



Monkfrith Primary School Special Educational Needs (SEN) Information Report 2024/5

Headteacher: Ms Jude Deasey
SENCO: Mrs Emma Choudhury
SEN Governor: Mrs Carolyn Hudson

This SEN Information report provides information about Monkfrith's implementation of the governing body's policy for pupils with SEN as required in the *SEN and Disability Code of Practice:0-25 (2015)*.

What kinds of Special Educational Needs (SEN) does the school provide for?

At Monkfrith we aim to support children in relation to four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and physical.

How does the school identify children and young people with SEN and assess their needs?

The SEN Code of Practice defines SEN as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Learners can have difficulties making progress in school for lots of reasons, such as low levels of attendance, changes in schools or operating in two or more languages but this does not mean that all vulnerable learners have SEN. A learner is identified as having SEN, when it is decided that we need to provide support or interventions that are 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

How does Monkfrith identify and assess pupils with SEN?

At Monkfrith we do this in a variety of ways, including:

- Monitoring individual pupil progress, attainment and behaviour over time (and in comparison to their peers)
- Teacher assessment or experience of the child
- Drawing on the Identification of Needs in the Barnet SEND toolkit for SENCOs
- The views and experiences of parents
- The views and experience of the child
- Information from previous settings/schools
- Information from other professionals (for example a Paediatrician, Child Adolescent and Mental Health Services)
- More in-depth individual assessments, which may be undertaken by school or specialist teams (for example Speech and Language Therapists, Occupational Therapy, Educational Psychologists)

Who are the best people to talk to Monkfrith if I am concerned about my child?

Role	Summary of responsibilities
Class Teacher	<ul style="list-style-type: none"> ● Quality First Teaching and classroom provision ● Focus on outcomes for the child ● Have high expectations and aspirations for every pupil ● Adapt and scaffold the curriculum to ensure that children are supported and challenged
SENCO	<ul style="list-style-type: none"> ● Coordinating provision for children with SEND ● Overseeing the day to day implementation of the SEND policy ● Using and advising on the graduated approach to SEND support (Assess, Plan, Do and Review) ● Check on the progress of the children and support class teachers in identifying, planning and supporting children with additional needs ● Advising on use of budget/resources ● Liaising with parents of children with SEND ● Links with other education settings and outside agencies ● Carrying out school based standardised assessments
Deputy Head or Headteacher	<ul style="list-style-type: none"> ● Overseeing the progress of all children ● Oversee the implementation of the SEND offer and policy, inline with Barnet's Local Offer ● Implement SEND reforms ● Ensuring that parents are engaged in discussions about the progress of their child ● Ensure that the SENCO is able to influence strategic decisions about SEND ● Publish information on the school's websites about the implementation of the governing body's policy for pupils with SEND
SEND Governor	<ul style="list-style-type: none"> ● Have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the Headteacher ● Ensure that there is a qualified teacher designated lead in school for SEND

	<ul style="list-style-type: none"> ● Cooperate generally with the local authority, including in developing the Local Offer and when the school is being named in an EHCP ● Ensure that arrangements are in place in Monkfrith to support pupils at school with medical conditions ● Be responsible for publishing information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans
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What is the approach Monkfrith takes to teaching and learning, including teaching children with SEN?

Levels of Support:	What this might look like:
Universal- High-quality inclusive teaching for all pupils.	<p>Each child's teacher is responsible and accountable for the progress and development of all the pupils in their class.</p> <p>Quality-first teaching is our first step in responding to a child's needs and ensuring access to a broad and balanced curriculum.</p> <p>This involves ensuring that the teacher has the highest possible expectations for each child and that learning is based on building on what the child already knows, can do and can understand.</p> <p>We will differentiate (or adapt/scaffold) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to each child.</p> <p>As part of our Ordinarily Available provision, adaptations within the classroom might include (but are not limited to) adjusting the pace of teaching; giving longer processing times; targeted questioning to ensure understanding; task checklists to support independence; access to visual timetables and prompts; opportunities for movement breaks.</p>
Targetted- Specific work on a small group basis.	<p>In addition to support from the class teacher, teaching assistants may support a child's learning within the classroom, or through interventions in designated spaces outside the classroom, either</p>

