

A whole school approach to meeting SEN



Jan Coning – SENCO at Manorfield IN School

Jan completed the My Support Plan questionnaire at SENCONET in May 2016, she gave the scores below:

- Scored mainly 4/5's (Working extremely well) in Section 2 – MSP enabling/encouraging Child/Family Centred Approach
- Scored 5's in Collaborative Working and Progress towards outcomes.

We visited Jan in school to find out more about what they are doing:-

What is working well?

Manorfield I&N School currently have 383 pupils on roll. This consists of 5 year groups; they have a Nursery, a Reception Class, Year 1 and 2 classes and also have a 2 year old provision.

Last year there were 6 children with an EHC Plan and a number with My Support Plans but these have now transitioned into their Junior Schools. Currently there are 2 children with a My Support Plan and potentially another due to start the process. We also have 4 children with a EHCP. At the beginning of the My Support Plan process we tried various approaches and have realised that you have to treat each case/family/child as an individual case.

We have an open door policy in school, families and parents are always welcome to come and speak to Sarah Palmer our Head teacher. This enables us maintain close links with families in the community. When we have worked with a family previously, we know the support the family requires and we aim to support and get the child into provision as early as possible. We make sure the children and families in the community feel known to all in school and confident that they can approach staff and share information or concerns.

As Deputy Head Teacher & SENCO at Manorfield IN I currently do not have a teaching responsibility. Since I have been out of class and focusing on SEN/D in school over the last 3/4 years we have seen a huge impact and improved/interlinked support. It is very much a team effort and credit must go to Sarah Palmer (HT) for having prioritised SEN in school and allowing me dedicated time to successfully develop my SENCO role.

We offer a whole school approach in school encouraging good relationship with our children at the centre. As a SENCO I feel very well supported by the class teachers at Manorfield. The training for the new My Support Plan was disseminated across school with all staff and support staff. A number of class teachers have now led on establishing new My Support Plans, supported by the SENCO. This has helped develop a whole school graduated approach. Pupils with social and emotional needs are supported by all staff through ensuring awareness and sharing appropriate strategies. This will involve all staff, often including the Senior Catering Manager and lunchtime team, in order to ensure all parts of the school day, including lunchtime, work effectively for that pupil.

We recognise the needs of all children. Due to our very strong community links, we become aware of some of our high needs children from

birth. We have a good relationship with Health Visitors and offer a holistic family approach. Significant needs are picked up very early. Early assessment is key and our nursery plays a significant role in early identification of needs.. Our children can receive up to 7 terms in our Nursery provision before they begin statutory education in school. This gives us time to identify individual needs and to respond as early as possible with additional support in order to meet children's developmental needs. We provide additional support for children in nursery via Portage, where necessary. Workshops and open days help to support parents in ways to help their children through play, with appropriate toys which will help with their child's development.

Every 2yo who requires a My Support Plan is supported right up to progressing to an EHCP if required. Due to timely process the funding sometimes arrives after the pupil has moved on after Year 2 to their Junior School. Sometimes we go through 3 years of work to support children in school and then they finally get an EHCP and they are transitioning to their Junior School. We feel that it is important to support these children regardless of who gains the funding at the end of the process as it is important to the child, the family and that child's future. We are working to strengthen links for parents with children with Special Needs in the community. As we have good relationships with parents of the children who attend/attended Manorfield IN and where children have gone on to attend special schools I can ask them to talk to and reassure other parents going through the same thing. They can share experiences and support each other.

We arranged for Attachment Training by the school' Educational Psychologist - for staff and support staff. Families are busy and some have lots of children and sometimes the child's emotional needs are not being met. We try to encourage parents to consider the emotional needs of their children and support them through reading stories, playing games with them and more importantly listening to them.

We teach parents Soft Skills using fun ways to get parents on board. Some families have blossomed and gone on to take other courses. We offered a training session for Dads using dance and movement in the hall. One dad stated that he did it for his son even though he didn't really want to do it. It is encouraging to see parents responding and engaging with their children in this way.

We have a reading programme where parents are encouraged to come in to school to read with their child on a morning for 20 minutes – this is timetabled on 2 mornings per week in KS1 and 1 morning a week in Reception. We assess how parents are interacting with their child and support where necessary. We have had very positive feedback from our parents about these reading sessions. We also hold book-sharing workshops targeting SEN children/parents and encourage sharing between parents, this is working well.

We have good SEN links with Staincliffe CE Junior School and have established joint funding arrangements for the Education Psychologist's (EP) traded input. We now hold joint EP planning meetings with the Junior School in order to prioritise pupils with SEN/D across both schools effectively. In addition, over the last 2 years we have set up a similar joint contract with Staincliffe for Locala School Nurse allocation using £3,500 of the budget. A school nurse and a school nurse practitioner now attend both schools ½ a day once a week. This supports children and families in both schools and also helps to support our work with MSPs. Last year 89 of 90 pupils transitioned to Staincliffe Junior school and having a shared nurse arrangement supports both schools and ensures continuity for our children.

