



Mount Pleasant Federation of Schools
SEND Information Report
Autumn 2024



Name of Policy:	SEND Information Report		
Statutory Policy	Yes	Non Statutory Policy	
Date of Ratification	11.12.24		
Date of Review	Autumn 25		

To be read in conjunction with the following policies and documents

Policy/Document	Appendix
Accessibility Plan	Our Ethos and Vision
Equalities and Diversity Policy	Graduated Response
Supporting Children with Medical Needs Policy	Ordinarily Available Provision (OAP) document
SEND code of Practice 0-25 (2015)	Pupil Passport (PP) and Individual Education Plan (IEP)
Equality Act 2010	
Southampton Local Authority Local Offer	
Special Educational Needs and Disability Policy	

Our school policies are designed to meet with our information and communication sharing protocols in that they should be ‘meaningful and manageable’. All policies have a similar format, designed to fulfil a specific purpose and answer a simple question:

- **Rationale – why do we need this policy?**
- **Aim – what is the main purpose of this policy?**
- **Objective – how will we achieve the aim?**
- **Proactive: how do we work proactively, planning and designing our work?**
- **Reactive: how do we react to situations that are new or when change has occurred?**
- **Best practice: when working most effectively, what does our policy look, sound and feel like?**
- **Who to speak to regarding this policy: Which members of staff, teams or governors are linked to this policy?**

Policies are supported by:

- **Other school policies**
- **Government documents**
- **Local Authority documents**



- Our school produced documents

This Policy relates to Article 2, 3, 12, and 23, Convention on the Rights of the Child.



Rationale:

We believe that 'the child is at the centre of all that we do' (Our Ethos and Vision). Both of our schools are committed to the principle of inclusion. In an environment where our children's personal story, culture and history matter, we recognise that a child's progress is individual to them. Some children require provision which is 'additional to' and 'different' (SEND code of Practice) from what is provided for other children of the same age. We recognise that not all children with Special Educational Needs (SEN) have disabilities and not all children with disabilities have SEN. This policy outlines how Mount Pleasant Federation of Schools implements the SEND Policy.

The purpose of a SEND Information Report is to describe how we provide and support children with Special Educational Needs and Disabilities. This works with our:

- SEND Policy
- Accessibility Plan

Aim:

At Mount Pleasant Federation of Schools, we have an inclusive ethos where the 'whole child is at the centre of all that we do'. We have high expectations of all our children and are committed to providing all children with a broad and balanced curriculum that will enable them to make progress from their individual starting points.

Within our inclusive environment, we cater for children with a variety of needs. The four broad areas of need include:

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health difficulties
- Sensory and/ or physical needs

Autumn 2024

In our junior setting, we recognise that our highest area of need within our SEND register, is cognition and learning.

In our infant setting, communication and interaction is our highest area of need.

Objective:

To realise our aim, we work to:

- Build effective partnerships between home and school
- Include all children
- Adapt provision
- Make early identification of needs
- Remove barriers to learning
- Where inclusion within a classroom setting does not meet the individual needs of a child, appropriate 'Nest provision' allows for personalised adaptation and differentiation to curriculum and environment

Proactive:

As a school, we work proactively to support our children and families as we know this provides best practice. Proactive provision includes:

For the child:

- Co-Production of likes, dislikes, strengths and areas to improve.
- Clear expectations through our verbal and visual communications, for example:
 - Communication books, visual instructions, visual timetables, 'Now and Next' boards, Makaton, 'Getting Started' vocabulary
- Physical adaptations to the environment, for example:
 - Enlarged print, Coloured overlays, Ear defenders, Wobble cushion, Workstations
- Use of scaffolds to adapt resources to support access to whole class learning, for example:
 - Word banks, Visual aids, Sentence stems, Closed procedure tasks
- Physical adaptations to timetables and provision, for example:
 - Personalised reward charts, Personalised timetable to include interventions or provisions, Orientation board
- Targeted short-term interventions, for example
 - Precision teaching, Times Table Rockstars, Flash Academy
- Explicit teaching of identified vocabulary for all children
- Use of chunking to minimise cognitive overload, for example:
 - 1,2,3 tasks, to structure learning, pre-loaded questions made by teacher
- Co-production meetings, including One and Only Form
- Parental meetings with school Pastoral Lead
- Parental workshops such as stay and plays and NVR
- Parental learning courses such as ESOL and mathematics
- Support from our local Family Hub, including parental courses and Short-Term Engagement Work

