

# Monkseaton High School

## Special Educational Needs and Disability Information Report

### Context of School

#### EQUALITY OPPORTUNITY INCLUSION ACHIEVEMENT

Monkseaton High School is a fully inclusive, comprehensive school that caters for the full range of ability. We recognize that all of our students are individuals and we strive to ensure that they all achieve their potential: personally, socially, emotionally, physically and educationally. We believe that by working closely with families and other professionals we can enable all students to achieve. We have high expectations of our students and work hard to support our students and help them develop in a caring, supportive environment

At Monkseaton High School:

We **ASPIRE** to be our best

We **RESPECT** each other

We **CELEBRATE** success

We are **PREPARED** and ready to **LEARN**

We learn from our mistakes and **CHALLENGE** ourselves

We will work as a **TEAM**

### Consultation with parents

Working closely with families is important to us. We know that parents know their children and we welcome all feedback. We consult with pupils and their families through:

- Parents' Evenings, Open Evenings and Meet the Tutor Evenings;
- EHCP reviews;
- SEND reviews;
- Coffee mornings;
- Transition meetings and Evenings;
- Key worker consultations;
- Contact by phone, email or face to face with pastoral and SEND teams.

### Identification of Special Educational Needs

As our school roll begins in Year 9, many of our students with a SEND have already been identified and we work closely with our feeder middle schools and parents to allow a smooth transition to High School. We use regular progress checks that allow us to monitor students and their progress and see if any of our students are struggling as well as celebrating the successes.

Subject teachers and the SENDCo assess and monitor the students' progress in line with existing school practices. If this monitoring process suggests that your child is not making

the expected progress, the subject teacher will consult with both you and the school SENDCo in order to decide whether additional or different provision is necessary.

If you feel that your child may have a special educational need or disability or are concerned that something has changed, then please do not worry. Contact your child's Year Leader in the first instance. Dedicated support can be planned in further meetings involving the SENDCo and HLTA if deemed necessary. Furthermore, we can help you to obtain advice on how to help at home with any particular aspect of parenting, such as managing behaviour at home.

### **Assessment and review**

Through regular monitoring and assessment, where we look at pupils' progress, attendance and subject profiles, we are able to review the progress of our students who have SEND. Teachers use this information to target their future planning to meet the needs of children in their classes. In addition to the usual forms of assessment, there are also specialist assessment tools that we use to explore the reasons for any difficulties.

### **Supporting students with SEND**

We will let families know if we have any concerns about pupils' learning through meetings, phone calls and letters. Students details are kept on our SEND database. We also have a Valuable Learners database, which we use to help us keep a close eye on students but have not yet had an SEND identified. Key workers will liaise with external agencies as well staff in school to keep comprehensive reports and information on students to help support students.

Students will be supported in a number of different ways, including:

- Support in the classroom;
- Support before or after school. Our LSC is open from 8 am to 4:00, so there will always be member of staff on hand to give support;
- Support at break and Lunch-time;
- Although we firmly believe the best place for a student is in the classroom we do offer small group withdrawal to support literacy/numeracy difficulties;
- specific programmes of support e.g. Dyslexia Support Programme;
- Thrive Intervention;
- all staff given access to a plan and spotlight that outlines current difficulties and strategies for support;
- Support on external visits.

### **Transition**

The move from middle school to high school can be a nervous and challenging one. Therefore, we work closely with schools to help make this transition run as smoothly as possible. Prior to the move up to High School, we regularly have students up from the

middle schools during Years 7 and 8 on a variety of events. Where students are struggling we also:

- Meet with feeder schools to identify needs and support;
- Meet with parents to discuss the needs of a child before they arrive;
- Have small group visits to meet the staff;
- Additional Enhanced Transition days;
- Meetings with external agencies who currently support young people.

Equally daunting can be the transition into post-16 education. Although many of our students stay, others want to go on courses elsewhere. In order to help our students prepare for adulthood, we work closely with Connexions to help find the best pathway for students, conducting visits to placements with familiar staff. We begin this process very early (in Year 10) so students are fully prepared for the future. Students have Work Experience in Year 10 and we support students in finding and attending placements, as well as taking some students for pre-visits.