Due to the growing number of pupils with emotional; and attachment difficulties in school, the governing body agreed to fund a member of staff to do training in order to become Therapeutic Practitioner. She is currently working towards the Play Therapy Qualification. We have another member of staff who is qualified in Theraplay. To meet the needs of pupils with social, emotional and mental health needs, a Therapeutic Room (the Rainbow Room) has been established. This provision has enabled us to develop a strong offer to support these needs, including 1-1 Play Therapy sessions for high needs pupils and Therapeutic Play (1-1 or groups). . These sessions use non-directive play to help identify issues with children.. Talking and Drawing Therapy is offered as well as Settling sessions which are provided in the morning for those children who find the handover from parent to school difficult. At lunchtime, we offer a play session in the Rainbow Room to support those children who find lunchtimes difficult for a variety of reasons. Two members of staff, who are also members of the Pastoral Team, plan, organise and resource this provision. These therapeutic interventions have been greatly supportive of pupils with MSPs and EHCPs

Interventions are allocated by Pastoral Team through a referral process. The Pastoral Team consists of 5 members of staff: - Headteacher, Deputy Head Teacher/SENCO, Assistant Headteacher, Play Therapist and Specialist Support Teacher. The Pastoral Team meet every half term, with each member supporting a different year group in school. The pastoral lead for each year group meets with class teachers to gain updates/impacts. We discuss one class at a time in order to monitor pupils who have a marker on the system, then agree which pupils require a referral to an external agency or an intervention in school/nursery. Following the meeting, feedback is given to relevant class teachers in order to update the team. If a child is not progressing we look at what we can do and hold discussions with parents to look at how we move forward. A multi-agency meeting may be required which could result in a referral to MSP, EHCP or Social Care. Where appropriate we encourage our children to attend the meetings. We take into account all children in school and not just our children with SEN needs. After trialling a paper-based record system, we now use CPOM's (Child Protection On-line Management System). This system is used to track child protection Issues but it does have wider capabilities. We use it to track safeguarding, SEN/D, medical issues, underachievement, and attendance among other areas of concern. We work hard to ensure none of our pupils slipping through the net.

The national agenda for SEMH behaviour can form part of the communication – what is causing the behaviour? We can then unpick and put in appropriate support. We use the Boxall Profile to assess the developmental needs and emotional well-being of pupils. Both the SENCO and Specialist Support Teacher are responsible for this. Use of the Boxall Profile has now become embedded into normal practice as it gives us a baseline together with clear guidance about what support is most appropriate. “Beyond The Boxall” sets targets and has suggested strategies, in a similar way to THRIVE

Manorfield IN has recently joined the BBEST Hub together with all Batley schools.. This has opened up links with other schools and allowed for a more collaborative approach. When we have a pupil with siblings in one of the High Schools in the Hub, we can share information and work together with these families.

How has this impacted on the child & family?

Parental confidence - Parents are more confident in sending pupils to our school as they feel it is a good place for their child to be. There is an element of parents taking responsibility of their role in supporting their child. We offer parental support by running workshops with

parents, 1-1 support with their child and a multi-faceted approach to engage our parents. We see some parents feeling empowered - having skills they didn't know they had.

Positive engagement – parents engage well with the process. Where appropriate we will ask the child themselves to attend the meeting supported by their key person. Family Support Workers also help families and children with the process. The MSP is a step by step process, which we try to personalise according to the child and family concerned. Some parents need additional support and time in order to make the process effective. At the initial MSP meeting we explain the process to the parent and encourage them to contribute in the way in which they feel most comfortable. Some parents opt to take the plan home and complete their part, after the initial meeting We would then have a meeting with them to go through the form to make sure they are happy with what they have completed. Other parents prefer to discuss all parts of the parent/carer section with the SENCO (or whoever is leading on the MSP). The process can also be a challenge for parents with limited literacy skills.. Some parents do not understand their child's complex needs.

How does this:

Help set outcomes?

SEN/D pupils are included in their MSP review meeting and EHCP annual review meetings, when appropriate. Familiar ETA will pose two or three simple questions prior to the meeting and help with their answers so they can rehearse and feel confident for the meeting. The child then has the opportunity to join the start of the Annual Review meeting and give some real input, which makes them feel valued. This also sets the tone for the meeting and creates a good atmosphere. A pupil with significant medical needs attended his review meeting. His heart warming speech about his feelings and the support he was receiving, made a real impact on everyone in the meeting.

Influence Provision?

Our provision has changed and developed as we have made our provision more flexible to meet the needs of our pupil population. A greater understanding of social, emotional and mental health difficulties and attachment needs has also impacted positively on our provision.

Impact on Progress?

The Senior Leadership Team monitors tracking data each term for each year group and SEN is a part of this analysis. SEN/D forms part of the discussion at pupil progress meeting each term. The Boxall is also used to track impact of interventions/ provision on pupils.

Interventions are monitored and a process is in place to evaluate impact on learners. Pupils are asked to complete child-friendly feedback forms, for example.

Do you have feedback from parents? Would you be happy to get feedback from them? How?

We do not have a formal feedback process, informal feedback. We have lots of support from parents.

A parent for a pupil we had taken through the EHC Plan process came into school to personally thank us. This was a complex case that affected the whole family requiring targeted support for the older siblings too. The family found the communication model we shared with the family to support the pupil, was also used by Mum and Dad to help them communicate with each other as well as with the children.

Do you have any thoughts/ideas on how you or other schools can build/develop on good practice?

Since taking over the extended provision (previously known as Day Care provision), we no longer receive Inclusion funding. This means we are now unable to offer the support to children who join us from private providers, who were entitled to inclusion funding to enable F/T support. Due to the loss of the Inclusion funding we cannot fund the same high level of support, which is an issue for us.

We continue to develop strong links with medical professionals and other external agencies in order to ensure we can make the best possible offer to support all our pupils. Joint working with other schools and Early Years settings will also help us to develop our practice in the future.

If you would like more information please contact: Jan Coning, DHT/SENCO at Manorfield I&N School.