



MIDDLESTOWN JUNIOR AND INFANT SCHOOL

SEN Information Report

2014-2015

SENCO: Mrs Rebecca White

SEN Governor: Kath Shaw

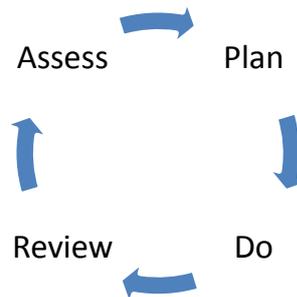
Contact: 01924 302820

Dedicated SEN time: Tuesday morning

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy)

Assess: *Ongoing assessment by the teachers in each class for their children, in consultation with the SENCo and parents.*

Plan: *In consultation with the SENCo a set of personalised targets would be implemented for the child.*

Do: *A child with additional needs would be placed in intervention groups or given individual support to meet their targets.*

Review: *Targets are reviewed by the child, teacher and parents and new targets will be set.*

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

There are a range of social interventions which are available, such as; socially speaking, time to talk and music interaction.

2. Cognition and learning

We have a range of interventions including; Mathematics, comprehension booster groups and extra one to one tuition for writing.

3. Social, emotional and mental health

In school we have a designated learning mentor who is available to offer support to children who are vulnerable or who need support either in the long or short term with a variety of issues.

4. Sensory and/or physical needs

There is provision for children with all needs and a trained member of staff runs a Fit to Learn group.

(Reference: SEN Policy)

As of January 2015 we have 14 children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include provision maps and IEPs.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
General meeting	Parents, SENCo and teachers	Anytime

Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level (as per p58 of SEN Code of Practice 2014)
RW	SEN	SEN Coordinators MA
LA	SEN	Masters in SEN

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure that children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include developing our use of Makaton by all staff.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: