

## Monkseaton Middle School

### Special Educational Needs & Disabilities Information Report

2019 - 20

#### SENDCo

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#### HLTA:

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At Monkseaton Middle School our children are encouraged to strive and achieve personally, socially, emotionally, physically as well as educationally through a comprehensive range of high quality teaching and learning experiences, whatever their ability or needs. We recognise that the individuals within our school have different educational and behavioural needs and aspirations, but we are committed to providing full access to the National Curriculum for all. We work hard to meet the needs of each individual by forming close partnerships with parents/carers and other professionals connected to an individual child to remove barriers to learning and improve participation. We have high expectations of all our children but appreciate that different children acquire, assimilate, and communicate information at different rates.

We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we understand the fact that children require different strategies for learning; need a range of different teaching approaches and experiences and where appropriate we endeavour to provide a multi- sensory approach for all pupils. Our 'Local Offer' lets you understand how we support pupils with special educational needs and disabilities within our school setting.

We consult with students and their families by meeting with parents regularly through Special Education Needs and Disability (SEND) review meetings, parents' evenings and informal meetings prompted by concerns raised through external professionals, parents or teachers. The Special Educational Needs and Disabilities (SEND) Local Offer sets out the support and services that are available for children and young people aged 0-25 years across North Tyneside. Details can be found <http://my.northtyneside.gov.uk/category/590/what-local-offer> or by telephoning the 'Front door' service on 0345 2000 109.

### How does Monkseaton Middle School know if my child needs extra help?

By monitoring students carefully in their different subjects through both academic data captures and teacher discussions, it may become apparent that your child is showing that they are facing difficulties or struggling in certain areas. The subject teacher(s) and the Special Education Needs and Disability Coordinator (SENDCo) assess and monitor the children's progress in line with existing school practices. This is an ongoing process whereby teachers gather evidence through school assessment and monitoring arrangements. If this monitoring process suggests that your child is not making the expected progress, the subject teacher will consult with both you and the school SENDCo in order to decide whether additional or different provision is necessary.

Information may have also been passed onto the school from previous schools or other health / educational professionals involved with the child may contact school. The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

Teachers use this information to target their future planning to meet the needs of the children in their classes. In addition to the usual forms of assessment, there are also specialist assessment tools which we use to explore the reasons for any difficulties. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action other than what is provided in every classroom.

## **What should I do if I think my child may have a special educational need or disability?**

Please contact your child's Form Tutor if you have any worries or concerns in the first instance.

Dedicated support for your child can be planned in further meetings involving the SENDCo and Learning Support team if deemed necessary. We can help you to obtain advice on how to help at home with any particular aspect of parenting, such as managing behaviour at home. Further assessments may involve a specialist such as the school's Educational Psychologist or a referral to the Language and Communication Team, which will be arranged by our SENDCo. Parents/carers will be given copies of any specialist assessment reports and will have the opportunity to discuss these with the SENDCo and/or the HLTA.

In the case of students who are in local authority care and have (or is suspected to have) some form of SEND, additional support will be provided through regular Personal Education Plan meetings and support teachers from the Virtual School of the relevant Local Authority.

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

Your child is a valuable member of our school and we aim to make all our children feel safe and secure in school. Your child will develop a close working relationship with their Form Tutor who will take the lead on pastoral care for your child during their education at our school. We have a strong team of qualified teachers, HLTA, Learning Support Assistants, a Pastoral Support Officer, as well as Midday Supervisory Assistants who care about the social and emotional wellbeing of all our children. If your child is identified as having SEND needs, s/he will be allocated a Key Worker, who will be the main point of contact for issues relating to their SEND provision.

Gary Munday ([gary.munday@monkseatonmiddle.org](mailto:gary.munday@monkseatonmiddle.org)) is our Pastoral Support Officer (PSO) who supports all children with their emotional and social development. Our PSO works closely with all students and helps them to develop resilience and coping strategies should they feel vulnerable in any way. In addition, the PSO applies the Anti-Bullying policy with sensitivity and adaptations for the students with SEND needs. There are additional support mechanisms in place for students with SEND from the Learning Support Assistants, who have allocated students as part of the Key Worker programme. In addition, there are a range of targeted interventions in place for students to develop their social skills, which can include SEMH social groups, ASD social groups and Lego Therapy.

