



## Montgomery Infant School & Nursery SEN Information Report for 2023 - 2024

Reviewed in September 2023

Essex have produced a Local Offer setting out what provision must be made to support SEND pupils, which is available here: <http://www.essexlocaloffer.org.uk/>

Throughout Essex all schools have created an SEN Information Report, which links with the County's Local Offer. Montgomery Infant School and Nursery's SEN Information Report is outlined below.

Montgomery Infant School & Nursery provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. *Continuous Provision* and *Ordinarily Available Provision* is in place in every classroom, from nursery through to year two. This means that during the school day children have times of free flow access to all areas of the classroom and can independently select resources to allow curriculum access and independent learning, and support their individual needs. Teachers have a range of needs to accommodate in the classroom such as Autistic Spectrum Condition, Attention Deficit Hyperactivity Disorder, Hearing Impairment, speech and communication, physical needs and language difficulties etc. The children who have specific special needs will have some barriers to learning which means they may require a different, more personalised curriculum delivered by staff in the school. This could take the form of additional intervention groups, or needs may be met through what is Ordinarily Available in our setting. If children are unable to access the curriculum as a consequence of their special educational needs it means that their needs are significantly delayed in all areas of the National Curriculum. In these cases we focus **on Engagement activities and independence as a first step to learning the skills necessary to make progress.** Teachers take account of these requirements and make provision where necessary, to support individuals or groups of children and thus enable them to participate effectively in individual curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age. For example, they may require a short intervention group, coping strategies to manage their emotions, physical aids, additional adult support, speech and language support, personalised visuals, coloured overlays, access to alternative learning spaces, access to alternative sensory opportunities etc. To support their individual needs.

Children may have special educational needs either at the beginning or at any time throughout their schooling. This SEN information report ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

## 1) Does the school know if children need extra help and what should I do if I think my child may have special educational need?

The Children and Families Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Children and Families Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

*“A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:*

- a) has a **significantly** greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”*

Where pupils' **progress** is significantly below age related expectations, despite cycles of improvement, high quality teaching, targeted at specific areas of difficulty is the first wave of provision delivered. Where necessary children may also attend small group intervention.

If you have any concerns regarding your child's progress or well-being, then please speak firstly to your child's class teacher, then, should you wish to discuss this further, with Mrs Robinson (SENCo).

## 2) How will school support my child?

### **The class teacher:**

Responsible for...

- Delivering high quality teaching for all pupils (including those with an EHCP)
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support in various forms).
- Letting the Special Education Needs coordinator (SENCo) know as necessary.
- Writing individual target plans (one plans) and sharing and reviewing these with parents.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Information report and the SEN code of practice (20014) is followed and adhered to in their classroom and for all the pupils they teach with any SEN.

**The SENCo: Mrs T. Robinson [SENCo@montgomery-inf.essex.sch.uk](mailto:SENCo@montgomery-inf.essex.sch.uk)**

Responsible for...

- Providing professional guidance and advice to colleagues and works closely with staff, parents and other agencies.
- Preparing the SEN Information Report which must be published on the school website and updated annually.
- Overseeing day to day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN over and above Ordinarily Available provision.
- Advising on a graduated approach to provide SEN Support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies, LA.
- Managing the transition process.
- Ensuring the school keeps the records of pupils with SEN up to date including the SEN register.
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements.
- Making and overseeing referrals to outside agencies and completing the documentation required by outside agencies and the Local Authority/ Central Government.
- Contributing to the analysis of the school assessment tracking system where SEN children have been identified.
- Acting as one of the links with parents.
- Acting as the link with external agencies and other support agencies.
- Monitoring and evaluating the special educational needs provision and reporting to the head teacher and governing body.
- Managing a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs.
- Contributing to the professional development of staff.
- Liaising with transfer school SEN Departments to ensure the effective transfer of pupils' SEN records.
- Line manages all support staff directly working with children with SEN.
- Attend SENCo update meetings put on by the LA to ensure knowledge of policies and procedures is up to date.
- Moderating or supporting One Plan meetings ensuring deadlines for all paperwork is met.
- Organising and chairing Annual reviews meetings.
- Collating specific evidence as part of the assessment process.

**The Head teacher: Sue Bridgeman**

Responsible for...

- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Head teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.

- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEN.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place.

### **The SEN Governor: Mrs Jana Crispin**

Responsible for...

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Head teacher and SENCO with regards to SEN within the school.

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

If a learner is identified as having SEN, and their needs cannot be met through what is ordinarily available in their class, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning.

