

**Mountfields Lodge SEN Information Report
September 2016-2017**



Mountfields Lodge SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within School.

SENCo: Mrs Jo York

yorkj@mlodge.leics.mg4l.net

What are the kinds of special educational needs for which provision is made at Mountfields Lodge School?

Mountfields Lodge School is for children aged from 4-11 years. The Senior Leadership Team, SENCo, Class Teachers, Behaviour Mentor and SEN LSA's all have a variety of expertise and experience in a wide range of special education needs e.g. Autistic Spectrum Disorders, Attention Deficit with or without Hyperactivity, Downs Syndrome, Dyslexia, Visual impairments, Hearing Impairments, Physical Impairments, Diabetes, Epilepsy and Attachment Disorders.

Newly appointed staff follow the school induction programme. Subsequently, staff attend in school training courses and attend appropriate courses out of school run by approved provisions and suppliers. Training needs are identified through Performance Management cycles but also from needs as they arise in school.

What are the school's policies for the identification and assessment of pupils/students attending the school?

Pupils with Special Educational Needs are identified as early as possible.

What is the graduated response to special educational needs?

Meeting the needs of all of the children in the school is the responsibility of individual teachers. In school we assess all children, plan their next steps and deliver them. We then review the progress that has been made by each child.

Sometime children may not progress as we are expecting, for those children we look closer at why. We ask parents to come in and discuss our concerns and seek their opinions too. We run the cycle again but looking closer at areas of difficulty. The more we repeat the cycle the more we get to know about the children. It may be that we bring in specialists to help us to look closer into what the child needs e.g. a speech and language therapist, they would then help us to assess, plan and deliver. The Special Educational Needs Co-ordinator is very much part of this process



If despite support the children do not make progress then we may look to moving them onto the SEN register and look to support them with more structured, possibly longer term support. They may need a Support Plan writing for them which pulls together all the advice from professionals and helps us to monitor their support over time.

For more significant needs, school can use the Support Plan to apply to SENA (Special Educational Needs Assessment) for top up funding. This funding is often agreed for shorter term interventions but the graduated approach must have been carefully followed first and evidence will need to be submitted with the request. Specific

criteria need to be met for this additional funding to be agreed.

Children with significant needs that are both long term and encompass health, education and social needs can look to apply for an Educational Health and Care plan. As with the application for Top up Funding strict criteria would need to be met and evidence over time would need to be submitted.

Parents can request, independently of school, for a statutory assessment be made of their child. Parents need to contact SENA directly to request this.

Further support and information can be found here:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

x-ref SEN Policy

What is the provision for pupils at Mountfields Lodge School and how is it evaluated?

We believe that all staff have a responsibility to meet the needs of all the pupils at Mountfields School.

Provision for children with additional needs is carefully mapped by the SMT in accordance with the identified needs of the children. The effectiveness of the provision in school is monitored by the SMT on a regular basis through testing, observations, data collection, pupil voice and school tracking systems.

At Mountfields Lodge we commission services to enhance our provision. Services that we have ongoing relationships with are: Autism Outreach, Hearing Support Services, Vision Support Services as well as Speech and language therapists and a pupil counsellor.

Children with Support Plans or EHC Plans have their support reviewed twice a year. Additionally children with an EHCP have annual reviews. Children, staff and professionals are invited to have their views on their provision and these form an important part of these meetings.

How will equipment and facilities be provided to support pupils/students at Mountfields Lodge School? How accessible is the setting both indoors and outdoors?

Our school is accessible both indoors and outdoors. The following building modifications have been made: Wheelchair access, flat surface entry to most doorways, ramps to main door and double mobile, highlighter strips at specific exit points.



Equipment is available to support identified needs for example children may need specialist seating or writing slopes we engage the support of Occupational Therapy services to support us to ensure we have the right equipment for the children in our school.

We regularly risk assess the school and some of our children take part in this process to help guide us to see the school through their own individual needs.

We have a Health and Safety committee that meet regularly to discuss accessibility and safety.

What is your approach to teaching children with identified SEND?

At Mountfields Lodge School we have an inclusive approach to educating all of our pupils. Wherever possible

children are taught in our classrooms alongside their peers. At times children may leave the classroom for intervention support or groups that need a quieter environment but the Class Teacher remains responsible for this provision and assessment of it. We have workstations within the classroom where children with specifically identified needs can work.

All work is differentiated and taught in a multisensory way to support all learners. Staff are aware of learning styles and needs. School is working toward the Autism Standards.

How will you adapt the curriculum and learning for pupils with SEND?

