



SEND Information Report

2024-2025

Mountfields Lodge SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within School.

SENCo: Mrs Jo York

joyork@mountfieldslodge.leics.sch.uk

Office: 01509 214 119

What are the kinds of Special Educational Needs for which provision is made, at Mountfields Lodge School?

Mountfields Lodge School is familiar with supporting children with the following needs;

- Autistic Spectrum Conditions
- Sensory needs
- Emotional needs
- Behavioural needs
- Attention Deficit with or without Hyperactivity
- Downs Syndrome
- Dyslexia
- Visual impairments
- Hearing impairments
- Physical impairments
- Cystic Fibrosis
- Diabetes
- Epilepsy
- Speech and language difficulties
- Attachment Disorders
- Asthma
- Other medical conditions

What expertise and training do the staff at Mountfields have?

Staff have expertise with the following needs:

Autism, dyslexia, medical needs such as Epilepsy, Diabetes and cystic fibrosis, social and emotional difficulties, vision and hearing impairments, physical impairments and attachment difficulties.

Staff are trained in the following areas:

- All staff have Tier 1 and Tier 2 Autism Training
- SENCo has Tier 3 Autism Training
- SENCo has completed the SENCo award
- Administering of epi-pens and supporting children with asthma
- The Progression Framework by AET
- Whole school training has also been delivered on supporting Dyslexia

Some staff have the following training:

- Social communication group training, anti- anxiety group training, sensory circuit training and are able to use social stories
- Positive handling training
- First aid qualifications as well as having a lead first aider
- Training to support children with Diabetes
- Training to support children with Cystic Fibrosis

Staff training is highlighted at a whole school level by the SLT. Individual needs are raised during performance management.

There is a budget for staff training which is managed by the Deputy Head teacher. All staff in school have access to an online training platform which they have designated time for.

How does the school involve other agencies to support children with additional needs in school?

Children with services identified in a Support Plan or an EHCP will access the services required to fulfil their plan. Other children can access services too, according to identified needs.

Many of the services that school needs to access have cost implications but these are budgeted for and allocated accordingly. The SENCo holds a budget to use on any outside agency support.

Agencies that we work with regularly, or with whom we have access to support are listed below;

- Specialist Teaching Service - Autism Outreach
- Specialist Teaching Service - Hearing and vision support
- Specialist Teaching Service - Dyslexia support (2 hours a year)
- Educational Psychologists
- SENA – Assessment of SEN
- SENDIASS – Parent support
- SALT - Speech and Language Therapists
- Behaviour Support - Oakfields School
- Outreach Support from Ashmount school
- Early help services to support parents in their home settings
- Inclusion Team - supporting access to school
- Attendance officer - to support and improve attendance

'Autism Outreach was brought in to help. Not only did they suggest lots of useful ways to help my child in school, they also came into class to do a lesson all about my child's

'My daughter is visually impaired and the school asked for support from the Visual Support Teachers and ICT Department at County Hall, when they felt her needs had changed and she needed more

'This school has gone above and beyond our expectations of how they have helped, encouraged and supported our daughter. They have outsourced professional help when needed and communication with the SENCo has been amazing'

What are the school's policies for the identification and assessment of pupils/students attending the school?

Meeting the needs of our children in our school is the responsibility of individual teachers and this is overseen by the Senior Leadership Team (SLT) and the SENCo. In school, we assess all children, plan their next steps and deliver them as part of our quality first teaching.

Sometimes children may not progress as expected, for those children we look closer at why. We ask parents to help us; we discuss our concerns and seek their opinions too. We create a plan and run the assessment cycle again but looks closer at areas of difficulty. Many children at this stage need an Individual Education Plan (IEP) which sets out the child's small step targets. The more we repeat the cycle the more we get to know about the child/ren. It may be that we need to bring in specialists to help us to look even closer into what the child needs e.g. a speech and language therapist, or an educational psychologist.

The Special Educational Needs Co-ordinator is very much part of this process, as are the parents.

If, despite support, the children do not make expected progress then we may look to moving them onto the SEN register and look to support them with more structured, possibly longer-term support. They may need a Support Plan writing for them which pulls together all the advice from professionals and helps us to monitor their support over time. Parents are always consulted.

