

# SEND information report

## Mount Pleasant School



Approved by:	MOD Schools DCS	Date: June 2021
Last reviewed on:	December 2020	
Next review due by:	June 2022	

### **The kinds of SEND (Special Educational Need and Disability) that are provided for:**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, supporting speech and language difficulties
- Cognition and learning, for example, dyslexia friendly approaches
- Social, emotional and mental health difficulties, for example, PSHE lessons and ELSA.
- Moderate learning difficulties

### **Identifying pupils with SEND and assessing their needs:**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment **will not automatically** mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Consulting and involving pupils and parents:**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

### **Assessing and reviewing pupils' progress towards outcomes:**

We follow the **graduated approach** and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO (Special Educational Needs and Disability Coordinator) to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Supporting pupils moving between phases and preparing for adulthood:**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Mount Pleasant School prepares pupils for transition in a variety of ways, incoming pupils and families can expect:

- Planned specific entry-to-school procedures that ensures we can meet the needs of pupils
- Engage with parents to ensure we understand previous experiences
- A virtual meeting prior to arrival - if requested
- Responsive to needs adapting teaching approaches and the environment
- A transition meeting with parents to discuss progress and well-being after 2 weeks
- ELSA support

### **Our approach to teaching pupils with SEND:**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We will also provide the following interventions:

- ELSA
- Lifeboat
- Write from the Start
- Working Memory
- Dynamo Maths
- Kinesthetic Handwriting programme

### **Adaptations to the curriculum and learning environment:**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, additional adult support, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Visitors, trips and learning outdoors (e.g. Forest School) influences and enhances our curriculum.

### **Additional support for learning:**

Additional adult support will be provided in classrooms dependent on the needs of individuals or groups of children. The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required.

We have teaching assistants who are trained to deliver interventions such as ELSA.

We work with the following agencies to provide support for pupils with SEND:

- EPAS (Educational Psychology Advisory Service)
- MOD SEN Advisory service.

### **Expertise and training of staff:**

- Our SENDCo and teachers all have experience of working with and supporting children with SEND
- Our LSAs are all trained to deliver specific support programmes and work under the guidance of the SENDCo and support services
- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- CPD is a priority for all staff with ongoing training in-house and through specialist providers.

### **Equipment and facilities:**

- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, word mats, coloured overlays, pencil grips etc. We have ICT equipment for example, iPads which are used more frequently to support children with specific learning difficulties.

### **Evaluating the effectiveness of SEND provision:**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing SEND pupils' individual progress towards their goals each term

- Reviewing the impact of interventions after an agreed number of weeks
- Using pupil questionnaires/pupil voice
- Asking for parental views
- Monitoring by the SENDCO and Senior Leadership Team (SLT)
- Using provision maps to monitor impact
- Using in-school progress data to monitor progress

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND:

- All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs
- All pupils are encouraged to take part in sports day/school plays/special workshops such as STEM, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND
- Accessibility plans 1 and 2 can be found on the Mount Pleasant School website in, 'Information' and 'SEND'

Support for improving emotional and social development:

We provide support for pupils to improve their emotional and social development in the following ways:

- We are an inclusive school that holds a child's development as a rounded individual as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- We have ELSA trained staff
- JIGSAW is progressive and taught weekly with a large focus on listening to the views of all pupils. The programme focusses on: emotional literacy, nurturing mental and physical health and developing positive relationships with themselves and others.

Working with other agencies:

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including: partner support services including: a forces social worker, a MOD educational psychologist and specialist advisory teacher, GPs and a school nurse.

### **Complaints about SEND provision:**

Complaints about SEND provision in our school should be made to the SENDCO or Headteacher in the first instance. The school's complaints policy can be found on the Mount Pleasant School website.

#### Special Educational Needs and Disability (SEND) Complaints

73. Parents have the right to request reconsideration of a decision if they disagree with:

- the content of a MOD assessment of supportability overseas (MASO), including the specified special educational provision;
- the content or processes of a Service Child Assessment of Need (SCAN).

74. There is no right of appeal to a UK SEND Tribunal for provision overseas.

75. Parents also have the right to request reconsideration of a decision that a child cannot be admitted to an MOD school on the grounds that the child's special needs cannot be appropriately met in that school.

Special needs admission reviews will be considered by a panel comprising two senior DCS MOD Schools' officers and the head teacher of an MOD school in an area different from that under consideration for the child's admission.

Any concerns regarding SEND should be sent to [mps.office@modschoools.org](mailto:mps.office@modschoools.org):

Contact details of support services for parents of pupils with SEND:  
[DCYP-EPAS-GPMailbox@mod.gov.uk](mailto:DCYP-EPAS-GPMailbox@mod.gov.uk)

### **Monitoring arrangements**

This information report will be reviewed by the SENDCO/SLT and SGC (School Governance Committee) **every year**. It will also be updated if any changes to the information are made during the year.

### **Links with other policies and documents**

This policy links to our policies on:

- Special Educational Needs and Disability
- Accessibility plan
- Behaviour
- Equal Opportunities
- Supporting pupils with medical conditions
- Complaints