



SEND Report

Mountbatten Primary School

September 2023

SEND Report

Mountbatten Primary School is committed to meeting the needs of all children including those with special educational needs and disabilities (SEND). We believe that every child deserves and is entitled to an education that enables them to achieve the best outcomes and develop as an individual.

Teachers and support staff are responsible for ensuring children with Special Educational Needs or a disability receive the appropriate support and provision to ensure they achieve their full potential. We believe strongly that we will do everything possible to meet the needs of child with Special Educational Needs and/or a disability.

This offer and the supporting Accessibility Plan meet the following criteria:

- Paragraph 3 of schedule 10 of the Equality Act 2010.
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014.
- Section 6 of the Special Educational Needs and Disability Code of Practice: 0 to 5 years.

Arrangements for admissions of pupils with SEND is in line with our published admission arrangements (See Admissions Policy). We endeavour to make reasonable adjustments to meet the needs of any SEND pupils who attend Mountbatten Primary School.

About this information

The purpose of this report is to explain to all stakeholders how we, as a school, will provide for children with Special Educational Needs or a disability. We will review and update this information regularly to reflect changes and feedback from staff, parents and governors.

If you need any more information, please see our SEND Policy or contact the schools' SENCO – Jenny Schofield on 01482 375224.

The governor responsible for SEND is Lynne Clarke

1. Special Educational Needs and/or Disabilities for which Provision is made.

Mountbatten Primary School ensures provision is available for the following groups of children with SEND as outlined in the new Code of Practice:

- **Communication and Interaction**, including speech, language and communication needs (SLCN) and Autism Spectrum Condition (ASC)
- **Cognition and learning**, including Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD), including dyslexia.
- **Social, Emotional and Mental Health difficulties**, including Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), as well as other ideas that are rooted in mental health.
- **Sensory and/or Physical needs**, including a range of physical (PD) as well as Hearing Impairment (HI, visual impairment (VI) and multi-sensory impairment (MSI)

2. Policies for the identification and assessment of children with Special Educational Needs and/or disability (SEND)

At Mountbatten, staff are aware of the importance of recognising children with a special educational need or disability, as soon as possible to adapt the provision and learning experiences for that child. The school ensures all pupils are treated equally with clear plans in place to meet their needs. The school has measures in place to ensure all children are making progress through monitoring and assessment procedures, including pupil progress reviews. This plan describes the way the school improves the physical environment for the purpose of increasing the extent to which pupils disabled pupils participate in the school's curriculum. In addition, how the school delivers information to disabled pupils that is readily available to pupils who are not disabled.

The Accessibility Plan clearly defines the steps the school takes to prevent pupils with special educational needs and/or disabilities from being treated less favourably and outlines the facilities to help disabled pupils to access the school. The information in the accessibility plan has been prepared by the governing body under paragraph 3 of schedule 10 to the Equality Act 2010.

Teachers complete a cause for concern form which is then given to the SENCO. This form clearly outlines any concerns from the teacher, parents and notes made during observations by the SENCO and includes action to take place. Once the SENCO has liaised with the teacher it is then decided what level of support would be the most appropriate for the child. Referrals are made where appropriate to external agencies and graduated support plans are put in place where additional support is required.

Children on the SEND register who are significantly behind age related expectations are assessing highly differentiated work. In partnership with the other VENN schools, the SEN Standards has been developed, using the pre-key stage standards for KS1 and KS2 as a starting point. This is used as a planning tool to differentiate work in the core subjects (Reading, Writing and Maths) that should be used with any child that is working more than two years below their End of Year Expectations (EOY). These are specific, measurable, attainable, relevant and timely (SMART) targets which are used to track small steps of progress. These are monitored 3 times a year and progress is

monitored carefully in pupil progress meetings. Targets are set and reviewed using a graduated response following the “assess, plan, do and review process” from the SEND Code of Practice (September 2014)

3. What are the school’s policies for making provision for children with special educational needs and/or disability (SEND), whether or not children have Education Health and Care Plans?