Under current legislation children identified as having SEND are defined within 4 categories: these broad areas of need give an overview of the range of needs that should be planned for, not to fit a pupil into a category. (For more information see sections 6.28–6.35 of the SEN Code of Practice.) The broad areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs.

Once a potential special educational need is identified, schools should take action to remove barriers to learning and put effective special educational provision in place, which should take the form of a four-part cycle – assess, plan, do, review. This is to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school and two levels of support: those with an EHCP and SEN support. This is how the school identifies the children who fall within these categories:

Children will only need an EHCP if their needs meet the threshold determined by Essex SEND Ops banding matrix. All children with SEN will have their needs identified and met. Only a few will need an EHCP for this.

Initial concerns about a child's progress or development will be made by a parent or in class by the class teacher, through observation or assessment results.

A Graduated approach (assess plan do review) to identification is put into place (as stated in the SEN code of practice 2014) A 'cycle of improvement' will be initiated by the class teacher, in which they will plan for the need, implement strategies and support and then assess impact over a sustained period of time.

If, after interventions and strategies implemented and 2 cycles of improvement have been completed, the SENCO, class teacher and parent are still concerned about the lack of, or low level of progress made, then in

consultation with the parent the child may be placed on the SEND register under 'SEN Support' Unless a child enters the school with a previously identified SEN needs. One planning then begins appropriate to the area of need.

Once children have been identified as having additional needs support will be provided through a combination of in--class strategies, high quality teaching and small group or individual targeted interventions.

If sustained interventions are failing to have an impact over a sustained period of time, the child may require a One Plan to co--ordinate information specific to their individual needs. This information will be gathered in collaboration with children, parents and any other agencies involved and may later form the basis for a referral to statutory assessment.



**Assess** – this involves taking into consideration all the information from discussions with parents/carers, the class teacher and assessments.

**Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded by the class teacher on a one page profile and will form the basis for review meetings.

**Do** - providing the support – extra assistance for learning – as set out in the one page profile.

**Review** – measuring the impact of support provided, and considered whether changes to that support need to be made. A termly review meeting then informs the next cycle. This is recorded on the one page profile.

Montgomery Infant School and Nursery adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs may be part of this process.

**4a) How will both the school and I know how my child is doing and how will school help me to support my child's learning?**

There will be the opportunity for parents to meet with their child's class teacher termly to review the short term targets from the graduated approach. Children on one planning cycles will have the opportunity to meet class teachers and the SENCO to discuss the progress the child has made as required.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked by the class teacher and monitored by the SENCo every term. Teachers make clear the attainment against age related expectation and the level of progress made.
- At the end of key stage 1 (i.e. at the end of Year 2), all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally.
- The progress of children with an EHCP (Educational Health Care Plan) will be formally reviewed at an Annual Review and through termly one plan meetings with all adults involved with the child's education.
- The SENCo will monitor the progress made by children with SEN through one planning and any intervention that has been put into place. All our interventions are evidence based and measure impact.

For those children whose developmental level is delayed to an extent that requires an additional tool to record progress, we use alternative assessment scales appropriate to the child. Using alternative scales enables staff to explore and identify effective teaching and learning strategies for pupils with complex learning difficulties and disabilities (CLDD), as well as to record, measure and demonstrate learning outcomes for these pupils in a meaningful way. The school delivers Parent workshops for the core areas of learning. We send regular whole school newsletters with information about events taking place. Also extra information can be found on the school website. In addition to this, where necessary keyworkers and parents may communicate via home/school diary or tapestry.

#### **4b) How will the school support my child's emotional well-being?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. We are an 'attachment aware' school. This means that all staff have had the necessary training to identify early signs of attachment difficulties in children and can provide strategies on how best to support them. We also have a trained 'Thrive' practitioner in school, who offers support in the early identification of emotional developmental need in children. A differentiated provision can then be put in place by the adults working most closely with the child. All classes follow a structured PSHE curriculum to support this development. However, for those children whose emotions are overwhelming them, so much so that it impacts on them educationally, making it difficult to access the curriculum. 1-1 or small group sessions may be put into place from the SEN Team (special needs teaching assistant) after a referral process instigated by the class teacher.

We follow a therapeutic approach to behaviour (see our positive behaviour policy) to support children's wellbeing.

#### **5) What specialism services, experience, training and support are available at or accessed by the setting?**

Once the school has identified the needs of pupils with SEND, the SENCO and Head teacher decide what resources/training and support may be needed.

