

## Mount Pleasant Primary School Special Educational Needs and Disability Information Report

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this report is stated in the Special Educational Needs and Disability Regulations 2014 Schedule 1: Information to be included in the SEN Information Report. This can be found at: <http://www.lwgislation.gov.uk/uksi/2014/1530/schedule/1/made>

Key     SEN – refers to the Special Educational Needs team  
           SEND – refers to a pupil with Special Educational Needs and/or Disability

<p>1. The kinds of Special Educational Needs and disabilities that are provided for.</p>	<p>At Mount Pleasant Primary School we adopt the definition of SEND as stated in the Special Educational Need Code of Practice 0-25 Guidance (2014). Pupils with SEND may have needs in one or more of the following areas:</p> <ul style="list-style-type: none"> <li>• communication and interaction</li> <li>• cognition and learning</li> <li>• social, emotional and mental health</li> <li>• sensory and/or physical needs</li> </ul>
<p>2. Policies for identifying and assessing the needs of pupils with SEND, including the name and contact details of the SENCo.</p>	<p>At Mount Pleasant, all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children.</p> <p>The learning and attainment of all pupils is carefully monitored on a regular basis by the class teacher and Senior Leadership Team. Any pupils who are falling significantly outside of the range of expected academic achievement will be identified using a Profile of Need and they will be more closely monitored by staff in order to gauge their level of learning and possible difficulties. Termly Pupil Progress meetings as well as regular assessment updates ensure that children are identified and progress is monitored.</p> <p>The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Class teachers may seek support from the Senior Leadership Team.</p> <p>At the first meeting of staff with parents in Nursery, the 'All About Me' book is populated. Any concerns that are raised at this very first meeting must be entered onto the Provision Map. Where early concerns emerge, the evidence gathered must be placed on the Provision Map and the pupil's progress must continue to be monitored closely. A Profile of Need may be generated and interventions put into place. These may be one-to-one, small group or in the form of advice from outside agencies following a referral from the SENDCO. The impact of the interventions is closely monitored.</p> <p>The Profile of Need is used to gather evidence to inform the teaching staff of the potential barriers to achievement and progress. The teacher continues to monitor the pupil's progress in order to discern the effectiveness of the action taken and the impact of intervention. Class teachers are responsible, in liaison with the SENDCO and support staff member, for planning, writing,</p>

	<p>implementing, monitoring and evaluating the Profile of Need. Regular and robust assessment principles are followed and are essential to carefully track and monitor the individual child's progress. We assess each pupil's current skills and age-appropriate attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. A concern regarding a child's progress can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. The first response to such progress is high quality teaching targeted at their areas of weakness, monitoring and evidence gathering in the form of the Profile of Need. Where progress continues to be less than expected the class teacher, working with the SENCO, begins to assess whether the pupil has SEN. While informally gathering evidence (including the views of the pupil and their parents) we continue to put in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs. For some pupils, (as well as those entering our school other than at the usual starting points), SEN can be identified at an early stage. However, for other pupils difficulties become evident only as they develop. Staff need to be alert to emerging difficulties and respond early. As previously acknowledged, parents know their pupils best and it is important that we as professionals listen and understand when parents express concerns about their pupil's development. We also listen to and address any concerns raised by pupils themselves.</p> <p>Some children need educational provision that is additional to or different from that made generally for other children. Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the SEND Support List. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place to remove barriers to learning and facilitate progress from individual starting points.</p> <p>The support provided by the school consists of a four-part cycle: Assess, Plan, Do, Review.</p>
<p>3a. The school's evaluation and effectiveness of the provision made for children with SEND?</p>	<p>The Senior Leadership Team regularly review the SEND provision taking into account the views of the teaching staff, parents and pupils.</p> <p>Following teacher assessments the Senior Leadership Team use this and other relevant data to complete the cycle of assess, plan, do and review in relation to specific interventions for those pupils with SEND receiving additional support. For some pupils this will also involve external agencies for example, SALT, Occupational Therapy, Physical and Sensory and SENCo assessments (the SENCo is a qualified Specialist Teacher and therefore there is no input from the Learning Support Service). During the review progress all the data is shared with parents. For statutory annual reviews of EHCPs (or Statements), professionals and parents/carers are invited to attend. Pupils are invited to attend, if appropriate.</p> <p>For all pupils, including those with SEND, teaching, learning and assessment are evaluated at a departmental and leadership level, this includes lesson observations, book trawls and monitoring/feedback from staff. Termly reports are discussed during the Safeguarding Committee meetings so that they have the opportunity to review and evaluate the provision for pupils with SEND.</p> <p>The quality of the whole school provision is evaluated as part of our approach to school improvement.</p>
<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with Special Educational Needs.</p>	<p>The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed regularly. The impact and quality of the support and interventions is evaluated and annotated on the Provision Map along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The teacher, working with the SENCo, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where, despite us having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care (EHC plan) assessment.</p>

