



SEN Information Report

At Monkspath School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

We pride ourselves on being an Inclusive School ensuring the promotion of individuality and progress of all our children, irrespective of ethnicity, attainment, age, disability, gender religion or social background.

This document is intended to give you information regarding the ways in which we support all of our pupils including SEN in order that they can realise their full potential.

We consider a child has special educational needs if he or she has a learning/physical difficulty that calls for special educational provision to be made for them. We have specific resources, interventions and needs based plans to support their development and progress.

Other useful documents such as our SEN Policy are available on the school Website. If you would like any further information about what we offer here at Monkspath then please do not hesitate to contact us directly. Our Inclusion Leader, Mrs S Watson is available Monday to Thursday and can be contacted on 0121 705 2686

The Solihull Local Offer can be found at: <http://socialsolihull.org.uk/localoffer/>

School entitlement offer to pupils with Additional Needs

Communication and Interaction Needs	Autistic Spectrum Disorders Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Use of 'child friendly ' needs based plans – pupils, parents and staff are all involved in the formulation , review and implementation of these documents. A child with a diagnosis of Autism produces a Pupil Profile with the support of SISS ASD team • Whole school policies reviewed annually to ensure inclusion and progress for SEN pupils • Staff have completed CPD in relation to meeting pupils needs within the classroom. • The school assessment process identifies barriers to learning and provides appropriate
Cognition and Learning Needs	Moderate Learning Needs	

	Severe Learning Needs	<p>support to ensure progress</p> <ul style="list-style-type: none"> • Support and advice is sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. These include : • Smart Moves, Numicon Number Busters Quest Pips Pals Code VCOP Work shops • All children are included in all social and sporting activities and visits. Pre-emptive planning and risk assessments are in place • Transition Support for each year group and key stage provides continuity
Behavioural, Emotional and Social Development Needs	<p>Behaviour Needs</p> <p>Emotional Health and well-being</p> <p>Social Need</p>	<ul style="list-style-type: none"> • The school ethos values all pupils and their diverse abilities are equally celebrated • The behaviour policy identifies reasonable adjustments to ensure the need for exclusion • Support is offered and signposted to families in order to reduce the impact of any disadvantage • The school provides effective pastoral care through a dedicated Pastoral Team • Support and advice is sought and implemented from external agencies to support behavioural, Emotional and Social needs • Pupil voice mechanisms eg School Council, Sport, Eco and UNICEF Councillor's lead to changes and greater involvement • Social , Moral Spiritual and Cultural (SMSC) development is central to all our teaching and learning- The school uses Restorative Thinking, BLP, Seal , School Core Values and an umbrella code • The school has a buddy system that ensures that peer friendships are maintained and no pupil feels isolated • To improve social skills and emotional resilience school delivers Socially Speaking, Assertive Mentoring , Optimistic Kids and Transition support • There is lunch time support for vulnerable children
Sensory and Physical Needs	<p>Hearing Impairment</p> <p>Multi- Sensory Impairment</p> <p>Physical and Medical Needs</p>	<ul style="list-style-type: none"> • Advice and guidance is sought and implemented from SISS to ensure that barriers to success are reduced or removed • ICT is used to increase access to the curriculum where appropriate • Additional adults are deployed to increase success and independence

		<ul style="list-style-type: none"> • Identified staff respond to pupils who have specific medical needs e.g asthma ,diabetes • The Inclusion Leader and staff complete any necessary training eg deaf awareness • The school works hard to ensure that parents/carers are able to work in partnership with them to support their children • School is a modern built premises on one level which enhances accessibility within the school the school environment • School will provide specialist aids and equipment in accordance with assessed needs • School will support and sign post parents to relevant support services • Parents have access to the schools complaints policy and process on the school website
School offer to pupils who require support that is “additional to and different from” that received by other pupils.		
Pupils with English as an additional language (EAL)		As for 1 plus involvement of EAL team
Children in care		As for 1 plus involvement of social work team/LAC team1
Pupils with medical needs		As for 1 plus involvement of Health services
Young carers		As for 1 plus involvement of Young Carers Team/SOLAR/Engage
Pupils at risk of exclusion		As for 1 plus involvement of EIS team. Educational Psychologists, Education Welfare Team.
Pupils from families under stress		As for 1 plus involvement of SOLAR/Family Support Worker/Engage

Glossary:

LAC Education for Looked After Children

EAL English as an additional Language