

Special Educational Needs & Disability (SEND) Information Report

School Name: Meath Green Junior School.

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Website: www.mqjs.org

Co-Head Teachers: Mr Patrick Amerio and Mrs Serena Beasley

SENCo: Mrs Sarah J Covell

Updated: Summer 2023



SEN Information Report

Meath Green Junior School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills. At Meath Green Junior School every teacher is a teacher of every pupil, including those with Special Educational Needs and Disability (SEND).

We are registered as a Dyslexia Friendly school (updated for Summer Term 2023)

The award is issued to schools or organisations that can demonstrate they provide high quality education and/or practice for dyslexic individuals. Obtaining the Quality Mark provides a framework for schools to improve their understanding of dyslexia and literacy difficulties and to develop strategies that support the achievement and engagement of dyslexic learners.

Becoming a dyslexia friendly school requires the involvement and engagement of all of those within the school, and a review of the schools' approaches to teaching and learning; monitoring and assessment; differentiation; and high-quality practice across the range of ability and need. This impacts all areas of our teaching and learning policy. New members of staff will receive dyslexia awareness training as part of the induction program. **Please refer to our Dyslexia Friendly policy for further information.**

The information below forms the school's SEN information Report detailing ways in which parents and children may access SEN Support as required.

	Question	Our Response
1	<p>What approach do we take to teaching children with SEN?</p> <p>What are the kinds of Special Education Needs (SEN) that are provided for at Meath Green Junior School?</p>	<p>Our Head teachers, Senior Leadership and Management Teams, SENCo and SEND governor all play an active role in monitoring the quality of our special educational needs provision. We adopt a graduated approach to meeting needs, through high quality inclusive teaching. Our staff make reasonable adjustments to help include all children including those with special educational needs. Should further intervention support be required, the interventions are rigorously monitored from outset to completion, enabling us to measure impact against expected rate of progress, and to fine-tune the interventions to tailor to the child. We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff receive training to cater for learners who may have difficulties with:</p> <ul style="list-style-type: none"> - Cognition and Learning, - Communication and Interaction, - Social, Emotional and Mental Health, - Sensory and/or Physical. <p>We make reasonable adjustments to our practices to comply with the Equality Act (2010).</p>
2	<p>What are the policies in place for identifying children with SEN?</p>	<p>We have rigorous monitoring in place that tracks the progress of our learners across all areas of the curriculum. Our staff are vigilant at supporting and raising any concerns. Parents/carers are encouraged to speak to the class teacher about any concerns they have. We use the 'assess, plan, do, review' cycle to identify children who may have special educational needs. We use data and other forms of assessment to analyse the progress and attainment of the children relative to their age expectations. If there are any concerns, meetings are held with teachers, parents and the SENCo to discuss any additional support or interventions the child may need. We have in-house specialist expertise in Speech and Language, Autism and Emotional support. We also employ a home-school link worker. Additionally, we have excellent links with outside agencies (e.g. Special School Outreach Support), ensuring the best support for all our children's needs. Our SENCo is Mrs Sarah Covell. She can be contacted on telephone no: 01293 784296, or email: senco@mgjs.org</p>
3	<p>What are the arrangements for consulting parents of children with SEN and involving them in their child's</p>	<p>We regularly involve parents and families in discussions about their child's learning, needs and aspirations during parent consultations (in the Autumn and Spring term). In addition, we operate a home school diary system between teachers and parents. We seek and welcome feedback at every opportunity; have an active Home School Association, Parent/School Information Briefings and enrichment days (i.e. Fun Fridays), and encourage our parents to involve themselves in every aspect of our school. Our Governing Body includes Parent Governors/representatives who can take an active role in the overall running of the school including financial management, curriculum development and whole school</p>