Many of the children on the SEND register have their needs met using quality first teaching and differentiation within the classroom. In most cases this is fulfilled by the teachers by differentiating learning and adapting their planning to ensure that it incorporates opportunities to meet the learning styles of the individuals. A range of interventions are also used within the school to provide an individual personalised learning session for the pupils.

If a child is identified as having a special educational need their teacher will develop a graduated response plan based on everything that they know about the child. This is shared with the parents, SENCO and any adult that will be supporting that pupil.

We use a SMART target approach to setting individual targets for pupils that are on the SEND register. These are small, achievable, measurable, realistic targets which aim to move the children forward in their learning. This is identified within the classroom and during personalised learning sessions when appropriate.

The school follows the; assess, plan, do and review process that is explained in the Code of Practice 2014. We use a graduated response document that outlines the targets based on the assessment that has been made by the teacher. This is then shared with the parents and then it is reviewed half termly or sooner.

An application for statutory assessment for an EHCP is based on the graduated response plans, a support plan, the advice from other professionals and the class teacher. This would be based on the pupils making insufficient progress. An EHCP is issued by the local authority and is a legal document for the school to adhere to. It includes long and short-term outcomes that the school must work towards, these targets are decided at meetings by the professionals.

4. How does the school evaluate the effectiveness of its provision for SEND?

The teaching within the school is regularly monitored and reviewed by the SLT to ensure the quality of teaching and learning is highly effective. The progress made by the children is a crucial factor in evaluating the effectiveness of the SEND provision. Where external agencies and professionals are involved with a child, regular visits and evaluations are provided to inform the progress made. SEND provision and supported is adapted and evaluated to ensure that the correct approach is being used to support the child. Interventions and graduated response plans are updated termly or sooner if required. The teachers work with the SENCO, parents and the pupil to make sure any SEND support is adapted and is effective.

Governors are involved in the quality of SEND provision. SEND is reported to Governors termly which outlines the progress made by SEND pupils and any evaluations of teaching and quality of provision.

5. What are the school's arrangements for assessing and reviewing the progress of the children with SEND?

The children are monitored through a whole school approach against their age-related expectations. Teachers submit data using Insight on a termly basis which is analysed by teachers, the SENCO and the assessment co-ordinator.

In addition, the children who have specific learning difficulties and are working significantly behind their chronological age are monitored using SMART targets and the assessment steps.

Through termly progress meetings including the class teacher, SENCO and assessment coordinator all pupils are discussed to ensure all pupils are making expected or better progress. Parents are invited to optional meetings with the SENCO to discuss the provision and needs for their child. The review of targets and any new targets are discussed with parents during these meetings and parents are given the opportunity to make comments on the provision and support their child is receiving. The SENCO is responsible for moderating all assessment judgement for SEND pupils and the provision that is available to the children.

The teacher is responsible for all children within their class. Therefore, reviews are completed by the teacher with support from the support staff that has been working with the pupil during intervention time or any other agencies involved with the pupil. A child with an EHCP has an annual review to discuss the outcomes from the current EHCP and agree new outcomes for the following year. Parents and professionals involved in the support for the pupil are invited to the meetings.

6. What is our approach for teaching SEND children?

The school supports all pupils to achieve irrespective of their special educational need and/or disability, ensuring all pupils access the school's curriculum. It is expected that all teachers will tailor their teaching to suit the needs of all the pupils in their class and will implement strategies and approaches suggested from other professionals and the SENCO.

The school believes in an inclusive education and all pupils with special educational need and/or disability are supported within the classroom by other peers and adults. The information from pupil progress meetings is used to plan learning that is challenging but builds on previous learning.

Pupils that are identified as significantly behind age related expectations are assessed using the graduated response and termly SMART targets are set. These are monitored by the SENCO termly.

7. How does the school adapt the curriculum and learning environment for children with SEND?

We work closely with professionals and external agencies to recognise the needs of disabled children and young people before they start the school. This is reviewed regularly throughout the duration the child is at the school to ensure that the correct equipment is used as the child moves through the school. Reasonable adaptations are

made to the curriculum and learning environment to ensure that children with SEND are not disadvantaged compared with their peers.