**SEND Provision:** We have implemented the following interventions:

- Attention Autism- to encourage spontaneous interaction and early communication skills which will eventually develop joint attention (not compliance) in adult focused activities.
- Intensive Interaction - to encourage spontaneous interaction and early communication skills which will eventually develop joint attention (not compliance) in adult focused activities.
- Musical communication – to develop social skills and speech and language
- Write from the start- to develop hand eye coordination, and pre writing skills
- Language for thinking- to develop speech and language skills
- Colourful Semantics - to develop speech and language skills
- Talk Boost - to develop speech and language skills
- ELKLAN Sound Builders - to develop speech and language skills
- Working together with Duplo - to develop social skills
- Thrive (individual and groups)- to develop emotional resilience
- Speech and language support- following recommendations for individuals from the speech therapist
- PECS (pictorial exchange communication system)- to develop the child's voice to communicate their wants and needs
- AET assessment- for children with complex learning difficulties to help them connect with their environment to enable learning and achievement.
- EPS Maths – to support children become secure in early number
- Number Stacks – to support children in becoming secure with KS1 maths
- Bearing Away – To develop children's literacy skills

We track the impact of these interventions using a baseline and a final assessment in order to measure impact. All the above interventions have made a positive impact on children's academic, speech and language and social and emotional skills over time.

**Local Authority provision available:**

- Inclusion partners (Replaced the Specialist teachers service in January 2020)
- Educational Psychology Service

**Health Provision available:**

- Speech and Language Therapy (SALT)
- School nurse
- Occupational Therapy
- Physiotherapy
- EWMHS

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

- National SENCO Award

- Elklan Course (Language builders) and Elklan Specialist course
- Speech and Language training twilight
- Talk Boost
- Thrive
- Attachment aware
- ADHD course
- AET levels 1 and 2
- AET Autism champions
- Intensive interaction
- Working together with Duplo
- Attachment training.
- certificate in play therapy
- certificate in theraplay
- EPS Maths
- Metacognition Training
- Thrive

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

At Montgomery Infant school and nursery, we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

### **8) How accessible is the school to my child?**

There is a full Accessibility plan in place. This can be viewed on the school website. Specialist resources are used to aid learning across the school. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise and sometimes as recommended by outside agencies

### **9) How will the school prepare and support my child to join the school and transfer to a new school?**

#### **New pupils to Montgomery Infant School and Nursery**

Foundation Stage staff will meet with parents prior to pupils starting school. Concerns about particular needs will be brought to the attention of the class teacher and/or the SENCo. Where necessary the SENCo may attend transition meetings in preschool settings and liaise with parents, previous staff, health visitor etc.



Class teachers of children joining from other schools will receive information from the previous school; if required the SENCo will telephone previous school to discuss individual pupil's needs.

### **Preparing for next steps**

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible. Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Montgomery Junior School for children with SEN will be discussed with Montgomery Junior School SENCo and planned according to individual need.

## **10) How is the decision made about what type and how much support my child will receive?**

The school budget, received from Essex County Council LA, includes money for supporting children with SEN.

The Head Teacher and SENCo decide on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

Where the needs of a pupil are more complex we would then consider additional support through top up funding from the Local Authority where a child has significant and complex needs.

The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN pupils on a provision. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

## **11) How are parents involved in the school? How can I be involved?**

At Montgomery Infant School and Nursery, we value the importance of building positive relationships with parents and families within our School community. Where a pupil is identified as needing a One Plan, parents are given the opportunity to be part of the assessment and review process.

## **12) Who can I contact if I have any Compliments, concerns or complaints?**

The procedure for a complaint is highlighted in the School handbook and website. From time to time there may be things which parents/carers are worried about, not happy with or which they need explained more

clearly. At Montgomery Infant School and Nursery we do our best to be accessible and to speak with parents as quickly as possible. Compliments are greatly received by any member of staff at any time!

We hope these key questions have answered any queries you may have about how we cater for children with SEN but do not hesitate to contact the school if you require further information.

This document is reviewed yearly by the SENCo and Governing Body in conjunction with parents.

Below are comments made by parents who have children receiving additional SEN support in school and so engage with this SEN information Report. If you have any comments then please see your child's class teacher or the SENCo.

## Parental Comments

"We really rate  
Montgomery infant  
school and know the  
team put the children  
first"

"I trust that everything  
is done to support my  
child"

"I can't thank the team  
enough for all the support  
they give (my child)"

"How you have  
supported my child from  
nursery, right up to year  
two"

"Teacher-parent