Support is available for those pupils who require provision for unstructured time. This is by 'invitation only' – please contact your child's Key Worker should you feel that this would be beneficial to your child. There are a wide range of extra-curricular activities on offer both before, during and after school. The activities change regularly so please contact the school for the up-to-date programme.

Your child can access our free daily before school breakfast club. This operates from 8.00m – 8.30am. Our afterschool homework club is available until 5.00pm every Monday, Wednesday and Thursday, this is in addition to the extra curricular activities available each lunchtime and after school. All of our clubs are free of charge.

Families are also signposted to additional services / organisations through the Local Offer: details are found at <http://www.northtyneside.gov.uk> or by telephoning the 'Front door' service on 0345 2000 109.

## **What specialist services and expertise are available at or accessed by the School?**

External support services play an important part in helping the school identify, assess and make provision for children with special education needs.

These include:

- Access to a nominated Educational Psychologist for the school (by referral)
- Advice, support and in-school development of 1:1 programmes for children identified as having difficulties with language and communication needs, prepared and delivered by the Language and Communication Team (by referral)
- Seeking advice and support from the North Tyneside Dyslexia Service who provide tailored programmes for children identified as having dyslexic tendencies (by referral).
- Seeking advice from specialist advisory teaching services for children with sensory impairment or physical difficulties or from services for example, the Occupational Therapy Service (by referral).
- Advice and support from Speech and Language Therapists and contributions to the reviews of pupils with significant speech and language difficulties (by referral).
- Advice and support from professionals within the local Child and Adolescent Mental Health Service (CAMHS) for children with social, emotional and mental health needs (by referral).
- Advice and support from the Sensory Support Service for specific SEND ( for example their Hearing impaired support team)
- Advice and support from the school nurse (by referral)
- Multi-agency meetings with representatives from Early Health Assessment Team, Social Care and Health. These are held to ensure effective collaboration in identifying and making provision for vulnerable pupils.
- Targeted support for families on a variety of issues through the SENDIASS service.
- In-school support from Ethnic Minority & Traveller Achievement Services, (EMTASS) for English as an Additional Language, (EAL) children.
- Support from a counselling provision, through the agency 'Someone Cares'.
- In house school nurse service provided by 'My School Health'

Before the school makes any referral to a specialist service we will always gain permission from parents. Children and parents can self-refer to our school counselling and school nurse services. If you require any further information or wish to be referred, please contact Yvonne Devine.

## **How will I know how Monkseaton Middle School supports my child?**

Form Tutors and individual subject teachers monitor each child's progress throughout the year, sharing information with teaching staff, HLTAs, Learning Support Assistants, and parents. You will be invited to parent evenings throughout the year to discuss your child's progress and are also invited to contact school if you feel you require further information and support regarding your child's needs. A progress report is issued at the end of each term.

Some children may be asked to participate in a range of intervention programmes e.g. 'Lexia' – a technology-based programme to improve reading or Fresh Start intervention to improve literacy.

If your child is currently in receipt of an EHCP, you will be involved in meetings to discuss your child's progress, including progress towards their IEP targets, and be asked to attend their statutory Annual Review meeting.

All students who are at SEND Support level will have an IEP as part of the SEND Support plan document. This document is completed early in the year with parents / carers and the student by the Key Worker and is used by teaching and support staff in planning to meet the needs of the student. This is reviewed on a termly basis.

All parents of pupils with special educational needs can request to meet with the SENDCo or Key Worker at their child's parent consultation evening where they will also meet with their child's subject teachers.

## **How will the curriculum be matched to my child's needs?**

All children are assessed in September, so that we can build upon their prior learning and to inform strategies for placing pupils in appropriate teaching groups. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

For children with special educational needs, the teacher will provide appropriately differentiated different resources for children to use. An adult may assist small groups of children to complete tasks as independently as possible. Teachers will also set appropriately differentiated homework tasks where required, with guidance as to how the homework should be completed.