### **Inclusion and Pupil Voice**

Monkseaton High School is a fully inclusive school. Most lessons are taught in mixed ability classes with students provided with appropriate support to help access the curriculum. Class sizes vary in size but are small; if students are struggling we do have smaller rooms such as the LSC or Inclusion room that can be used to support them. We are committed to equality and so we encourage all of our SEND students to take part in PE, extra-curricular activities and school trips. To ensure our students have an opportunity for their views to be heard, we have representatives on our school council, where the needs of students with SEND are represented.

### **External Agencies**

There are a number of external agencies that come into school to work with and support our students. These include:

- Educational Psychology Service (by referral from the SENDCo). Our assigned worker is Katrina Heywood;
- CAMHS (Child and Adolescent Mental Health Service) for students with social, emotional and mental health needs;
- Health Services;
- Family Partners/ Locality Team/; HIVE
- Multi-agency meetings with representatives from Early Help Assessment Team, Social Care and Health to ensure effective collaboration in identifying and making provision for vulnerable students;
- Occupational Therapy to consult with specialist advisory teaching services for children with sensory impairment or physical difficulties;
- Speech & Language Team (SALT) who contribute to reviews of students with significant speech and language difficulties
- Language and Communication Team (LCT) who support students with

identified difficulties with language and communication needs (by referral from the SENDCo);

- Dyslexia Referral Team (DRT) who provide tailored programmes for children identified as having dyslexic tendencies (SENCo referral);
- Sensory Services (Visual Impairment and Hearing Impairment);
- Trax (Key stage 3 behaviour intervention);
- Primary Mental Health Team;
- MHS Connect;
- Someone Cares;
- Young Carers;
- Ethnic Minority and Traveller Achievement Services (EMTAS) for students with English as an Additional Language (EAL);
- Connexions (for Careers advice and support for Transition).

### **Staff Training**

We regularly invest time training our staff to improve provision for all students, to develop enhanced skills and knowledge to deliver short-term support individualised interventions.

Our Additional Educational Needs Co-coordinator is a qualified and experienced English teacher has achieved his Qualification for the National Award in Special educational Needs. He is: Mr. David Walton (BEd (Hons) MA (Ed) NPQML).

We have one HLTA: Mrs Lisa Bennett.

We have 4 LSAs: Lee Austin; Evelyn Reed; Aimee Turner and Karen D'Arcy.

We firmly believe that ALL teachers are teachers of SEND and our staff receive training across the course of each year to support students with SEND to achieve their very best outcomes.

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 we aim to match support staff to the students with whom they can make the most impact.

### **Supporting Families**

We know that supporting young people with SEND can at times be stressful and present challenges. We know that parents know their child best. Therefore, we work in partnership with families to help them support their children's learning outside of school.

Families are also reminded about the Special Educational Needs and Disability, information, Advice and Support Service (**SENDIASS**) which provides guidance and support. Additionally, the **North Tyneside Local offer** sets out the support and services available for children aged 0-25 that is available. To view this, click here:

### **Emotional and Mental health**

We recognise that students with SEN often experience difficulties with mental health. We have two Mental Health Champions in school: Kerry Davison and David Walton. They represent, support and guide students and their families who have emotional Health difficulties. We have adopted North Tyneside's Emotionally Healthy Schools policy and regularly review our approaches to emotional well-being and mental health. We have trained counsellors that come in to school to provide additional guidance and support.

### **Behaviour**

Students at Monkseaton work very hard and are very well behaved. We acknowledge, however, that occasionally students demonstrate inappropriate behaviour and staff are prepared for this.

Each Year group has a Pastoral Raising Achievement Leader who regularly reviews students' attitudes towards their learning and will work in close partnership with families to help understand behaviour.

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect students with special educational needs or disabilities. We are committed to making reasonable adjustments to ensure participation for all, so please contact the school to discuss specific requirements. All staff at the school recognise the importance of the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

### **Evaluating effectiveness**

SEND provision is monitored by the Headteacher and governors through governors. We also carry out staff audits and parent questionnaires to get feedback and evaluate our performance.

Any parent who wishes to make a complaint about SEND provision should contact the SENCo in the first instance. We will make every effort to resolve issues and where possible accommodate parents wishes. If a parent feels that this has not been resolved satisfactorily, they should approach the Head Teacher, Jo Suddes, or the Chair of Governors Anne Welsh.

