



**Monks Orchard Primary School Special Educational Needs (SEN)
Information Report**
Meeting the Needs of Pupils with Special Educational Needs and
Disabilities

All Croydon Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Admissions for pupils with SEN (without an Education, Health and Care Plan) are co-ordinated by the Local Authority in line with current policy. For pupils with Education, Health and Care Plans, separate arrangements are made by the Authority.

Our vision is for all children to become confident, secure, caring individuals who achieve personal success academically, socially and emotionally.

We hope to achieve this through:-

- The delivery of the Early Years Foundation Stage and the National Curriculum incorporating breadth, balance, continuity and progression.
- The use of a range of teaching and learning strategies catering for different pupil learning styles.
- The promotion of high standards, excellence and enjoyment.

How do we achieve this?

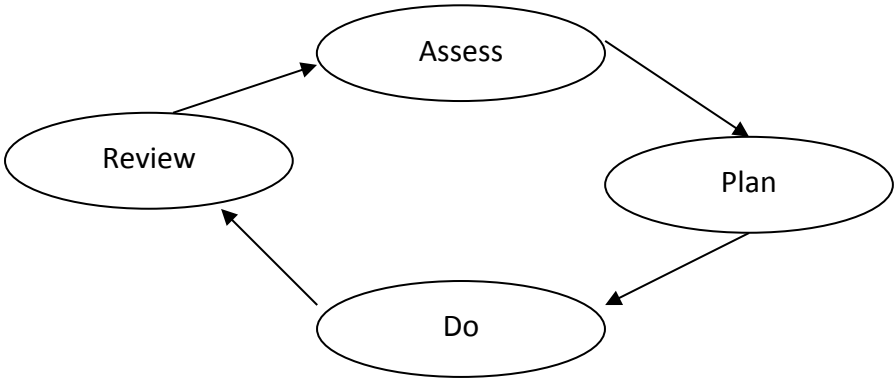
Who are the best people in school to talk to about my child's needs?	
Class teachers	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Adapting and refining the curriculum to respond to strengths and needs of all pupils. • Checking on the progress of pupils and overseeing the planning and delivery of any additional support required. • Contributing to devising individual education plans, if your child is on the SEN register, which prioritise and focus on the next steps required for your child to improve learning. <p>If you have concerns about your child you should speak to your child's class teacher first. You may then be directed towards to the Inclusion Coordinators.</p>
Support Staff	<p>Working under the direction of the class teacher they may</p> <ul style="list-style-type: none"> • Support children within the classroom, in small groups or individually • Directly support the children in achieving their SEN targets • Regularly give the teacher feedback about the children's progress.
Inclusion Coordinator Mrs S Burke	<p>Responsible for:</p> <ul style="list-style-type: none"> • Coordinating provision for children with SEN • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs • Liaising with a range of agencies outside of school who can offer advice and

<p>The Headteacher</p> <p>SEN Governors</p>	<p>support to help pupils overcome any difficulties</p> <ul style="list-style-type: none"> Ensuring that parents are: <ul style="list-style-type: none"> <i>-Involved in supporting their child's learning and access</i> <i>-Kept informed about the range and level of support offered to their child</i> <i>-Included in reviewing how their child is doing</i> <i>-Consulted about planning successful movement (transition) to a new class or school</i> <p>Responsible for:</p> <ul style="list-style-type: none"> The day to day management of all aspects of the school, including the provision made for pupils with SEN <p>They are responsible for:</p> <ul style="list-style-type: none"> Supporting the school to evaluate and develop quality and impact of provision for pupils with SEN across the school.
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How will the school identify and monitor children with SEN?

When children have a Special Educational Need or Disability before they start our school, we work with the people who already know them and use the information already available to identify what their needs will be in our school setting.

- If a teacher is concerned they will discuss the issues with you and implement ways of working together to support your child.
- Where a child continues to make little or no progress, despite support matched to the child's need, SEN support is then put in place.
- Difficulties with social and emotional wellbeing may also trigger a need for additional support
- Four types of action should be taken to ensure effective support. The following cycle will be used to provide your child with additional support:



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graph TD
    Review([Review]) --> Assess([Assess])
    Assess --> Plan([Plan])
    Plan --> Do([Do])
    Do --> Review
  
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<p>What does this mean?</p>	
<p>Assess & Review</p>	<ul style="list-style-type: none"> Termly progress meetings for all children with key staff to review progress to date – Class Teachers, Headteacher, Inclusion Coordinator and support staff You will be invited to review the support and the targets that have been in place and work together to plan for the next term. Your child's view will also be sought In some cases it may be necessary to increase or change the nature and level of support to help your child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist or Speech and Language Service. A referral for support for an outside agency will only be made with your consent.

