



Monkseaton High School provision for Students with Special Educational Needs and / or Disabilities

Introduction:

Monkseaton High School is a fully inclusive school that ensures that all students achieve their potential: personally, socially, emotionally, physically and educationally. This document is our Provision Offer and we hope that it will help you understand better how we support students with special educational needs and disabilities. Whilst you may find this document useful, we encourage you to visit school to see the department at work and discuss the needs of your child.

The progress of all students in school, whether they are designated as having additional needs or not, is of paramount importance to us. It is an expectation that all classroom teachers provide a learning environment where all students can thrive. Classroom materials and tasks are fully differentiated and/or modified to ensure they meet the needs of all our students and a strong emphasis on Teaching and Learning ensures we look for ways to engage all our students in the learning process.

Regular data entries/progress checks allow us to monitor the progress of all students and identify at an early stage any students who are struggling; as well as celebrating success with those who are doing particularly well.

Parents and carers are considered an important part of the learning process and we encourage you to contact us at any time if you have any concerns about your child's learning. It is best in the first place to contact the subject teacher if you feel your child is struggling; they will discuss any concerns with you and agree a plan of action; if appropriate they will liaise with the SEN team. The form tutor is also a good point of contact for any initial concerns.

Assessing a student's needs:

Where students are identified as 'struggling' with accessing the curriculum (this may be brought to the department's attention by staff, parents or the child themselves), difficulties will be explored and where appropriate interventions will be put into place. these may include:

- small group or 1:1 withdrawal to boost literacy
- paired reading
- numeracy interventions
- individual programmes of study
- homework support.

Please follow the link below to an example Provision Map outlining all our current interventions.

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At this stage, parents/carers will be notified by the department and where appropriate be invited into school for an informal discussion. These students will be brought to the attention of staff to allow them to plan and prepare appropriately.

Students who continue to fail to make appropriate progress, despite intervention, will receive a range of more intensive support from within school resources in addition to possible referral to external agencies.

Where appropriate students will be offered access to the following:

- small group withdrawal to support literacy/numeracy difficulties
- specific programmes of support e.g. dyslexia support programme, Lexia, Word Shark etc.
- 1 to 1 or small group sessions to address issues relating to ESBD
- development of a Pupil Passport outlining current difficulties and strategies for support.

Please follow this link to an example of our Pupil Passport; these are composed with the students and outline any difficulties and possible strategies for support. These Passports are shared with staff to aid them in their planning.

- access to an alternative/vocational curriculum where appropriate
- referral to external agencies including the Educational Psychology Service
- family support.

At this stage, parents/carers will be invited into school to discuss and contribute to any plans made for their child at this time and will then be updated on progress by the student's allocated Keyworker at least termly. Staff will be made aware of continued difficulties and will be provided with a range of appropriate strategies to support the student in the classroom.

Those students who are identified as in need of extra support and who have failed to make progress despite further more intensive interventions, may be put forward for a formal statutory assessment of their needs within or across the following categories.

- **Communication and interaction:** Those students with speech, language and communication needs that prevents them accessing the curriculum fully or restricts their communication with others
- **Cognition and Learning:** Those students whose literacy/numeracy fall on the lowest percentile scores and who are failing to access the curriculum
- **Sensory and/or physical needs:** Those students who have specific needs that restrict access to the curriculum including those students who require additional ongoing support or equipment
- **Social, emotional and mental health difficulties:** Students failing to match the emotional and social development milestones of their peers or whose mental health is a significant barrier to their learning.

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To support requests for statutory assessment school will:

- gather historical data and information to support statutory assessment
- facilitate the work of the Educational Psychology Service and other professionals to produce the necessary reports
- facilitate the production of reports by other external agencies e.g. speech and language
- liaise with parents and carers to ensure clarity and understanding of the process
- work with the student concerned to ensure they understand the process
- produce all necessary paperwork to the required timescale.