	<p>individually or as part of a small group. Where gaps in a child's understanding/learning are identified, teachers might decide a child would benefit from additional support to help them make the best possible progress, over and above what can be offered in class. The child's progress will be carefully monitored to ensure the group/intervention remains relevant to their learning needs.</p> <p>More information about some of the interventions we currently deliver can be found below.</p>
<p>Specialist- Personalised support which may be informed by outside agencies.</p>	<p>Where a child experiences difficulties within a particular area of learning or a specific health need, we might, with agreement from parents/ carers, refer to external professionals in order to provide more specialist individual support. External agencies we can seek advice from include Speech and Language Therapists, Educational Psychologists and Autism Advisory teachers. The professional will work with the child and members of the school staff to help understand their needs and make recommendations as to how best to support them. This may include advising on classroom adaptations, support to set targets which include their area of expertise or overseeing the delivery of group interventions.</p>
<p>Specified Individual Support- Usually for pupils with significant and complex SEN needs where ordinarily available support is not sufficient to meet their need.</p>	<p>Where the above levels of SEN support are not sufficient to meet the needs of the child, we (or parents) may request that the Local Authority carry out a statutory assessment of the child's needs- an EHC Needs Assessment. The EHC Needs Assessment process determines if a child requires an EHC plan (EHCP) to ensure they receive appropriate, tailored support for their education and development. This process usually follows these steps:</p> <ol style="list-style-type: none"> 1. Request: A request for EHC needs assessment is made. 2. Assessment: The local authority gathers information from teachers, health professionals, and parents to evaluate the child's needs. 3. Decision: The local authority decides whether to proceed with a full assessment and create an EHC plan if necessary. 4. EHC Plan: If issued, the plan outlines the child's needs and the support required, reviewed

	<p>annually.</p> <p>Where a child holds an Education Health Care Plan (EHCP), it details their needs, the support they require, and expected outcomes. The child receives tailored support to help them progress in school and beyond and the plan is reviewed annually to ensure it continues to meet the child's needs.</p> <p>More information on this can be found in the Barnet Local Offer.</p>
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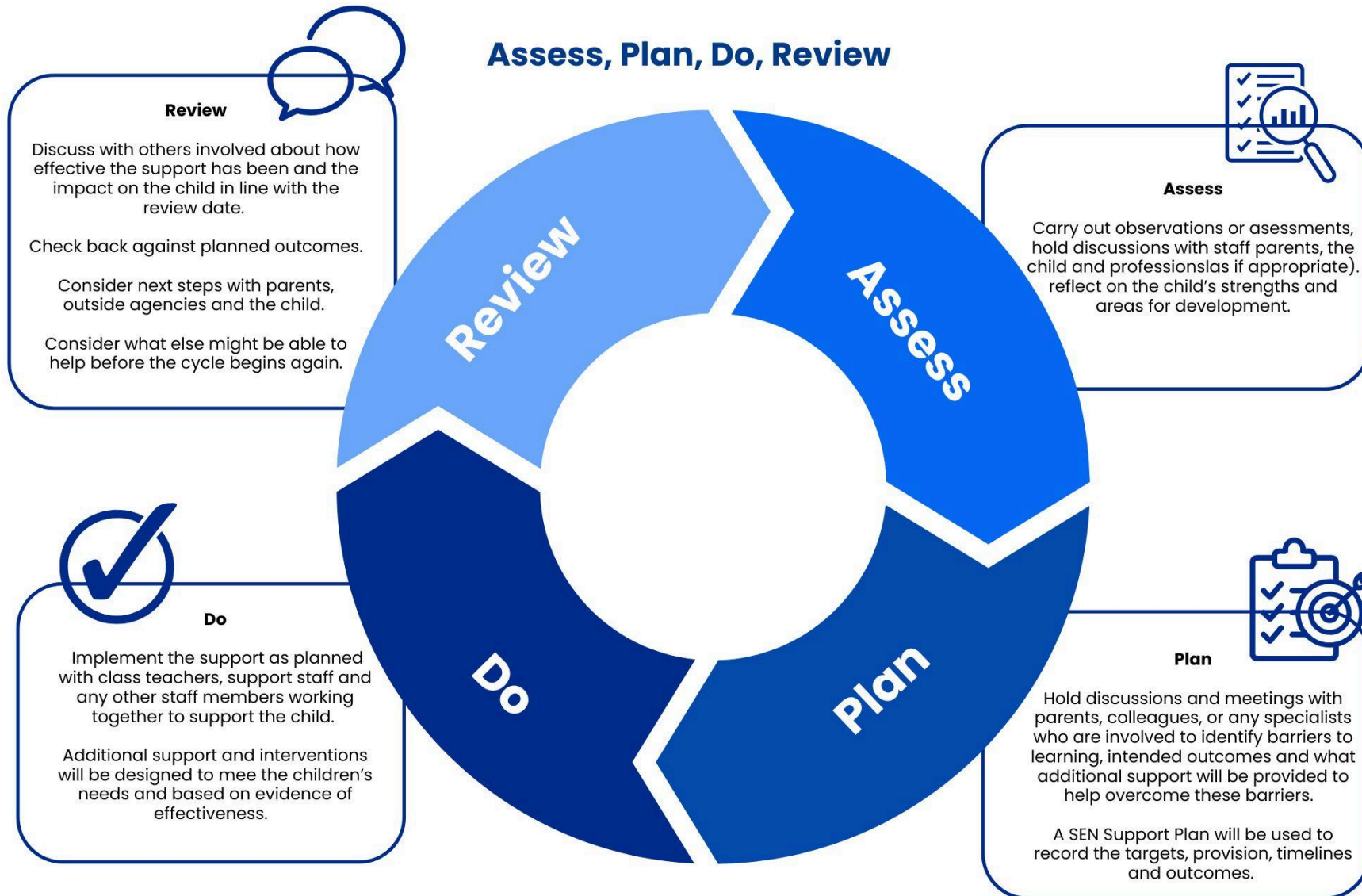
What are the arrangements for consulting young people with SEN and/or parents of children with SEN and involving them in their education?