	<p>Where a pupil has an EHC plan, the local authority reviews the plan as a minimum every twelve months. We co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Slow progress and low attainment do not necessarily mean that a pupil has SEN and we do not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.</p>
3c. The school's approach to teaching pupils with Special Educational Needs.	<p>The class teacher remains responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching with a member of the support staff, the class teacher still retains full responsibility for the pupil. Teachers work closely with any support staff or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the class teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.</p>
3d. The school's adaptation to the curriculum and learning environment for pupils with Special Educational Needs.	<p>All pupils follow an appropriate age related curriculum. There are a small number of pupils who have a more personalised curriculum to match their individual needs, interests and abilities. This may be from a different year group's programme of study. Their progress is then measured towards the relevant year group's end of year expectations.</p> <p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by staff.</p> <p>We have a range of different facilities to help SEND students throughout our school including alteration work to many areas of the building, a Learning Lodge that is purpose built for easy accessibility, including a disabled toilet and ramps in some areas leading to various areas of the school building.</p>
3e. Additional support for learning that is available to pupils with Special Educational Needs.	<p>Mount Pleasant has an extensive and well trained Additional Needs Team. Support may be provided from internal and external resources for those children who meet the criteria (see Appendix 2)</p> <p>Our in-school AN Team comprises of:</p> <p>SENDCO – Mrs C Woodhall  Accelerated Reading – Miss S Gill  Speech and Language Therapy Support – Mrs J Webster  Get Moving Programme – Mrs J Webster  Targeted Support Teacher – Mrs K Palfreyman</p> <p>The support team consists of teaching assistants with a range of roles, responsibilities and expertise. If there is an identified need for greater support in a particular cohort, then the team will be redistributed appropriately. The role of the support staff is, under the direction of the teaching team, to work with pupils in identified groups (whether that is small group, intervention or 1:1) in order for them to catch up quickly in line with expectations and individual targets set by teaching staff and SLT. Under their guidance pupils feel confident to tackle new challenges facing them in a comfortable environment where they are able to take risks and responsibility for their own learning and progress. Expectations are clear. Pupils are aware of what they need to do to improve. Praise serves to encourage them to do this confidently. Where support staff are working with pupils with Special Educational Needs the teacher still has overall responsibility and should work with them to ensure progress. The new Code of Practice makes this clear through its advocacy of the SEN Support in Schools graduated approach (p87-93, paras. 6.40-6.72). In many instances, teachers support SEN pupils directly.</p>
3f. How the school enables pupils with Special Educational Needs to engage in the activities of the school (including physical activities) together with	<p>A large range of academic, sporting and other extra-curricular clubs are available at Mount Pleasant These are open to all pupils, including students with SEND. All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential visits are open to all children and their child's specific needs and the reasonable adjustment</p>