If school is successful in its request for Statutory Assessment we will ensure:

- support indicated on the statement/EHC is put into place
- ensure written objectives are taken into account when determining appropriate curriculum provision and support
- regular reviews of progress including statutory reviews will be carried out.
- ensure all staff are made aware of the outcome of the statutory assessment and its implications within the classroom
- if alternative provision is indicated parents/carers and children are supported with transition to the new provision.

External agencies we work with:

- Educational Psychology
- Educational Welfare Service
- Occupational Therapy
- Physiotherapy
- Speech & Language
- Language and communication team.
- Dyslexia Support Team
- Visual Impairment Team
- Hearing Impaired Team
- Front Door service
- Mentoring Project
- Young Carers team
- Trax (Key stage 3 behaviour intervention)
- SST (Secondary Support team)
- REHLAC (Looked after children)
- CAMHS (Community adolescent mental health service)
- School health advisor
- Family partner team
- DANS (Disability team)
- YOT (Youth offending team)
- B4 (Prevention of offending behaviour)
- N2L (Drug and alcohol intervention team)

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We work in partnership with other education providers to ensure that students make a successful transition to the next stage of their learning, through careful and coordinated planning of the transition. We provide the following support to students when they are leaving the school:

- transition planning to begin in Year 9 and be re-visited in Year 10 and 11 during review meetings
- access to the Connexions advisor from year 9 for 1:1 planning meetings
- attendance of the Connexions advisor to review meetings where appropriate
- liaising with Head of Sixth Form to identify appropriate curriculum provision within our own establishment
- visits to prospective post 16 establishments to discuss courses and support needs
- support on Year 11, 12 and 13 results' days to advise and plan next steps.

Students with a physical disability or medical need:

Monkseaton is designated as an additional resource provision for students with a physical disability. The building has been designed to meet the needs of students with a range of physical difficulties and medical problems and is fully accessible. Staff have been trained in all aspects of providing personal care, including lifting and handling. Support staff work closely with other professionals, including Physiotherapy and Occupational therapy, to support students during their time in school:

- the school has full access plan which is available on request
- there is a level access to the front and rear of the School
- there is lift access to all floors
- there are a number of wheelchair accessible toilets
- a well-equipped medical room is available
- access to disabled sports is encouraged.

Staffing:

Support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money. Discussions are held regularly to ensure that support is in the right place to meet a student's need and changes and amendments are made where necessary. Parents and students are fully involved in all discussions regarding support.

Whole Staff Training:

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities through a programme of whole staff developmental training and workshops to deliver specific training for example from the Dyslexia support team.

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Support staff training:

Support staff are trained to support students with a wide variety of needs; all support staff have a particular interest area or area of expertise and where possible we try and match support staff to the students with whom they can make the most impact.

Our fully qualified / trained Special Educational Needs Coordinator provides advice and guidance to staff, liaises with professionals and parents and is responsible for ensuring the progress of all students with special educational needs. The SENDCo is a member of the senior management team and is responsible for reporting to the Head teacher and the Governors on all matters relating to special educational needs.

Supporting Families:

At Monkseaton we believe that working in partnership with families is the best way to ensure that every child has a chance of reaching their potential. We acknowledge that parents may well know their child best and we endeavour to work together to plan the highest quality of support possible. Talking and listening means we can address any problems early on and ensure they don't get in the way of progress. We welcome contact from parents and are happy to discuss your child at any time; likewise we ask you to be on hand to discuss any issues we may have and prevent small problems escalating.

Learning new skills, exploring new ideas and meeting new people are all important parts of a child's development; we will work with families to ensure that we support involvement in extra-curricular activities both inside and outside school.

Supporting a child with special educational needs can at times be stressful and we aim to provide support for the whole family and will signpost where appropriate to other professionals or organisations that can provide additional support through the local offer.

We acknowledge that there are particular times when families and students feel 'under pressure' and these are often around periods of transition; we have an additional transition programme for those who may find the move to High School stressful and offer additional support and help when students are making often quite difficult decisions around subject choices when moving into key stage 4, joining the sixth form or moving on to further education.