All lessons are differentiated and some children have an individualised curriculum. We adapt the environments according to needs e.g. use of technology to allow pupils with a hearing impairment to hear or technology to enable a child with a visual impairment to see the whiteboard in a magnified form. We take into account sensory needs too and some classes have sensory breaks on their timetables to support identified needs.

What support is available for improving the emotional and social development of pupils with SEND?

At Mountfields Lodge school we are very fortunate to have our own pupil mentor who works closely with our vulnerable children and families.

We also commission the services of a counsellor to help children specifically with emotional difficulties.

We have worked closely with Autism Outreach services to develop social communication groups in school which help to support children with identified needs.

What are the arrangements for consulting parents of pupils at Mountfields Lodge School and involving them in the education of their child?

Mountfields Lodge strives to work in close partnership and communicate clearly, effectively and responsibly with parents at all times. To this end we:

- Keep parents informed as fully as possible about their child's needs, changes to educational provision, achievements and assessments. This may be during the period of Parent Interviews in the Autumn or Spring, and at other appropriate times
- Encourage participation in target setting and reviews, and attendance at Annual Reviews of Special Educational Needs
- Listen to and respect the parents' views and needs, taking account of parental knowledge and experience of their child
- Provide support for parents who may have needs of their own
- Provide copies of any external advice given to support the school in the education of the child
- Liaise with the Parent Support Group for Special Educational Needs to ensure that any Special Educational Needs issues can be freely discussed, addressed and resolved at the earliest opportunity
- Liaise with the LA Parent Partnership Service to ensure that parents are aware of the support that is available
- Liaise and make any manageable adaptations through the establishment of our Equal Opportunities Scheme
- The monitoring of individual needs of family members both adults and children are on-going with termly meetings to discuss further communication and support issues

What are the arrangements for consulting pupils about, and involving them in, their education?

The School Council involves pupils, enabling them to contribute and decide on aspects of school life relating to their needs.

Children with a Statement of Special Educational needs or EHC Plan will be asked for their feedback and comments prior to their annual review. This can be written by themselves or by a chosen adult. Children with a less complex special educational need will be asked prior to their reviews how they are progressing and what they need to work on. Our reviews are pupil centred and seek the views of each child wherever possible. Our pupils are encouraged to attend their own reviews wherever possible

All children are encouraged to speak to their class teachers and adults in the school with any concerns or worries. If

needed they can be referred to the school's Behaviour Mentor for an appointment to work on any specific problems or concerns.

What are the school's arrangements for supporting pupils in transferring between classes and into secondary?

All transitions are well planned for.

Transition documents will be provided as children move from class to class and phase to phase. Parents/carers always have the opportunity to meet the new teacher and class staff. Children with identified needs have a profile which moves with them to help their needs to be clear.

Children with additional needs may also spend some time transitioning to their new class in the term before a move. They will also be given transition documents (timetables and a photo book) to help them further.

The SENCo alongside the year 6 staff, support each child transitioning to secondary school and will meet with year 7 staff and tutors. Transitions are individual to our children's needs.

When the child is due to transfer schools, all the documentation concerning the school's interventions will be transferred to the receiving school. This may be when the family move to a new area, the child is moving to a new phase of education or the child needs a different school to carry out the recommended actions on a Statement of Special Educational Needs.

If a child has an EHC Plan, the new school will need to be named in a reviewed plan before the transfer takes place (this would normally take place before the October half term in their last year with us).

What is the role of The Role Of The Governing Body?

The governing body takes great care to ensure the best possible provision is made for pupils with Special Educational Needs. All governors are aware of their responsibilities for Special Educational Needs and discuss the issues regularly. Special Needs matters are included in each term's report to the governors.

The SENCo and the SEN Governor meet termly.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Mountfields Lodge?

Parents who are dissatisfied with the school's work in respect of a pupil with Special Educational Needs are invited to follow the guidelines as set out in the school's Complaints Policy. This is laid out in the school's prospectus and /or a copy can be obtained from the school Office. The process for all complaints is made available in the parent handbook which is updated each year and sent out directly to families. The complaints procedure is also available on the website: http://www.mountfieldslodge.leics.sch.uk/Key_information/Policies_and_documents.htm

Further Information and support is available here along with the Local Offer:

<http://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

SENDIASS Independent Support Leicester, Leicestershire and Rutland offers free, impartial, confidential information, advice and support to parents and carers of young people aged 0-25 going through the new Education Health and Care Plan process as well as young people themselves.

<http://www.sendiassleicester.org.uk/about-independent-support-leicester-leicestershire-and-rutland>