For the Teacher:

- Co-production of targets and provision.
- Access to high quality CPD. Teachers and TAs participate in weekly Professional Development Meetings (PDM)
- Planning support from SENDCo, HLTA and Head of Inclusion
- Teacher Research Groups supporting the development and implementation of Inclusive strategies
- Access to external agencies such as; Educational Psychologist, Speech and Language Therapist, Physiotherapists, Occupational therapists, Teacher Advisors for children with physical impairments

Reactive:

At times, we will need to work reactively to meet the needs of the child. This support may look like:

- Team around the child meetings for all professionals involved with the child, discussing provision and adaptations
- Risk assessments for individual children to ensure safety of themselves, others and staff
- Application for EHCN assessment (Education Health Care Needs) when provisions to meet a child's needs are beyond that which is available through the Ordinarily Available Provision (OAP)
- Keep up & catch-up interventions, such as:
 - Precision teaching
 - Satellite phonics challenges
 - 1:1 reading
 - Explicit teaching of vocabulary

- Emotional support and interventions such as draw and talk or sand therapy

Best Practice:

At Mount Pleasant Federation of Schools, we use a graduated approach to identify and support children with SEND. High quality inclusive teaching is the biggest factor that will impact on the child's progress. If teaching is meeting the needs of the children in class but the child is not making progress, the SENDCo will start the process of assessing.

Assess

At this stage, a range of evidence will be considered:

- Reading age
- Progress data
- Concerns raised by parents and/or teacher
- Medical diagnosis through paediatrician
- Observations of the child in class
- Attendance and behaviour
- Proficiency of language in mother tongue

Plan

- Provision for the child is planned for along with Head of Inclusion, Phase Leaders and SENDCo
- Support may involve removal of barriers to learnings
- Support may involve interventions outside of the classroom in smaller groups or 1:1
- IEP targets are created alongside SENDCo, class teacher and child. Parents are informed of targets and provision in place to support meeting these.
- The SENDCo and Head of Inclusion will oversee the support and progress of any child requiring extra support.

Do

- The class teacher is responsible for working with every child with SEND in their class to ensure that progress is made in every area.
- Intervention programmes are planned by class teacher, SENDCo and Head of Inclusion. Teaching Assistants (Tas) will carry these out with small groups or individuals. Parents will be informed about which child is accessing which intervention via letter.
- During each focus week cycle (once every 5 weeks), a review will take place to see what progress the child has made.
- Class teachers will use Parents' Evenings to discuss the child's need, support and progress in detail.
- If the child has met the main goal and it is thought that high quality inclusive teaching will meet their needs, the child is to be taken off SEN support. However, progress is monitored closely.

Who to speak to regarding this policy:

If you are concerned that this policy applies to your child, or you are concerned about your child's education contact:

1. Your child's class teacher
2. Look at the SEND and other related policies on our website
3. The SENDCo, Mrs Helen Brennan
4. Head of Inclusion, Miss Amy Warbey
5. SEND Governor, Miss Hayley Sheath
6. Southampton Local Offer website: [Welcome to the SEND Local Offer website :](https://www.southampton.gov.uk/schools-learning/send-local-offer/)
<https://www.southampton.gov.uk/schools-learning/send-local-offer/>
7. Southampton Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) via the website: <https://www.southamptonsendiass.info/>