<p>children who do not have special educational needs.</p>	<p>which may need to be made can be discussed if they wish to join such a visit. Risk assessments and health care plans are taken into account before school visits are booked.</p>
<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs.</p>	<p>At Mount Pleasant we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of pupil support and guidance.  There are members of staff who are able to provide pastoral support, these include: class teachers, senior leaders, support staff, School Health Advisor, Nurture Group Leader and our internal Counsellor. Excellent relationships have been established with a number of external agencies for example: Speech and Language, Autism Outreach, CAMHs and Physical/Hearing/Visual Impairment service. We also have an independently employed Educational Psychologist.  Mount Pleasant has a strong anti-bullying ethos and we take part in the annual anti-bullying week in November. The Senior Leadership Team work collaboratively to ensure that there is clarity and pupil safety at all levels.  The school also has two qualified Thrive practitioners.</p>
<p>4. The name and contact details of the SENCo.</p>	<p>SENCo:  Claire Woodhall SpLD Dyslexia  Mount Pleasant Primary School  01384 816910  Governor with responsibility for SEND:  Heather Morris  c/o 01384 816910</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with Special Educational Needs and about how specialist expertise will be secured.</p>	<p>The schools Continued Professional Development Programme addresses emerging needs and is regularly reviewed. This programme may involve using different strategies and more practical adaptation of resources and activities, with the aim that all pupils can access the lessons fully. Staff who are new to the school follow an induction programme which includes passing on information of pupils with SEND. Training is provided regularly by the SENCo.</p> <p>The SENCo has a National SENCO Qualification, is a Specialist Teacher (SpLD Dyslexia) and is a member of the school's Senior Leadership Team.</p> <p>At Mount Pleasant, pupils have full access to the National Curriculum which is differentiated to meet individual needs. The use of working walls, keywords, visual timetables, visual overlays and concrete and pictorial resources are used across the school to support learning.</p> <p>Support staff consist of usually 1 learning support teaching assistant in every year group. The class teacher and the member of support staff work with pupils who have been assessed and monitored by the SENCo.</p> <p>There is an additional SS member in Reception, 2 additional part time teachers in KS1 and 1 additional part time teacher in KS2, however this additional staffing is dependent on the needs of the cohort and funding.</p> <p>Within this team there are staff who have a range of experience and training, covering various SEN needs. These experience/qualifications include: NVQ Level 2 and 3, HLTA's, amanuensis training, access arrangements, child protection, first Aid, support of students with physical and sensory difficulties, speech and language difficulties, social emotional and mental health difficulties, intervention programme training.</p>

	We employ a Counsellor, Educational Psychologist and refer to Speech and Language which is followed up by work with a qualified HLTA in school. Other professionals are engaged as appropriate to the needs of the children. When needed referrals are made to PIMIS and the School Health Advisor.
6. Information about how equipment and facilities are used to support children with Special Educational Needs will be secured.	<p><u>The Building</u> The school has adapted key aspects of the building to ensure the site is accessible for all students, i.e. – a ramp to the Astroturf, disabled toilets etc. We have clear and effective methods of communication to support all students with physical needs. A large number of staff are Paediatric First Aid trained and trained in Manual Handling. We carry out regulated risk assessments to ensure the site is accessible for students with specific physical needs. We have designated staff to ensure the site is safely evacuated by children with PEEPs in the case of an emergency. All exit routes are clearly displayed in each classroom and corridor. We deliver whole staff training to ensure staff are equipped to support students with specific physical needs.</p> <p><u>Medical Needs</u> The school has a designated first aid area which is supervised by our Welfare Assistant at all times. Students and adults go to this area if they are injured or unwell. The school contacts parents / carers if it is felt appropriate for the child to be sent home or taken to hospital. The school has a team of staff who are first aid trained. Mount Pleasant staff work alongside the School Health Advisor to create 'Care Plans' for all pupils with specific medical needs and a copy of this plan is shared with individual teachers. Staff are made aware of the medical list and informed, as necessary, of any pupils with new or additional medical needs. Parents and carers are asked to ensure their child brings in spare medication to school (ie- inhalers, epi-pens) and we store all medicines safely. Parents and carers are contacted if any medication is close to its use by date and are advised to obtain replacements from their doctor. Clear systems are in place for educational visits to ensure staff are aware of specific medical needs in advance and take any prescribed medication with them on the visit.</p>
7. The arrangements for consulting parents of children with Special Educational Needs about, and involving such parents in, the education of their child.	<p>All pupils, including those with SEN are assessed on a regular basis. Teachers formally assess and review progress and attainment at least 3 times a year which is communicated to parents/carers through open evenings and an end of year report.</p> <p>Reviews of a SEND pupils' progress will be made regularly and will be communicated to parents termly through a review meeting if they have a learning need. The review process will evaluate the impact and quality of the support and interventions. It will also take into account the views of the pupil and their parents. The SENCO, alongside the class teacher and in consultation with parents and pupils, will revise the targets and provision based on the pupil's previous progress and development. Parents also have the opportunity to discuss their child's progress with the SENCO twice a year during parents evening. This is in addition to the meeting with the class teacher. Speech and Language is reviewed by the service and new targets set. PIMIS make regular visits to the school and produce reports for school and parents.</p>
8. Arrangements for consulting young people with SEND and involving them in their education.	At Mount Pleasant pupils are encouraged to talk about their education, the provision they receive and feed into their provision plans. Ownership of their targets is an important part of the 'assess, plan, do and review' cycle. For statutory annual reviews of EHCPs, pupils may attend alongside professionals and their parents/carers if it is appropriate.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at school.	If a parent is not satisfied with the special educational needs arrangements for their pupil the teacher should be contacted in the first instance. The SENCO will be informed. If a satisfactory outcome is not achieved a meeting between the parent, teacher and SENCO will be arranged at a mutually agreed time. The Head teacher may be contacted to arrange a meeting to discuss concerns. Parents are given the opportunity to speak to the SEN governor. Parents are made aware of the Parent Partnership Service that can play an important role in preventing disagreements. If no solution can be found parents are advised to follow the schools and/or LA Complaints Procedure (a copy can be requested from the school office).
10. How the Governing Body involves other bodies, including health and	Mount Pleasant can access a range of services including; Children's Services, Educational Psychology (funded by school) Speech and Language Service, Occupational Therapy Service, Autism Outreach Service, Physical Impairment and Medical Inclusion Service, Hearing Impairment Team, Visual Impairment Team, Physiotherapy, School Health Advisors, Phase Trust and