	education?	<p>improvement.</p> <p>To help in developing reading we have parent volunteers who come into school and support learners with their reading.</p> <p>If you would like to become more involved, please contact the following:</p> <p>Friends of Meath Green Junior School: see website for the committee members contact details.</p> <p>Parent Governors: see website for contact details.</p> <p>To support in class: see individual class teachers.</p>
4	What are the arrangements for consulting young people with SEN and involving them in their education?	<p>All staff deliver high quality inclusive teaching. Should additional support be required, this is undertaken after consultation with the relevant staff, the child and their family. The SENCo liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the child. The child is consulted at each stage and a Pupil Profile is completed with them. The Pupil Profile is produced in order for teaching staff to have a clear overview of the whole child i.e. their likes and dislikes. As the child is at the heart of the matter, it is important to hear their views and enable them to be fully involved in their own learning. All interventions we use are evidence based. Baseline and review data are recorded and interventions amended as appropriate. The SENCo oversees all additional support and regularly shares updates with the SEN Governor.</p>
5	What are the arrangements for assessing and reviewing children's progress towards outcomes, including the opportunities to work with parents and children as part of this assessment and review?	<p>We regularly share progress feedback with all our children and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss their child's progress, e.g. parent consultation evenings (Autumn and Spring term), open-evening (Summer term), year group meeting (Autumn term) and parent/school information briefings (every term). This is also reinforced by updates on the curriculum which we share via our newsletters and our website. We hold a number of curriculum evenings and learning events to demonstrate how parents can best support their child's need. Should more contact be required, our staff will make suitable arrangements to ensure this is put in place. During our 'assess, plan, do, review' cycle, we will look at the actions needed to support a child towards their outcomes and highlight what each stakeholder (i.e. parents, school, outside agencies) can do in order to make a positive contribution. We also have a Home School Inclusion Link Worker who can support parents and make recommendations on how they can positively engage with their child's learning and all round development. We believe in supporting the development of parenting skills and can signpost parents to support networks within our locality. For parents of children who have special educational needs, we have an 'open door' policy where parents are invited to come in and speak to the SENCo should they have concerns about the overall progress of their child.</p>

6	What are the arrangements for supporting children in moving between phases of education and in preparing for adulthood?	<p>We have a robust induction programme welcoming new learners to our school as well as transition programmes in place for children leaving our school. We hold meetings with staff at our local infant and secondary schools. During these meetings we share an overview of the children who have special educational needs. In some cases staff come into work with the children to give them a familiar face for them before they transfer. Personalised programmes are developed for our children with special needs, for example, extra visits and social stories, in addition to the induction days on offer. Where we know there is likely to be high levels of anxiety, we send staff along for parts of the induction day.</p> <p>Parents/carers are invited in to discuss the next stage of their child's development. Guidance and signposting for advice is given during the meeting so that each stakeholder can take an active part in preparing for the next stage of education. Our Provision Management system records the interventions that have helped our children make progress, and this information is passed on during transition meetings. We have very good relationships with all infant schools and senior schools in our locality.</p>
7	What adaptations are made to the curriculum and learning environment for children with SEN?	<p>All our teachers are clear on the expectations of high quality inclusive classroom teaching, and differentiation is embedded into our curriculum and practice. This is achieved by a whole school approach using learning objectives (linked to the National Curriculum) and differentiated steps to success. There are four clear success criterions : 'Pebble' - Working Towards Age Related Expectations (ARE), 'Rock' – ARE, 'Hill' – Secure ARE and 'Mountain' – Greater Depth (GD). The children choose their own success criteria with support from their teacher, to ensure it is appropriate to their learning needs. In some cases, an even more personalised curriculum is planned and delivered to meet specific needs. Our Senior Leadership and Management Teams continually monitor our methods of differentiation to ensure the highest standards are met.</p>
8	What are the adaptations to the school environment?	<p>We have a full Accessibility Plan in place and consider our environment fully accessible. We are vigilant about making all reasonable adjustments where necessary. Our policy and practice adheres to the Equality Act 2010.</p>
9	What expertise and training is provided for staff who support children with SEN? How does the school involve other bodies in meeting the	<p>All our staff, (teachers and support staff), receive regular training in order to maximise their opportunities to update their knowledge and skills. We have speech and language therapy assistants who are ELKLAN trained (an accredited speech and language course). They deliver tailored speech and language therapy sessions. We have fully trained ELSA's (Emotional Literacy Support Assistants) and a Pupil Mentor (trained in a wide range of cognitive support). A number of staff have accessed training in supporting children with ASC (Autistic Spectrum Condition) from an ASC specialist provision (Linden Bridge Outreach Service). We have close relationships with professionals in health and social care in the area, and any work conducted with them, is recorded. We also work very closely with our link Educational Psychologist and specialist teachers from 'Behaviour</p>