For significant needs, the school can use the Support Plan to apply to SENA (Special Educational Needs Assessment at County Hall) for Special Educational Needs Intervention Funding (SENIF). This funding is often agreed for shorter-term interventions but the graduated approach must have been carefully followed first and evidence will need to be submitted with the request. Specific criteria need to be met for this additional funding to be agreed upon.

Children with significant needs that are both long term and encompass health, education and social needs can look to apply for an Educational Health and Care plan. As with the application for SENIF, strict criteria would need to be met and evidence over time would need to be submitted.

Parents can request, independently of school, for a Statutory Assessment to be made of their child. Parents need to contact SENA directly to request this. Further support and information can be found by emailing SENA (senaservice@leics.gov.uk).



What is the provision for pupils at Mountfields Lodge School and how is it evaluated?

We believe that all staff have a responsibility to meet the needs of all the pupils at Mountfields Lodge School. We have a large team of SEN Learning Support Assistants (LSA), Higher Learning Support Assistants (HLTAs), two Emotional Literacy Support Assistants (ELSA) and a team of class teachers with a variety of teaching experience and backgrounds. We are committed to training and developing our staff.

Provision for children with additional needs is carefully mapped by the SLT in accordance with the identified needs of the children. The effectiveness of the provision in school is monitored by the SLT on a regular basis through testing, observations, data collection, pupil voice, work scrutiny and school tracking systems. The SENCo reports to the Head and the Governors with the data on the SEN children's progress. Reviews are held with parents on a termly basis (either through a meeting or through a written report). As part of the review process, we seek the views of the child at the centre of the plan. Provision is recorded in Individual Education Plans which are reviewed each half term. We evaluate how the children have performed against their outcomes looking at successes and the barriers to achieving. Data is scrutinised with class teachers and the Senior Leadership Team at Pupil Progress meetings.

At Mountfields Lodge we commission services to enhance our provision and develop staff's skills. Services that we have ongoing relationships with are; Autism Outreach, Hearing Support Services, Vision Support Services as well as Speech and language therapists and a pupil counsellor. We have our own Educational Psychologist although we also work closely with the county council's Educational Psychology team. We utilise the dyslexia core offer from the county council which provides some support in school for dyslexic children and offers support for staff working with dyslexic children.

Children with Support Plans or EHC Plans have termly reviews through meetings or a written report but they also have an annual review. At Annual Reviews, children, staff and professionals are invited to give their views on the progress of the child and this then shapes the provision for the following year.

At year 6 every child with an EHCP has a Transition Review meeting where the secondary school is named. These review meetings happen in the first half term of year 6. **We ask that all parents also follow LCC's secondary application procedure too and make use of all their choices.**

How will equipment and facilities be provided to support pupils/students at Mountfields Lodge School? How accessible is the setting both indoors and outdoors?

Our school is accessible both indoors and outdoors. The following building modifications have been made; Wheelchair access, flat surface entry to most doorways, ramps to the main door and mobile classrooms, highlighter strips at specific exit points.

Equipment is available to support identified needs, for example, children may need specialist seating or writing slopes. We engage the support of the Occupational Therapy service to support us to ensure we have the right equipment for the children in our school. The SENCo holds a budget to ensure the equipment needed is available.

We regularly risk assess the school and some of our children take part in this process to help guide us to see the school through their own individual needs.

We have a Health and Safety Committee that meets regularly to discuss accessibility and safety. We have an accessibility plan.

Each Key Stage has access to hard surfaced playgrounds which means they are accessible to wheelchairs and children using mobility aids.



'My daughter was diagnosed with dysgraphia, and the educational psychologist recommended she use a laptop.' The school quickly provided her with this.



What is your approach to teaching children with identified SEND?

At Mountfields Lodge School we have an inclusive approach to educating all of our pupils. Wherever possible children are taught in our classrooms alongside their peers to ensure that social integration and learning is maximised. At times children may leave the classroom for intervention or groups that need a quieter environment but the Class Teacher remains responsible for this provision and the assessment of it. We have workstations within the classroom where children with specifically identified needs can work.

We are open to adjustments that we need to make for our children with additional needs, this has included being flexible about the uniform a child needs to wear for school and PE or ensuring a child is released for lunch a minute earlier than their peers to avoid mass movement times. Children that have adjustments to their provision would have these adjustments listed in their plans or profiles and they are agreed upon between staff and parents.

All work is differentiated and taught in a multisensory way to support all learners. Staff are aware of learning styles and needs. Where possible adult support is shared to develop social opportunities. Children are encouraged to help each other and teachers work to develop peer support in classes.