## **How will I know how my child is doing?**

Your child is encouraged to make use of their school planner as a means of communication between home and school. Teachers may inform you of any changes that they think may affect your child.

You are also welcome to use the planner to inform Form Tutors of any concerns or information you think they need to know. You will be invited to attend parent evenings throughout the year to discuss and review your child's progress.

You are welcome to contact school to arrange an appointment to discuss your child's progress if you have concerns, and ask to meet with relevant staff e.g. Form tutor, PSO, Key Worker, HLTA and SENDCo.

## **What training are the staff supporting children and young people with SEND had or are having?**

We regularly invest time training our staff to improve provision for all students, to develop enhanced skills and knowledge to deliver short term support interventions and also focus on individualised support and interventions.

Our Special Educational Needs Co-ordinator (SENDCo) is a qualified and experienced teacher and is completing the qualification for the National Award in Special Educational Needs, as well as receiving ongoing SEND training in specific areas. The postholder is a member of the school Senior Leadership Team so all matters relating to SEND are very important to the Leadership of the school.

All our teachers hold qualified teacher status and all staff members, including Learning Support Assistants and HLTAs receive regular training to support our pupils with SEND, for example in dyslexia, autism, Attention-Deficit Hyperactivity Disorder (ADHD), language and communication needs.

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

All children are encouraged to participate in activities and educational visits outside the classroom. Modifications to travel arrangements can be made on a personal basis and parents are encouraged to join us on educational visits out of school to assist with these events if this would be of benefit to the child.

## **How accessible is the school environment?**

The school was modified to ensure that the school environment is accessible for all children, including those with physical and sensory needs or where English is not a first language. There are private changing and washing facilities in our disabled access toilet and ramps to access school. In addition, our newly refurbished library has shelves which are accessible by wheelchair users.

The school works closely with outside agencies to support children with English as an additional language (EAL) and accesses further individual programmes of support from the EMTASS service.

## **How will the school prepare and support my child when joining Monkseaton Middle School or transferring to a new school?**

We have a good working relationship with our feeder first, primary and high schools and liaise closely with them throughout the year. In many cases, children join us with their needs already assessed however further assessment is completed should there be any queries.

The SENDCo or HLTA attends any relevant SEND meetings prior to children joining our school and arranges extra transition visits to our school for SEND and more vulnerable children in the spring and summer terms. The SENDCo or HLTA will contact relevant staff at your child's school to gather more information and arrange extra visits to aid transition.

For children transferring to high schools who are in receipt of an EHCP, the SENDCo from the parents' preferred high school is invited to attend their child's Annual Review Transition meeting. Extra transition visits for our Y8 SEN pupils are well established with the local high schools.

## **How the decision is made about how much/what support my child will receive?**

Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress.

If your child is currently in receipt of an EHCP plan they will have a specified number of hours of in-class, group or 1:1 support according to the agreed provision on their statement, with the local authority, parents / carers and school.

If your child is considered to require additional SEND support, they may have access to Learning Support Assistant time through in lesson support or small group work or social time / emotional support where necessary. This is an entitlement to **up to** ten hours per week. It is part of the role of the LSAs to reduce reliance upon their support as students get older to help them develop independence and effective strategies to learn as an independent learner, where this is appropriate.

The SENDCo will work closely with you and all staff to discuss relevant interventions, adult support and advice from specialist services to make best use of available resources. Your child may be asked to participate in intervention programmes to enhance their literacy, spelling or maths skills which may take place during the school day or after school. We regularly assess the impact of any additional support and resources and report children's progress to parents.

## **How will I be involved in discussions about and planning for my child's education?**

The subject teachers and SENDCo or HLTAs inform the parents / carers at the earliest opportunity regarding any concerns and enlist their active help and participation. The SENDCo works closely with parents, teachers and other professional agencies to plan an appropriate programme of support for children requiring SEND support. Your child will also be involved in developing their programme of support.

Your child also plays a key role in identifying and supporting their needs. Through a personalised student voice process, the views of the children are considered when completing their SEND Support plan and through a series of informal feedback opportunities.