Teachers are supported by the SENCO to differentiate the curriculum to suit the needs of the SEND children. They are also involved in meetings with external agencies who give advice and future targets for children.

8. What additional support for learning is available to children with SEND?

All equipment and resources are assessed on an individual basis. This is dependent upon the nature of the need, funding may be provided by the school or requested from other agencies. Specialist equipment can be provided or advised by external agencies e.g., IPaSS after assessments.

The school follows a 3-wave process of support for children with SEND. Wave 1 is available to all children and includes quality first teaching which is intended to consider the learning needs of all the children within the classroom. This includes differentiating work and adapting the learning environment to suit the needs. Wave 2 is specific targeted interventions which supports the children to make accelerated progress to enable them to achieve the age-related expectations. Wave 2 can be an individual intervention however is generally targeted at a group of children. Wave 3 is an individually tailored intervention used to support the pupils in making accelerated progress. This may include a specialist intervention.

9. What extra-curricular activities are available for SEND children?

Mountbatten has a wide range of extra-curricular activities available to all pupils at no extra cost. There is currently a breakfast club in a morning, a range of clubs providing a range of activities for all children afterschool. If it is agreed that attending these clubs will support the child to meet agreed outcomes it will be encouraged that a child attends.

Support groups and sessions are allocated as required or advised by agencies e.g., speech and language groups, friendship groups.

The needs of SEND pupils are considered when arranging any educational visit. We endeavour to include all the children and, where necessary, the parents of the children with SEND. The benefits and risks of pupils with SEND attending educational visits off site are evaluated to meet the needs of the children.

10. What support is available for improving the emotional and social development of children with SEND?

We use restorative approaches in school and encourage our children to make the right choices throughout the day and to be responsible for their actions. Policies on behaviour and bullying set out the responsibilities of everyone within the school. The policies also outline clear procedures, protocols and processes that enable staff to identify any social, emotional and mental health difficulties.

Where children have more complex problems, we provide these children with interventions such as:

- Individual behaviour plans which are discussed with the children to give them strategies to manage their feelings and emotions. Behaviour plans are also shared with parents. We encourage children to follow the school rules using positive behaviour charts, good day notes and rewards.
- Small group sessions that promote positive behaviour, social interaction and friendship groups.
- 1 to 1 counselling provided by external agencies.

An emotional, wellbeing and behaviour officer supports emotional and social development by taking small groups or children individually on a 1:1 basis.

The readiness scale is used to monitor and assess the social, emotional and behavioural difficulties to ensure the pupils develop in specific areas.

11. Who is the SEND Co-ordinator and how do I contact them?

Our Special Education Needs Coordinator (SENCO) is Jenny Schofield who is a senior leader and a qualified teacher working at the school who has the responsibility for SEND. They work closely with all staff to ensure children with SEND can achieve the best outcomes.

If you have any concerns regarding your child's needs, please speak to your class teacher before speaking to the SENCO. If you wish to make an appointment to speak to the SENCO, please enquire at the school office or telephone on 01482 375224.

12. What expertise and training do the staff have in relation to SEND and how will specialist expertise be secured?

All staff have attended safeguarding training. Staff have the opportunity to attend training from outside agencies when necessary. Teachers, teaching assistants and other staff have an ongoing internal CPD programme. Training has been given to support staff on meeting the needs of children with ASD, bespoke Makaton training for children who are non-verbal. All staff across the school are provided with relevant training linked with the children who they support. Training is also be arranged when required with the focus of the needs of the pupil. The school works closely with external agencies who give advice and support to teachers and support staff.

The SENCO is has gained the statutory National SENCO qualification.

13. What equipment and facilities are available to support children with SEND?

The school is equipped with a range of facilities to support children with SEND. The entrances are all on a ground floor level with ramps to enter the buildings. There is a disabled toilet in each building.

The playground is fully accessible by all pupils with footpaths being tarmacked to support those using walkers or wheelchairs

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Advice is sought from external agencies and professionals such as occupational therapy, physiotherapy and IPaSS. From the advice of these professionals, specialist equipment is purchased to support pupils with physical needs.