Class teachers use professional guidance and reports when available to them, to adapt their teaching for specific children accordingly.

It is an important part of our school culture to make all children feel welcome and valued. We celebrate differences and search for strengths within our pupils.

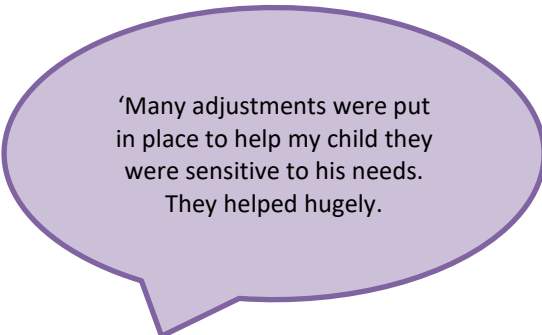
How will you adapt the curriculum, learning for pupils with SEND? How are children with SEN enabled to engage in activities available to their peers without SEN?

All lessons are differentiated and some children have an individualised curriculum in accordance with their needs. We adapt our environments (where we can) according to needs of our children and the advice we receive from external professionals and parents. It may be that children need to access quieter transition spaces in the morning or they may need space to have sensory breaks in during the day. We also use technology to support our pupils e.g. use of radio mics to help children with hearing impairments and magnification devices to support visual difficulties. Sometimes it is necessary for a child to have additional help in class to help them access the environment and learning in line with their peers. Learning Support Assistant time is carefully allocated in accordance with needs across the school. Reasonable adjustments can be made to the curriculum, classroom and the delivery of our teaching to accommodate for additional needs in class.

We are careful to ensure that school has a broad and balanced curriculum. We acknowledge that the core areas of the curriculum may present the biggest challenges to our SEN pupils and we want them to have the opportunity to excel in other areas of the curriculum e.g. enterprise opportunities, forest school, art days, school trips and residential opportunities. Ensuring we have a well-balanced curriculum means our children can focus on the things that they can do, not just things they can't (yet)!



'Alternative lunch time activities were found for my autistic child who struggled in the loud, noisy playground.'



'Many adjustments were put in place to help my child they were sensitive to his needs. They helped hugely.'

What support is available for improving the emotional and social development of pupils with SEND?

At Mountfields Lodge school we are very fortunate to have our own pupil mentor who works closely with our vulnerable children and families, who is also a qualified Emotional Literacy Support mentor [ELSA](#).

We have worked closely with Autism Outreach services to develop social communication groups and groups to support children with anxiety.

We have designated support at lunchtimes to support children that struggle to access unstructured times. We have an outside classroom to provide a quieter space for this support; our Cabin is very successful.

We have an annual pupil survey and the results of this survey are filtered so that the SEN children's voices can be heard (in an anonymised manner). Actions are created from the results of this survey and are fed back to the Governors.

The SENCo has been trained by Oakfields to use the Boxall Profile which helps school to set targets and track emotional progress. We used the 'Strengths and Difficulties' questionnaire to scale emotional difficulties. We use the Progression Framework tool created by the Autism Education Trust to help us track non-academic targets and show areas of progress in different aspects of our children's development.

We have a PSHE scheme called 'Jigsaw' which works closely alongside our behaviour code. We teach children to accept all differences and indeed we encourage children to celebrate these. We educate children in school to understand differences between themselves and their peers.

We have a [Mental Health Practitioner](#) in school provided by the Leicestershire Primary trust. Our practitioner supports our children who may have;

- worry
- Low mood
- anxiety and avoidance (e.g. simple phobias or separation anxiety)
- sleep difficulties

What are the arrangements for consulting parents of pupils at Mountfields Lodge School and involving them in the education of their child?

Mountfields Lodge strives to work in close partnership and communicate clearly, effectively and responsibly with parents at all times. To this end we:

- Keep parents informed as fully as possible about their child's needs, changes to educational provision, achievements and assessments. This may be during the period of Parent Interviews in the Autumn or Spring, and at other appropriate times
- Encourage participation in target setting and reviews, and attendance at Annual Reviews of Special Educational Needs and parent meetings throughout the year
- Listen to and respect the parents' views and needs, taking account of parental knowledge and experience of their child
- Provide support for parents who may have needs of their own
- Provide copies of any external advice given to support the school in the education of the child
- Liaise with the Parent Support Group for Special Educational Needs to ensure that any Special Educational Needs issues can be freely discussed, addressed and resolved at the earliest opportunity
- Liaise with the Local Authority Parent Partnership Service to ensure that parents are aware of the support that is available
- Liaise with parents and make any manageable adaptations that are needed
- Have an open-door policy for parents to talk to staff, SLT and the SENCo about their children

We have a home/school book where we are able to let her support worker/teacher know any important things to hand over. The SENCo would also pass on any emails to the class teachers if there were incidents, we did not want to put in the book in case my child read them.