	needs of children with SEN and in supporting their families?	Support' and 'Learning and Language'. We have a duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher meets with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to help support the child develop holistically. All external partners we work with are vetted in terms of safe guarding and parents are informed.
10	What expertise and training is provided for staff who support children with SEN?	Our Special Educational Needs Co-ordinator (SENCo) at our school has completed the mandatory National SENCo award. The SENCo attends termly network meetings to keep up to date with local authority initiatives. They also attend termly local SENCo sessions with other SENCos in the area. We regularly invest in training our staff throughout the year, in accordance with our School Improvement Plan – as an example, all our teaching assistants will receive training in 'supporting children with Autism'. The SENCo ensures our staff are updated on all matters pertaining to special educational needs and disability when required.
11	How does the school evaluate the effectiveness of the provision made for children with SEN?	The school budget, received from Surrey LA, includes money for supporting children with SEND. The Co-Head teachers and Senior Leadership and Management Teams decide on the budget for SEND in consultation with the school governors. Our budget is allocated according to our Provision Management system. We seek to ensure value for money, so all interventions are costed and evaluated. We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards training so that in-house provision is more targeted at specific needs. The SENCo conducts learning walks which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance. Our provision management also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. Each year we review the needs of the whole school cohorts to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.
12	How are children with SEN enabled to engage with activities in the school with	Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom, such as our outdoor swimming pool, vegetable and sensory garden, outdoor Library Bus and Forest School/environmental area. Where there are concerns of safety and access, additional support is put in place to ensure needs are met - where applicable parents/carers are consulted and involved in the planning. All necessary risk assessments are undertaken.

	children who do not have SEN?	We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. When required, to enable children with SEN to attend school trips, additional staff are deployed to accompany the children. The school has a hardship fund for parents to access so that their children can attend trips where the cost was prohibitive for them. Registers are taken for all school activities and we actively monitor the engagement of children across the school.
13	What support is there for improving emotional and social development? What does the school do to prevent bullying?	The wellbeing of every child is the key priority of our school. All our staff are regularly trained to provide a high standard of pastoral support. Our trained ELSAs (Emotional Literacy Support Assistants) work with individuals and groups of pupils who are identified as requiring support in this area. All relevant staff are trained to support individual medical needs, and in some cases, <u>all</u> staff receive medical training e.g. first-aid, diabetes, epilepsy. We have stringent medical procedures in place. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Pupil voice is central to our ethos and is regularly encouraged in a variety of ways e.g. Pupil Profiles, Pupil Voice questionnaires, through School Parliament Meetings.
14	What are the arrangements for handling complaints?	In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENCo: Mrs Sarah Covell SENCo's email address: senco@mgjs.org If the parent/carer has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENCo can be contacted and a meeting convened to discuss the nature of the complaint and look for a resolution to the issue. A copy of the school's complaints procedure can be found on the school website (link). The complaints procedure will outline the formal steps the school will take in handling each complaint. Where a resolution between the parent and school cannot be reached, then parents will be advised to seek external support through the SEND Information Advice Support Service (SENDIASS), previously known as the Parent Working Partnership.
15	Is there any additional provision you have developed this year?	We continue to train our staff in line with the range of SEN we currently have in our school cohort: be it through sharing ideas/expertise; visits to other settings; training courses, regular internal staff training sessions and visits from advisory teachers/professionals. For 2021 to 2022 our teaching assistants received training from our Educational Psychology department on the Literacy for All intervention- continued into 2022 to 2023 for identified pupils. New for 2023 – Support Staff trained to deliver the Fresh Start intervention for all year groups. We are now a registered

		member of the British Dyslexia Association and working towards receiving the quality mark for being a Dyslexia Friendly School. We are awaiting verification in June 2023.
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