The class teacher and SENCO will meet with parents/carers in the Autumn Term to discuss the child's strengths and needs, decide on outcomes and support and the review process. An SEN Support Plan will be set up. This may include recommendations/advice from external professionals.

Children	<p>The level of involvement of the child will depend on their age and level of understanding. Some of the ways we will seek a child's views may include asking them to:</p> <ul style="list-style-type: none"> ● engage in discussion with a familiar member of staff ● complete a questionnaire ● do a drawing to represent their thoughts <p>We recognise that no two children are the same, so we will consider what would work best on a case-by-case basis in accordance with the individual needs of the child.</p>
Parents	<p>In addition we consult parents/carers about their views through an online questionnaire each term. Individual Support Plans will then be reviewed termly. We will provide advanced warning of these meetings and offer a range of time slots. In addition, children who have Education, Health and Care Plans will have an Annual Review of their long term and short term outcomes and provision.</p>

The SENCO is available to meet with you to discuss your child's progress or any concerns or worries you may have.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes and effectiveness of provision?



What are some of the ways that we might support a child?

Interventions may be delivered in 1:1 or small group settings. External professionals such as Speech and language therapists and Occupational therapists may provide advice/ recommendations regarding the implementation of support strategies and interventions or follow-up work to be delivered in school. Some examples of the interventions we currently deliver at Monkfrith are:

Area of Need	Intervention	Intent
Communication and Interaction	<ul style="list-style-type: none"> ● Inference Group ● Attention groups ● Language for Thinking ● Language groups 	<p>These interventions focus on developing skills in areas such as language, communication and attention. They may include follow-up work from external professionals such as Speech and language therapists.</p>
Cognition and Learning	<ul style="list-style-type: none"> ● Wordshark programme ● Toe by Toe ● Better Reading Partners ● Precision spelling ● Phonics Intervention ● Reading Comprehension booster sessions ● Grammar booster sessions ● Catch Up Numeracy ● Maths booster sessions 	<p>These interventions provide targeted support to improve foundational literacy skills including phonics, reading, writing and spelling and numeracy skills including improving fluency and building skills in problem solving and reasoning.</p>
Social, Emotional and Mental Health	<ul style="list-style-type: none"> ● Lego Therapy ● Emotions Coaching ● Social Skills Groups ● Interest groups 	<p>These programs aim to support social interactions, emotional regulation, and mental wellbeing.</p>

Sensory and/or Physical Needs	<ul style="list-style-type: none"> ● Sensory Circuits ● Handwriting groups ● Gross Motor Skills Groups? ● Fine Motor Skills Groups 	These interventions support students with physical, sensory, or coordination difficulties, helping improve motor skills, sensory processing, and physical coordination.
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While the majority of learners with SEN will have their needs met in this way, some may require an Education, Health and Care Plan (EHCP) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHCP.

