to the attention of the Class Teacher, Special Needs Coordinator and Headteacher.

Storing and Managing Information

SEN records are managed, stored and disposed of in line with the school's policies on information management. SEN records are stored electronically on the school's secure network and are only accessible to the staff that require them. All paper records are stored in a locked place.

Reviewing the Policy

The SEND policy is reviewed annually. This is in consultation with parents of pupils with SEND. School staff are consulted through TA and staff meetings. The SEND Governor also contributes on behalf of the Governing Body.

Date of Review

This policy will be reviewed and reported in January

Contact

The SENCO Mrs Helen Brennan can be contacted at the following email address:

senco@mpjs.org.uk

Date

Signed (Chair of Governors)

Date for Review: March 2022

Addendum – COVID update January 2021	
How will Mount Pleasant Junior School continue to support my child?	<p>Your child's class teacher and the SENDCo will continue to oversee and plan their programme of learning. Your child may also be sat at the front of the class or on the end of a row to enable the class teacher or teaching assistant to support them appropriately. Depending on the intervention, your child may, at times during the school day, work in a small group aimed at supporting literacy and/or maths. These groups will be within their class/year group.</p> <p>Although there are restrictions on how close a teacher can be to a pupil, individual support will still be provided through visual pictures, prompting, modelling and differentiated resources. If your child needs close supervision, a teacher/teaching assistant may wear a visor.</p>
How will additional support staff continue to support my child in the classroom?	<p>Learning Support Assistants will continue to support children with an Education, Health and Care Plan (EHCP) or children with more complex needs individually or in small groups. These sessions may be outside of the classroom and in an area that allows for social distancing. They have the choice to wear a visor if working closely with children for prolonged periods of time. Class Teachers will continue to provide curriculum planning and resources to ensure they can access the learning and continue to make good progress.</p>

<p>How will my child be supported with their emotional well-being?</p>	<p>If your child is finding the return to school overwhelming, they will be supported by the Class Teacher and Teaching Assistant. This may include small group work with other class members or a social story to support them in how to manage their new learning environment.</p>
<p>Will my child still have support from external agencies?</p>	<p>Most external agencies are able to visit if the support they offer is essential for a child's educational, personal or physical development. A copy of the school risk assessment will be forwarded to them prior to their visit. All visitors must wear PPE and socially distance. Meetings will take place in a designated area which limits access to broader areas of the school.</p>
<p>My child has an EHCP. Will the annual reviews still take place?</p>	<p>Annual Reviews must take place each year. These will be held virtually through a video conference call. All relevant agencies will be invited to attend. Children will participate in the Annual Review meeting through a discussion with their 1:1 Support Assistant and completion of 'My Circle of Support' form.</p>
<p>How will the school support my child if they have to self-isolate or the school has to close?</p>	<p>All parents and their children have access to Marvellous Me, a tool used by our school to share learning and development with a child's parents/carers. If your child has to self-isolate, their class teacher will ensure that any learning and resources are differentiated and accessible on Marvellous Me. Any child who does not have access to a computer or the internet will be provided with a work pack to support their home learning. If your child needs additional support you may contact the SENDCo by email (senco@mpjs.org.uk).</p> <p>If the school has to close for a period of time, all home learning will be via work packs, distributed on specific days for each year group (see Remote Learning Policy on the school website). These work packs will coincide with Learning videos on YouTube. Your child will have weekly contact with their class teacher when coming to collect their work pack or you can contact the SENDCo, by email. If your child has an EHCP, they will be offered a school place during the period of closure.</p>
<p>Child's wellbeing & SEMH</p>	<p>ELSA/ Mental Health School Team</p> <p>We are aware that the pandemic and subsequent lockdown will have impacted on all children's progress, but especially those with SEND. Teachers will monitor their academic and social and emotional progress and assess for any gaps in their learning. From these assessments, some children will have interventions included into their school day, which will aid progress.</p> <p>We are also aware that the lockdown may have had an impact on pupil's social, emotional and mental health. All staff will monitor the well-being of pupils and may refer a child to our Emotional, Literacy Support Assistant (ELSA), who will support the child after parental consent has been agreed. Referrals may also be made to external agencies</p>

	such as CAMHS and the Southampton Mental Health Support Team (MHST).
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