



Montgomery Infant School & Nursery Annual Governors Report on the Implementation of the Special Educational Needs and Disabilities (SEND) policy and the Disability Equality Scheme. 2023 - 2024

SEND Team

- SENDCO: Tara Robinson
- SEND Team: Sue Sharp (Thrive Practitioner and SEMH SENLSA), Max Scrivener (Core Subject SENLSA), Jessie Bridges (SEN LSA), Chantelle Fisher (SEN LSA), Arati Gurung (SEN LSA), Sandra Puerto (SEN LSA) 2 x Available Position (SEN LSA),
- 14.80% of staff are specifically supporting SEN (including SENCo)

Children

- **SEN Register 10% (27 children – Total on role 273)**
- SEN Team work with another 15% Children on Role including Nursery (40 children – Total on role 273)
- 25% of children in MIS are supported by the SEN Team
- 1% ECHP (1% in application), 1% IPRA (1% in application), 3% SEN Support, 15% Initial Cycles of Support

Breakdown

- Number of pupils with SEND (on the SEND Register) by Primary Need: 27 children (10%)
(Over 50% of children on the register are supported across 2 or more categories of need)

SEN Support and First Cycles			EHCP/IPRA (denotes EHCP/IPRA in progress)		
Cognition and Learning	0		Cognition and Learning	0	
Communication and Interaction	17		Communication and Interaction	1 (3)	
Sensory and Physical	5		Sensory and Physical	0	
SEMH	5		SEMH	0	
Our School	Essex	National	Our School	Essex	National
10%	10.1%	12.6%	1%	3.4%	4%

- Number of children on their first or second cycles of improvement (supported by SEN Team but not currently on SEN Register): 40 Children (15%)

Academic Intervention in addition to HQT	39
SEMH	1

- The following percentage of children with SEND receive the following funding at these levels – further applications are in progress.

EHCP	1%
IPRA	

Section 23	1%
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Involvement of pupils in their SEND review

We adhere to the SEN code of practice (2014) 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.

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 identified areas of need every 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 via Provision Map. The following reports are used to detail individual progress for each child:

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

Budget allocation in academic year (2022-23)

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

	Financial Year 22-23
Income	
Notional SEN Funding	£157,962.00
Additional SEN & High Needs Income	£26,941.56
Total Income - Academic Year	£184,903.56

The total expenditure allocation to SEND is:

	Financial Year 22-23
Expenditure	
SENCo	£58,643.00
Support Staff	£114,106.00
Overtime	£3,974.00
Educational Psychologist	£2,375.00
Educational Equipment	£1,492.91
Thrive	£786.50

TPP/Hive	£25.00
Provision Mapping	£955.00
IDLS	£489.00
Training	£2,381.00
Total Expenditure - Academic Year	£185,227.41

Deployment of staff and resources

A total of 257 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.

3 SEN LSA's are deployed in KS1 (across 3 F/T positions) to support children within their classrooms. Classroom Support SEN LSA's provide support for to individuals and groups of children. Classroom Support SEN LSA's can also deliver interventions within individuals and classes.

Additional LSA support is sourced and deployed, where necessary via temporary staff when needs arises in the moment.

Our Thrive Practitioner provides interventions for the children with (social, emotional and mental health needs in our central Thrive Area and in 1:1 sessions. This largely is via the 'Thrive' programme as we are a 'Thrive' school. We also offer to support families through home Thrive programmes with the support and direction of our Thrive Practitioner.

Our Core Subject SEN LSA provides interventions for children in core subjects, 5 days per week (9.30am – 2.30pm). Interventions are delivered to children who are not making expected progress despite having access to Ordinarily Available practices within the classroom and class based intervention,

All interventions are monitored and measured. Data is used to identify children who may have a Special Educational Need. 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
- Individual timetabling
- ELSA Support within the classroom.

Communication and Interaction

- Musical Communication
- Working together with Duplo

- Language for thinking
- Colourful Semantics
- Elklan Sound Builder Programme
- Attention Autism
- PECS Training
- Objects of Reference Training
- Talk Boost (from Spring 2023)

Cognition and Learning

- Write from the start
- Bear Necessities
- Little Wandle Catch Up Phonics
- Number Stacks (From October 2023)
- Essex Psychology Service Maths 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
- The Affinity Programme
- SEND Ops Core Team – Inclusion Partner,

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
- Precision Teaching
- Trauma Perception Practice

SEND Policy

Date of next review of SEND Policy: September 2024

Numbers of children with disability or medical needs

We have 6 children with medical needs. We do not have 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 SENDCo through the school office.