## **How will you help me to support my child's learning?**

We aim to provide a supportive working relationship with parents / carers and believe communication between home and school is crucial. You are asked to contact school if you have any concerns about your child's learning. An overview of the curriculum is available on our website and parents / carers are asked to help

their child by overseeing their homework completion, hear them read and help them learn their spellings and times tables, where appropriate.

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

Support staff are placed where they are needed throughout the school to ensure pupil progress, independence and best value for money. LSAs / HLTAs may be present in lessons to support identified pupils under the direction of the class teacher.

Other pupils may be identified for small group work to support a specific area of their learning, such as reading, spelling, numeracy or social skills and communication. Children who are at SEND support on the SEND register are entitled to **up to** ten hours support per week. Please contact the SENDCo or HLTA team to discuss this matter should you have queries.

## **Who can I contact for further information?**

If you would like further information about what we offer here at Monkseaton Middle School, then please contact the SENDCo Yvonne Devine on: 0191 2532335 or email [yvonne.devine@monkseatonmiddle.org](mailto:yvonne.devine@monkseatonmiddle.org)

## **Who can I contact to make a complaint?**

Please contact the Headteacher, Ms Kirsty Nichols-Mackay at Monkseaton Middle School in the first instance.

Parents can contact Special Educational Needs and Disabilities Information Service (SENDIASS) for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0191 6438317/ 8313 or email: [sendiass@northtyneside.gov.uk](mailto:sendiass@northtyneside.gov.uk).

## What support is available for my child's specific SEND?

<p>Communication and interaction</p>	<ul style="list-style-type: none"> <li>• Differentiated curriculum and resources.</li> <li>• Support with change to routine either in the day, or if there are 'special events'</li> <li>• Visual timetables.</li> <li>• Area of low distraction (for all senses).</li> <li>• Support/supervision at unstructured times of the day.</li> <li>• Social skills programme/support including strategies to enhance self- esteem</li> <li>• Lego Therapy (staff undergoing training February 2020)</li> <li>• Access to the Language and Communication team</li> <li>• Highly trained ASD specialist LSAs / HLTAs</li> <li>• Access to the Speech and Language team</li> <li>• Small group targeted intervention programmes to support speech and language development.</li> <li>• Strategies to reduce anxiety/ promote emotional wellbeing (such as safe place to play)</li> <li>• Support and advice from other agencies to meet the needs of pupils.</li> <li>• Planning, assessment and review programme for SEND Support students plans and IEPs.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> </ul>
<p>Cognition and learning</p>	<ul style="list-style-type: none"> <li>• Differentiated curriculum and resources.</li> <li>• Strategies to promote/develop literacy and numeracy. Provision to support access to the curriculum and to develop independent learning.</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.</li> <li>• ICT is used to reduce barriers to learning where possible.</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• Planning, assessment and review programme for SEND Support students plans and IEPs.</li> <li>• Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> </ul>



<p>Social, emotional and mental health</p>	<ul style="list-style-type: none"> <li>• Pastoral support from Form Tutor, Key Worker and Pastoral Support Officer as appropriate.</li> <li>• Support supervision at unstructured times of the day.</li> <li>• Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.</li> <li>• Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices.</li> <li>• The schools behaviour policy identifies where reasonable adjustments can be made to ensure all children are fully included in the school.</li> <li>• The school provides effective pastoral care for all pupils.</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience.</li> <li>• Information and support is available within school for social, emotional and mental health needs.</li> </ul>
<p>Sensory and Physical Needs.</p>	<ul style="list-style-type: none"> <li>• ICT is used to increase access to the curriculum.</li> <li>• Provision to support access to the curriculum and to develop independent learning.</li> <li>• Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs.</li> <li>• Access to Medical Interventions.</li> <li>• School bells are accompanied by flashing lights to notify change of lesson etc</li> <li>• Access to strategies/programmes to support Occupational Therapy/Physiotherapy.</li> <li>• Support with personal care if and when needed.</li> <li>• Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.</li> <li>• Staff understand and apply the medicine administration policy.</li> <li>• The SENDCo completes any necessary training in order to offer advice and guidance to staff about all needs of pupils.</li> <li>• All entrances to the school have ramps fitted to allow wheelchair access.</li> <li>• The school has disabled toilets/facilities/changing bed.</li> </ul>