## Table of Support/ Provision Map

What support is available for my child's specific SEND?	
	Support Available Within School
<p><b>Communication and Interaction Needs:</b></p> <p>e.g.</p> <p>Autistic Spectrum Disorders</p> <p>Speech, Language and Communication Needs</p> <p>Social communication difficulties</p>	<ul style="list-style-type: none"> <li>• Differentiated curriculum and resources</li> <li>• Support with change to school routine or any 'special events' in school</li> <li>• Visual timetables, prompts and resources to aid learning</li> <li>• Areas of low distraction</li> <li>• Support / supervision at unstructured times of the day</li> <li>• Social skills programme / support including strategies to enhance self-esteem</li> <li>• Access to the Language and Communication Team (LCT)</li> <li>• Access to the Speech and Language Team (SALT)</li> <li>• ICT is used to support learning where appropriate</li> <li>• Strategies / programmes to support speech and language development.</li> <li>• Strategies to reduce anxiety / promote emotional wellbeing.</li> <li>• Where appropriate we will use support and advice from other partners to meet the needs of students.</li> <li>• Planning, assessment and review programme of SEND Support Plans</li> <li>• Work with students, parents, carers and staff to develop and review plans based on the need of the pupil</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all students</li> <li>• Access to teaching and learning for students with special educational needs is monitored through the school's self-evaluation process</li> </ul>

<p><b>Cognition and Learning Needs:</b></p> <p>e.g.</p> <p>Specific Learning Difficulties</p> <p>Moderate Learning Difficulties</p>	<ul style="list-style-type: none"> <li>• Differentiated curriculum and resources</li> <li>• Strategies to promote/develop literacy and numeracy</li> <li>• Use of coloured overlays, books and resources to support students with Scotopic Sensory learning</li> <li>• Provision to support access to the curriculum and to develop independent learning</li> <li>• Small group targeted intervention programmes are delivered to students to improve skills in a variety of areas e.g. reading skills groups etc.</li> <li>• ICT is used to reduce barriers to learning where possible</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to</li> <li>• Planning, assessment and review programme of SEND Support Plans</li> <li>• Work with students, parents, carers and staff to develop and review plans based on the need of the pupil</li> <li>• Access to teaching and learning for students with special educational needs is monitored through the school's self-evaluation process</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all students</li> </ul>
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<p><b>Social, Mental and Emotional health</b></p> <p>e.g.</p> <p>Behavioural needs</p> <p>Social needs</p> <p>Mental health needs</p> <p>Emotional Health and Wellbeing</p>	<ul style="list-style-type: none"> <li>• The school ethos values all students.</li> <li>• Behaviour management systems encourage students to make positive decisions about behavioural choices.</li> <li>• Pastoral support from the Form Tutor, Key Worker, Pastoral Raising Achievement Leaders and Senior Leadership Team</li> <li>• Supervision at unstructured times of day</li> <li>• Risk assessments are used and action is taken to increase the safety and inclusion of all students in all activities</li> <li>• Behaviour management systems in school are based upon encouraging students to make positive decisions about behaviour</li> <li>• The school behaviour policy identifies where reasonable adjustments can be made to ensure the need for exclusion is kept to a minimum</li> <li>• The school provides effective pastoral care for all students</li> <li>• Support and advice is sought from outside agencies to ensure barriers to success are fully identified and responded to</li> <li>• Small targeted group programmes are delivered to students to improve social skills and emotional resilience</li> <li>• The Learning Support Centre is open and available to students at break and lunch times, and before and after school</li> <li>• Information and support is available within school for social, emotional and mental health needs</li> <li>• The school health nurse provides a confidential ‘drop in’ service open to all students</li> <li>• The school Learning Mentor and counsellor offer support to students as required</li> <li>• Access to teaching and learning for students with special educational needs is monitored through the school’s self-evaluation process</li> </ul>
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<p><b>Sensory and Physical Needs:</b></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"> <li>• Support and advice is sought from outside agencies to support students, where appropriate</li> <li>• ICT is used to increase access to the curriculum</li> <li>• Support to access the curriculum and to develop independent learning</li> <li>• Advice and guidance is sought and acted upon to meet the needs of students who have significant medical needs</li> <li>• Access to Medical Interventions</li> <li>• Access to programmes to support Occupational Therapy / Physiotherapy</li> <li>• Support with personal care if and when needed</li> <li>• Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning</li> <li>• Staff understand and apply the medicine administration policy</li> <li>• All entrances to the school are wheelchair accessible</li> <li>• The school has disabled toilets / facilities</li> <li>• Access to teaching and learning for students with special educational needs is monitored through the school's self-evaluation process</li> </ul>
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