



Montgomery Infant School & Nursery Annual Governors Report on the Implementation of the Special Educational Needs and Disabilities (SEND) policy and the Disability Equality Scheme

2020 - 2021

SEND Management

SENCO: Tara Robinson

SEND Team: Sue Sharp (SEMH SENTA), Max Scrivener (Core Subject SENTA), Kerry Falls (SAL SENTA), Rhona Jack (KS1 Support SENTA), Daisy Barrett (KS1 Support SENTA), Michala D'Or (EYFS Support SENTA), Holly Reeve (EYFS Support SENTA)

SEND Governor: Sally Jones

Total on role: 265

Percentage of pupils with SEND (on the SEND Register): 14%

| | Autumn 2020 |
|---|--------------------|
| Speech and Language | 6% |
| LAC | 1% |
| HI | 1% |
| Higher Need SEN support | 3% |
| Complex/severe Need (including children with IPRA Statements and EHCP) | 3% |

The SEND Team also support:

| | |
|---|------------|
| Academic Intervention in addition to HQT | 14% |
| SEMH | 11% |

The following percentage of children with SEND receive the following funding at these levels.

| | |
|-------------------|--------------|
| EHCP | 0.04% |
| IPRA | 2% |
| Section 23 | 1% |

16% of staff are specifically supporting SEN (including SENCo)

Involvement of pupils in their SEND review

We adhere to the SEN code of practice (2012) and have created a child centred approach whereby, when children have additional needs the thoughts and feelings of the child and their parents/carers together with the views of the school staff and relevant professionals are taken into account when making decisions about their education e.g. when writing a One Plan.

Other opportunities for involvement maybe:

- Informal discussions with staff
- Teacher and Child Consultations
- Teacher and Parent Consultations
- Review meetings including outside agencies where appropriate
- Parent and Pupil surveys and feedback forms where appropriate

Progress of pupils with SEND

Children with SEND are monitored in core subjects or subject areas of need very half term and progress is recorded in line with our school assessment policy. Any additional interventions attended by all children including children with SEND are additionally monitored in line with individual intervention practice.

Budget allocation in academic year (2020 – 2021)

The total income to the schools budget allocated to SEND is £97,649 Notional SEN and £27,931 EHCPs, IPRA's and SEN Premium, total £125,580

As a school we will spend 2020/21 **£122,451** on employing SENCo, SEN TA's and Key workers
The majority of Key workers time is spent supporting children with special and additional needs.

We have spent £260 on SEND resources.

We have spent £2,720 on staff training.

This is approximately **9%** expenditure against expected total LEA Income (£1.4million).

Deployment of staff and resources

A total of 196:30 hours per week of Keyworker time supports pupils with identified Special and Additional Educational Needs.

As you are already aware, as a school we invest heavily in staff, particularly Key workers and SENTA's in order to give our children the best possible support through their infant school years.

2 Classroom Support SENTA's are deployed in KS1 and 2 Classroom Support SENTA's are deployed in EYFS. Classroom Support SENTA's provide support for SEND children within the classrooms to provide support for individuals and groups of children. Classroom Support SENTA's and TA's provide specific SEN targeted support for the specific needs of individuals or groups of children within the classroom.

Classroom Support SENTA's and TA's can also deliver interventions within individuals and classes within their Key Stage.

Our SALT SENTA provides targeted speech and language assessment intervention for children with speech disorders 5 days per week (9.30am – 2.30pm).

Our SEMH SENTA provides interventions for the children with (social, emotional and mental health needs (SEMH) full time. This largely is via the 'Thrive' programme as we are a 'Thrive' school.

Our Core Subject SENTA provides interventions for children who are working below age expected levels in core subjects 5 days per week (9.30am – 2.30pm).

All interventions are monitored and assessed.

We have also gained 'Attachment Aware' status which means that all staff have had training on attachment theory, brain development and how to support children displaying traits of attachment difficulties.

We have a 'Therapeutic approach to behaviour and believe that it is vital to try and understand the root cause of behaviour in order to give the right support to the child.

Examples of the intervention programmes and training we used during this last academic year:

- *Thrive*
- *Musical Communication*
- *'Talk & create'*
- *Drawing & talking*
- *Phonological Awareness*
- *Fine motor skills group*
- *Write from the start*
- *Working together with Duplo*
- *Language for thinking*
- *Speech and Language support*
- *WellComm activities to support speech & language*
- *Engagement project*
- *Attention Autism*
- *Engagement project*
- *Sensory Circuits*
- *Mindfulness colouring*
- *PTSD training*
- *Social stories training*

External agencies

Throughout the school year the following external agencies supported SEND pupils in the school:

- *Educational Psychologist*
- *HI Specialist Teaching Team*
- *EWMHS*
- *Speech and Language Team*

- *Occupational Therapy Team*
- *School Nursing Team*
- *Homestart Colchester*
- *Family solutions*
- *Social Services*

Staff Development

SEND Staff have attended continued professional development in the following areas:

- *Thrive*
- *Attention Autism*
- *Downs syndrome course*
- *Autism lead practitioner training*
- *Social stories*
- *Essex Steps*
- *Youth Mental Health First Aid*
- *Aspiring Leaders in SEN*
- *SEN update meetings*
- *A bridge too Far- PTSD*
- *In charge of ADHD*
- *SENCo conference*

SEND Policy

Date of next review of SEND Policy: September 2021

Numbers of children with disability or medical needs

During 2019-2020 we had one pupil with medical needs, who is currently in remission from cancer. There were not any children registered disabled.

Steps taken to prevent disabled pupils from being treated less favourably than other pupils

Montgomery Infant & Nursery School is committed to inclusion. The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- *not to treat disabled pupils less favorably for a reason related to their disability*
- *to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;*
- *To plan to increase access to education for disabled pupils.*

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- *increasing the extent to which disabled pupils can participate in the school curriculum;*

- *improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services*
 - *Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.*
-
- *girls and boys, men and women*
 - *minority ethnic and faith groups, travelers, asylum seekers and refugees*
 - *learners who need support to learn English as an additional language (EAL)*
 - *learners with special educational needs*
 - *learners who are disabled*
 - *those who are gifted and talented*
 - *those who are looked after by the local authority*
 - *others such as those who are sick; those who are young carers; those who are in families under stress;*
 - *any learners who are at risk of disaffection and exclusion*

Parents and carers involvement in the provision for pupils with special educational needs and of those with disabilities and/or medical needs

We support and involve parents in their child's learning both formally and informally this may include:

- *We have an open door policy which provides parents with the opportunity for discussions face to face or on the telephone.*
- *Celebration assemblies and class assemblies.*
- *School Website*
- *Parents meetings*
- *Termly one plan meetings*
- *Annual review meetings*
- *Review Meetings – to discuss progress towards specific targets.*
- *Annual Reports*
- *Parental surveys*
- *Newsletters*
- *Home school liaison books*
- *Tapestry Journal*

Additional appointments can be made with the class teacher or SENCo through the school office.