14. What are the arrangements for consulting and involving parents of the children with SEND in their child's education?

Parents of children with EHCP's are invited to annual reviews and encouraged to contact the school in between reviews if adaptations need to be made to the EHCP during the year.

Parent's evenings are scheduled termly to speak with the teacher and meetings are held if any concerns regarding the children's progress and achievement. The parents are also able to meet with the SENCO to discuss further actions.

In addition to the above arrangements the parents are encouraged to contribute to their child's education by arranging further meetings with the class teacher or SENCO to discuss and review targets. Parents are given the opportunity to contribute to the review process by commenting on the review document.

15. What are the arrangements for consulting and involving children with SEND in their education?

Pupil interviews are held by the SENCO, so children get a chance to express their feelings and let their voice be heard. Discussions are held with a range of staff and further meetings can be arranged at the request of the pupil. SMART targets are used to show progress in small steps and pupils are involved in discussions when teachers consider they have achieved targets or levels through their work. Prior to professional meetings, the pupils get the opportunity to express their views by completing a pupil questionnaire.

All aspects of the intervention sessions will be explained to the child and discussions enable individuals to feel that they have control over their support.

Where resources are being purchased the personal budget of a pupil with an EHCP or statement is used.

16. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?

We are committed to providing a provision that is safe, accessible and in the best interests of the child. As a school we refer to external professionals and act upon advice and support that is given. We believe that the best way to support parents and children with SEND is to listen to what a parent has to say and to respond to their concerns. We encourage parents to contact the school about their concerns at the earliest opportunity. We have an open-door policy and invite any parent to contact our SENCO to discuss the provision that is in place to support their child.

Should the need arise for a parent to make a complaint relating to the SEND provision that has been put into place, please contact the following people in this order:

- the class teacher
- the SENCO – using the contact details below
- the Head of School – using the main school number
- the SEND governor – a letter can be submitted through the school office.

The SEND governor will then refer to the complaints procedure and address the issue. Parents can request a copy of the complaints policy which clearly states the procedures for making a complaint to the governors. If you feel you have a complaint, please contact the school for further information.

As a last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here: <http://www.ofsted.gov.uk/schools/forparents-and-carers/how-complain> or by phone on 0300 123 4666.

17. How does the school work with other agencies to support the child and families?

Where Mountbatten has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider or other professional support or voluntary organisations.

This may include:

- Educational Psychologists
- Speech and language support
- Northcott outreach (ASD support)
- IPaSS – Integrated physical and sensory service.
- Down right special
- EHASH / social care team
- CAHMS for mental health needs
- Whitehouse unit
- School nursing team

18. What local support is there for parents of children with SEND?

The school work closely with a range of professionals that support parents throughout the education process. Some of these agencies include:

- KIDS – Hull SEND sleep service
- KIDS – Hull Special Educational Needs and Disabilities information Advice and Support Service (SENDIASS)
- KIDS – Parents Forum
- KIDS – Hull Inclusion and Behaviour Support service
- Whitehouse home reach support
- IPASS

19. What are the school's arrangements for supporting children with SEND when they join the school and moving to next stage of education, if this is secondary or special school?

Meetings are held between the SENCOs of the primary and secondary schools to transfer information and levels of support. Within these discussions is the support needed to ensure there is a smooth transition and also how the child will fit in the secondary school.

Regular opportunities are available in the Summer term for a selected group of children to attend the secondary school as transition period. These children are identified as needing extra support and attending any nurture / support group when necessary.

When a child with SEND starts within nursery or foundation stage a home visit will take place and a transition plan will be put in place with the parents. When moving to another school we contact the previous school and contact the SENCO of the previous school in order to share previous arrangements and support that has been used. Records are to be transferred between schools within a 2-week deadline. When moving classes through school, transition meetings are held within school with the new class teacher. Transition books are created as a visual support and used to explain the changes that the pupil might face. There are also visits made to the next teacher and classroom.

20. Where can I find more information about SEND services in Hull and the local area (the Local Offer)?

Hull Local Offer link: <http://hull.mylocaloffer.org>