What are the arrangements for supporting children and young people to move between phases of education?

The school makes every effort to develop links with previous settings (eg. nursery schools or specialist provision) to ensure a smooth transition into Monkfrith. All children are offered transition opportunities (e.g. access visits, meetings with families) and we may also try to visit them in their pre-school provision. Where a child has known SEN we meet with staff and parents to discuss a child's needs and additional transition arrangements, if appropriate. We make contact with other services, which support the child to ensure continuity of provision and plan for additional resources and training if appropriate.

There are also strong links and procedures in place with local secondary schools to ensure a smooth transfer at the end of Year 6. There are meetings with the Year 7 Head of Year and SENCO (if appropriate) from the schools to discuss the children being transferred and more specifically any children with SEN. Transition plans are developed according to need but may for example involve additional work in school to prepare the child and additional supported visits. If a child has an EHCP we will whenever possible arrange the Annual Review meeting, for that year with relevant staff from the receiving school.

What training and expertise do staff have to support children and young people with SEN and how will we secure specialist expertise?

Monkfrith provides training and support to enable all staff to improve the teaching and learning of all children and improve their practice. This includes whole school training on SEN areas, for example speech and communication needs, Autism Spectrum Condition (ASC) and Attachment Disorder, Social Emotional and Mental Health.

Individual teachers and support staff attend SEN related training courses run by Barnet Education and Learning Services and other providers. Staff are also trained to deliver interventions by specialists working with the school – for example Speech and Language Therapists, Occupational Therapists, a Literacy Specialist, Hearing Advisory Teacher, Physical Disabilities Advisory Teacher and ASC Advisory Teachers.

The school has access to services universally provided by Barnet and described on the Local Offer part of it's website (see link on Monkfrith website).

In 2023/4 children at Monkfrith have had support from:

- Educational Psychology
- Inclusion Advisory Team
- ASC Advisory Teacher
- Physical Disabilities Team
- Barnet Integrated Clinical Services
- CAMHS
- Speech and Language Therapy
- Occupational Therapy
- Hearing Impairment Advisory Teacher
- Physical Disabilities Advisory Teacher

Each service has specific criteria relating to referrals. This can be different between local authorities.

How are children and young children with SEN enabled to engage in all activities available at school?

We aim for all children to take part in all activities. We will provide necessary support and/or make adjustments where appropriate in consultation with parents and relevant specialists.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a learner to take part in an activity, then alternative activities, which will cover, where possible, the same curriculum areas, will be provided in school.

How will we support children's emotional and social development?

We have a caring, understanding ethos and are an inclusive school. The whole school follows the Zones of Regulation curriculum and we use a positive approach to behaviour as outlined in our Behaviour Policy.

All staff provide nurturing learning environments. Class teachers have overall responsibility for the pastoral care of every child in their class and they should be the first point of contact. As part of our Zones of Regulation curriculum, children develop an individualised 'toolkit' of strategies to help support their regulation and independence. We recognise that some children have extra emotional and social needs that require the school to provide strategies for them to develop their skills.

If further support is required, the class teacher liaises with the Head/SENCo for advice and support.

This may involve; offering social skills groups; enhanced supervision at playtimes, or some 1:1 time with a TA with training in aspects of emotional health or it may involve working alongside outside agencies; for example Barnet Integrated Clinical Services.

Our Anti Bullying Policy has been produced with the children to ensure that their views are represented.

How will we involve other agencies in meeting the needs of children and young people with SEND and supporting families.?

As part of Barnet's Local Offer, at Monkfrith, we can make referrals to other agencies for additional assessments, advice and support. We also provide information about children's needs to inform assessments and services provided by other agencies. We regularly link with other services to put families in touch with provision, which may meet their needs. We welcome other professionals into school to provide advice and input, which can be followed up by our staff.

How accessible is the school environment?

All classrooms and the school entrance can be accessed via slopes from the outside. However stairs link the school internally with some stair lifts. We have disabled toilets and wet room facilities.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

Concerns about SEN provision should be raised with the class teacher or SENCO or Headteacher. If you wish to make a complaint, there is a complaints procedure in place; copies of the policy are available from the school website.

Further Information about SEN and the provision within the Local Authority can be found here:

- [The Barnet Local Offer](#)
- [SENDIASS](#)