Consulting young people:

Young people should be at the heart of all plans made with regard to their education, health and welfare and we actively encourage students to discuss with us what they would like their support to look like. Reviews with students happen at least termly and focus on celebrating areas of particular strength as well as looking at areas for improvement; action plans are drawn up together, with an emphasis on increasing independence as they progress through the school. Additional interventions are arranged on an individual basis to meet the different needs of each student.

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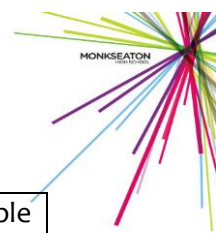
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School entitlement offer to students with special educational needs or disabilities	
	Support Available Within School
<p>Communication and Interaction Needs:</p> <p>e.g.</p> <p>Autistic Spectrum Disorders Speech, Language and Communication Needs</p> <p>Social communication difficulties</p>	<ul style="list-style-type: none"> • Visual timetables • Areas of low distraction • Support / supervision at unstructured times of the day. • Social skills programme / support including strategies to enhance self-esteem. • Small group work to improve skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Where appropriate we will use support and advice from other partners to meet the needs of students. • Planning, assessment and review. • Work with students, parents, carers and staff to develop and review plans based on the need of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all students. • Differentiated curriculum and resources
<p>Cognition and Learning Needs:</p> <p>e.g.</p> <p>Moderate Learning Difficulties</p>	<ul style="list-style-type: none"> • Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to students to improve skills in a variety of areas i.e. reading skills groups etc. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for students with special educational needs is monitored through the school's self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all students. • Work with students, parents, carers and staff to develop and review plans based on the need of the pupil. • Differentiated curriculum and resources
<p>Social, Mental and Emotional health</p>	<ul style="list-style-type: none"> • The school ethos values all students. • Behaviour management systems encourage students to make positive decisions about behavioural choices.



<p>e.g.</p> <p>Behavioural needs</p> <p>Social need</p> <p>Mental health needs</p> <p>Emotional Health and Wellbeing</p>	<ul style="list-style-type: none"> • The schools behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. • Risk assessments are used and action is taken to increase the safety and inclusion of all students in all activities. • The school provides effective pastoral care for all students. • Support and advice is sought from outside agencies to support students, where appropriate. • Small group programmes are used to improve social skills and students deal more effectively with stressful situations. • There is a nurture group at lunch times / break times based in Learning Support • Information and support is available within school for behavioural, emotional and social needs. • Students who are struggling with behaviour in school have access to the Whitley Bay Support centre. • School works closely with CAMHS to support vulnerable students. • The school health nurse provides a confidential ‘drop in’ service open to all students.
<p>Sensory and Physical Needs:</p> <p>e.g.</p> <p>Hearing/Visual Impairment</p> <p>Multi-sensory impairment</p> <p>Physical and Medical Needs</p>	<ul style="list-style-type: none"> • Support and advice is sought from outside agencies to support students, where appropriate. • ICT is used to increase access to the curriculum. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought and acted upon to meet the needs of students who have significant medical needs. • Access to Medical Interventions. • Access to programmes to support Occupational Therapy / Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • All entrances to the school are wheelchair accessible • The school has disabled toilets / facilities



Further Information:

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect students with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Inclusion Policy are also available on the school website.

The school's self-evaluation process will look at teaching and learning for students with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of students with special educational needs and disabilities.

The governing body has a designated officer responsible for SEN.

Note:

If you would like further information about what we offer here at Monkseaton High School, then please contact the Special Educational Needs Coordinator, Mrs Anne Oldham, on 0191 2979700.

The following link will take you to North Tyneside's local offer which outlines provision for children with additional needs in the area.

http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p_subjectCategory=1618

Parents can contact North Tyneside Parent Partnership Service for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0345 2000 109.

Should a parent or carer feel they have explored all other avenues to resolve an issue and still feel that they wish to make a complaint a full copy of the complaints procedure is available on request from the school office.

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