



# Montgomery Infant School & Nursery Annual Governors Report on the Implementation of the Special Educational Needs and Disabilities (SEND) policy and the Disability Equality Scheme. 2021 - 2022

## SEND Team

- SENCO: Tara Robinson
- SEND Team: Sue Sharp (SEMH SENLSA), Max Scrivener (Core Subject SENLSA), Rhona Jack (KS1 Support SEN LSA), Daisy Barrett (KS1 Support SEN LSA), Michala D’Or (EYFS Support SEN LSA), Rebecca Linton (KS1 SEN LSA), Matthew Isobel (KS1 LSA)
- 15.54% of staff are specifically supporting SEN (including SENCo)

## Children

- SEN Team work with 15% Children on Role (Total on role: 265)
- **1% EHCP/IPRA, 8% SEN Support, 6% initial Cycles of Support**

## Breakdown

- Number of pupils with SEND (on the SEND Register) by Primary Need: 24 children (9%)  
(Over 50% of children on the register are supported across 2 or more categories of need)

SEN Support			EHCPs		
Cognition and Learning	4		Cognition and Learning	0	
Communication and Interaction	13		Communication and Interaction	3	
Sensory and Physical	0		Sensory and Physical	0	
SEMH	4		SEMH	0	
Our School	Essex	National	Our School	Essex	National
8%	10.1%	12.2%	1%	3.4%	3.7%

- Number of children on their first or second cycles of improvement (supported by SEN Team but not currently on SEN Register): 15 Children (6%)

Academic Intervention in addition to HQT	6
SEMH	9

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

EHCP	1.5%
IPRA	1%
Section 23	0%

## 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. Records are kept of each individual child's progress on all interventions attended. The following reports details individual progress for each child or in overview:

- One Planning records
- EHCP Annual Reviews
- Target Tracker
- Individual Intervention Baseline and Assessment
- Individual Child Intervention Attendance Record Spreadsheet
- Thrive Database
- SALT Assessment Records
- Annual SENCO Intervention Overview Report

## Budget allocation in academic year (2021-2022)

The total income to the schools budget allocated to SEND is:

	Financial Year 21-22
<b>Income</b>	
Notional SEN Funding	£153,749.00
Additional SEN & High Needs Income	£6,139.00
<b>Total Income - Academic Year</b>	<b>£159,888.00</b>

The total expenditure allocation to SEND is:

	Financial Year 21-22
<b>Expenditure</b>	
SENCo	£24,446.60
Support Staff	£119,203.00
Overtime	£199.00
Educational Equipment	£500.00
Thrive	£702.25
Training	£130.00
	<b>£145,180.85</b>
<b>Total Expenditure - Academic Year</b>	<b>£145,180.85</b>

## **Deployment of staff and resources**

A total of 216:30 hours per week of SEN LSA time supports pupils with identified Special and Additional Educational Needs. As a school we invest heavily in staff, particularly SEN LSA's in order to give our children the best possible support through their infant school years.

4 Classroom Support SEN LSA's are deployed in KS1 and 1 Classroom Support SEN LSA is deployed in EYFS. Classroom Support SEN LSA's provide support for SEND children within the classrooms to provide support for individuals and groups of children. Classroom Support SEN LSA's and provide specific SEN targeted support for the specific needs of individuals or groups of children within the classroom. Classroom Support SEN LSA's can also deliver interventions within individuals and classes within their Key Stage.

Our SEMH SEN LSA 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. We are also developing a programme to support families through home Thrive programmes with the support and direction of our SEMH SEN LSA.

Our Core Subject SEN LSA provides interventions for children who are consistently working below age expected levels, despite High Quality Teaching, in core subjects 5 days per week (9.30am – 2.30pm).

All interventions are monitored and measured. Data is used to identify children with SEN. Children who have been identified as having SEN undergo further assessment with the aim of identifying specific areas of need, and securing professional support from professional external agencies. Children continue to receive ongoing support from the SEN team through classroom and specialist intervention.

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 support strategies used to support children with SEN or potential SEN during this last academic year:**

#### SEMH

- Thrive
- Mindfulness colouring
- Thrive Family Solutions Meetings
- PTSD training

#### Communication and Interaction

- Musical Communication
- Working together with Duplo
- Language for thinking
- Colourful Semantics
- NELI
- WellComm activities to support speech & language
- Engagement project
- Attention Autism
- Social stories training
- PECS Training
- Visuals Training
- Objects of Reference Training

#### Cognition and Learning

- Fine motor skills group
- Write from the start
- Bear Necessities
- Little Wandle Catch Up Phonics
- Numicon Intervention
- IDLS Maths and English Programme

#### Sensory and Physical

- Sensory Circuits
- Sensory Room Sessions
- Sensory Stimulation Sessions (Red bag/Green Bag)

*Children's needs above are detailed under their primary area of need. Most children need support in a wider areas of need therefore Sensory and Physical interventions are run to support these needs despite it appearing that this is not a need in this setting in the table above.*

#### External agencies

Throughout the school year the following external agencies support 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
- Army Welfare Service

#### **Staff Development**

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

- Thrive
- Attention Autism
- Downs syndrome
- Autism lead practitioner training
- Social stories
- Step On
- Youth Mental Health First Aid
- National Award in SEN Co-ordination
- SEND Operation update meetings
- PECS
- Objects of Reference
- Visuals
- Musical Communication
- Little Wandle Phonics Support
- Core Board Training
- Bear Necessities
- IDLS
- National Award in SEN Co-ordination

## **SEND Policy**

Date of next review of SEND Policy: September 2022

### Numbers of children with disability or medical needs

During 2020 - 2021 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.

### Accessibility

To meet the needs of children with physical disability and accessibility needs Montgomery Infant School and Nursery ensure that disabled pupils do not receive less favourable treatment and that all reasonable adjustments are made. Therefore aiming to provide full access to facilities and learning and enable full participation in all aspects of school life for children, staff , parents and visitors with disabilities by:

- reducing and eliminating barriers to access of the curriculum and building
- promoting positive attitudes and developing a culture of respect
- having awareness of the needs of individuals within our school community
- being flexible in approach to obstacles and seeking expert advice if needed

Examples of provision include:

- all classrooms have their ground floor access.
- the main access to the school is at ground level with no steps.
- areas with steps also have ramp access.
- all classroom have furniture that can be moved to create more space of better access if required.
- disabled toilets are available in both buildings

### 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:

- Celebration assemblies and class assemblies.
- School Website
- Parents meetings
- Termly one plan meetings
- Annual review meetings

- 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.