Plan & Do

- Targets and actions to help your child overcome any difficulties will be carefully recorded by the school in an SEN Support Plan.
- This will take into account your child's strengths as well as areas of difficulties.
- Identified additional provision will then be carried out until the next review.

If, despite increased support, it is evident that the severity and complexity of your child's needs require provision beyond that which can be offered by our own resources, an Education Health Care Plan may be requested. Further details about this process will be explained by the Inclusion Coordinator and information published in the LA Local Offer (see link below).

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks or use of a scribe. A member of staff will talk to you if they feel that your child would benefit from these additional arrangements.

How will teaching be adapted to meet the needs of my child?

Our teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual pupils, with a long term goal of developing independent learning skills. In addition to planned differentiation in the classroom there are a range of additional interventions available in the school. Your child's class teacher will talk to you if they feel that your child would benefit from these.

What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

We have a disability and accessibility policy (see website) in place to ensure that pupils with SEN and Disability can take part in all aspects of school life and that the school buildings and outdoor spaces are adapted. This is available on the school website. Access arrangements currently include:

- Wheel Chair Access to all buildings
- Disabled toilet facilities
- The new building has been designed with the possibility of putting in a lift if this is needed.

Depending on need, an individualised access and/or medical care plan will be drawn. Additional planning and risk assessments are undertaken to ensure that pupils with SEN can take part in the range of extra-curricular activities that the school offers including outings and residential trips. If risks are deemed as high parents may be asked to accompany and take responsibility for their child to ensure safety during a trip.

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with SEN. Our Inclusion Coordinator actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policies to support pupils with SEN. The school seeks advice and guidance from local special schools to review, evaluate and develop provision for

pupils who have the most complex needs.
 We have staff with specialised expertise and qualifications including:
 Nurture Group leaders
 Specialist speech and language teaching assistant
 The school has employed an independent speech and language therapist who works with targeted pupils on a weekly basis.

How will the school help my child to move to a new class/year group or to a different school?

Children and young people with SEN can become particularly anxious about ‘moving on’ so we seek to support successful transition by:

When moving to another school:

- We will contact the School SENCO/Inclusion Coordinator and share information about special arrangements and support that has been made to help your child achieve their learning goals
- We will ensure that all records are passed on as soon as possible

When moving classes in school:

- An information sharing meeting will take place between the old class teacher and the new one.
- Opportunities to visit the new class /teacher.
- In some cases a transition book may be completed with the child to include photos of the new class and new teacher.

Nursery to Reception Transitions

- In order to ensure smooth transition for pupils who have already been identified with SEN we will attend transition meetings with nursery settings prior to starting in Reception. Additional visits to school and a more detailed transition plan may be put in place.

In Year 6 /7 Transition:

- The Inclusion Coordinator and/or class teacher will attend the Primary to Secondary Transition meeting to discuss specific needs of your child and the nature and level of support which has had the most impact.
- In some cases additional meetings may be arranged to create a more detailed ‘transition’ plan which may include more visits to the new school and/or additional visits from the new school.

What support from outside does the school use to help my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Agency	Description of support
Independent councillor.	Provide emotional support to children who are experiencing difficulties as a result of a significant life event.
Educational Psychology Service Our attached Educational Psychologist is Juliette Daniel	Provide support to staff, parents and pupils concerning a range of needs and strategies to support within school. May carry out formal assessments to help identify needs.
Primary Behaviour Support Team	Provide advice and support to help staff manage complex behaviour needs in mainstream settings.
Speech and Language Therapy	Provide therapeutic support and advice to help pupils develop their speech, language and communication skills. May be delivered as a series of clinic based sessions or advice to school.
CAMHS (Child and Adolescent Mental Health Service).	Provide advice, diagnosis and support for pupils who have, or are suspected of having mental health issues including (but not limited to) autistic spectrum condition and attention deficit disorder.
Family Lives Parent Partnership Service:	The Parent Partnership Service provides independent information and advice and guidance for parents /carers of children and young people with SEND.

Tel: 020 3131 3150	
Virtual School for Children who are Looked After virtualschool@croydon.gov.uk	This service oversees and monitors provision for children who are in care of the Local Authority
The full range of local support which may be available to support your child both within and outside of school can be found in the Croydon Local Offer for pupils with SEN https://www.croydon.gov.uk/education/special-educational-needs	
How can I help my child?	
If you are concerned about your child's progress you should speak to their class teacher. If a referral to an external agency is made for a child, to attend the appointments. Where a child is on the SEN register, attend termly pupil profile meetings and parents' evenings to support the staff in delivering targets.	
What should I do if I am not happy about the provision my child is receiving?	
If you are concerned about how your child is progressing please come in and talk to us. Appointments can be made with the Class Teacher, Inclusion Coordinator, Deputy Head or Headteacher. If you still have concerns you may wish to contact the governor for teaching and learning using the office e-mail.	