<p>social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with Special Educational Needs and in supporting the families of such pupils</p>	<p>CAMHS are contacted when necessary and appropriate, according to the individual pupils needs. The school works closely with Dudley Local Authority.</p>
<p>11. The contact details of support services for the parents of pupils with Special Educational Needs, including those for arrangements made in accordance with section 32.</p>	<p>The Dudley local offer pages provide information on a range of support services:  Dudley MBC Local Offer information:  <a href="http://www.dudley.gov.uk/resident/localoffer/">http://www.dudley.gov.uk/resident/localoffer/</a></p> <p>Dudley SEN Team, Westox House, Dudley MBC, Phone: 01384 814214. Website at: <a href="http://www.dudley.gov.uk/localoffer">www.dudley.gov.uk/localoffer</a>.</p> <p>Dudley SENDIASS (formerly Dudley Parent Partnership Service) provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care. Helpline number:01384 236677  Address: Trafalgar House, 47-49 King Street, Dudley, DY2 8PS <a href="http://www.dudley.gov.uk/resident/learning-school/parentalsupport/dudleysendiass/">http://www.dudley.gov.uk/resident/learning-school/parentalsupport/dudleysendiass/</a></p> <p>Connexions is an organisation which is able to offer advice on learning and work opportunities:  Call: 01384 811400  Email: <a href="mailto:Connexions@dudley.gov.uk">Connexions@dudley.gov.uk</a> <a href="http://www.connexionsdudley.org/">http://www.connexionsdudley.org/</a></p> <p>Child and Adolescent Mental Health Service  (Camhs): <a href="http://www.dwmh.nhs.uk/child-adolescent-mental-health-servicescamhs/">http://www.dwmh.nhs.uk/child-adolescent-mental-health-servicescamhs/</a> Young Minds  <a href="http://www.youngminds.org.uk/">http://www.youngminds.org.uk/</a></p>
<p>12. The school's arrangements for supporting pupils in moving between phases of education and preparing for adulthood.</p>	<p>There is a strong transition package from KS2-3 for pupils with SEND. The class teachers in Year 6 have detailed discussions with secondary colleagues about all the pupils moving onto secondary school. In some cases the Inclusion Manager meets with Secondary SENCO's to discuss the Special Educational Needs of individual children moving to Year 7. All records are passed onto Secondary SENCO's. Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.</p> <p>For SEND pupils joining Mount Pleasant from other settings we ensure relevant information is collected from the child's previous setting. Where appropriate the SENCO will meet with the SENCO from the previous setting in order to gather information/collect evidence and set short term targets that are appropriate for the pupil. Staff training is put into place if appropriate based on the information collated.</p>
<p>13. Information on where the local authority's local offer is published.</p>	<p>Dudley MBC Local Offer information:  <a href="http://www.dudley.gov.uk/resident/localoffer/">http://www.dudley.gov.uk/resident/localoffer/</a></p>