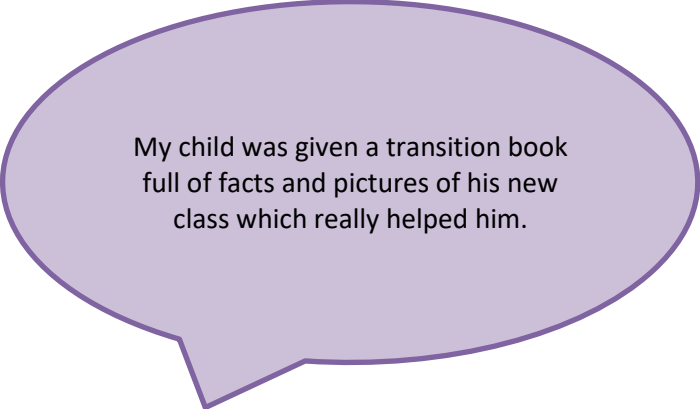
We used a communication book which was really useful to identify patterns of difficulties and help put them right.

What are the arrangements for supporting looked after children who also have SEN?

Some of our children with SEN are also looked after by the Local Authority. These children have an extra layer of scrutiny relating to their attainment and progress. All children and young people in care belong to a virtual school as well as going to a real school. A virtual school is a school that exists as a team of people, including a Headteacher that looks after their education but does not have an actual building.

We work closely with the Virtual Schools team and Social workers (where appropriate) and have regular PEP meetings in addition to meetings with class teachers and Foster Carers/ Adoptive parents. Our data on these children are reported to the Virtual team (progress, achievement and attendance). Attendance of these children is also tracked by the Virtual school.

Our Designated Safeguarding team also have an overview of these children's needs and progress. Find out more about Leicestershire's Virtual School [here](#).



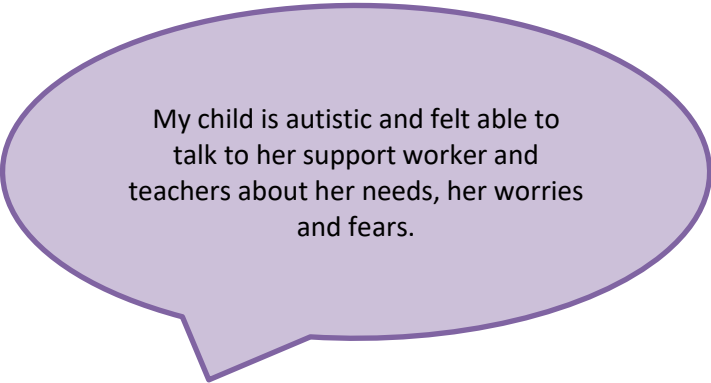
My child was given a transition book full of facts and pictures of his new class which really helped him.

What are the arrangements for consulting pupils about, and involving them in, their education?

The School Council and the Eco Council involves pupils, enabling them to contribute and decide on aspects of school life relating to their needs.

Children with a Support plan or EHC Plan will be asked for their feedback and comments prior to their annual review. This can be written by themselves or by a chosen adult. Children with a less complex special educational need will be asked prior to their reviews how they are progressing and what they need to work on. Our reviews are pupil-centred and seek the views of each child wherever possible. Our pupils are encouraged to attend their own reviews wherever possible. Some of the children are not always ready to formally join a review meeting and create videos to share instead.

All children are encouraged to speak to their class teachers and adults in the school with any concerns or worries. If needed they can be referred to the school's Behaviour Mentor for an appointment to work on any specific problems or concerns. We work hard to develop relationships with our children in school so we feel they are able to trust and talk with us about important matters.



My child is autistic and felt able to talk to her support worker and teachers about her needs, her worries and fears.

What are the school's arrangements for supporting pupils in transferring between classes and into secondary?

All transitions are well planned for. [Please see our Transition Policy.](#)

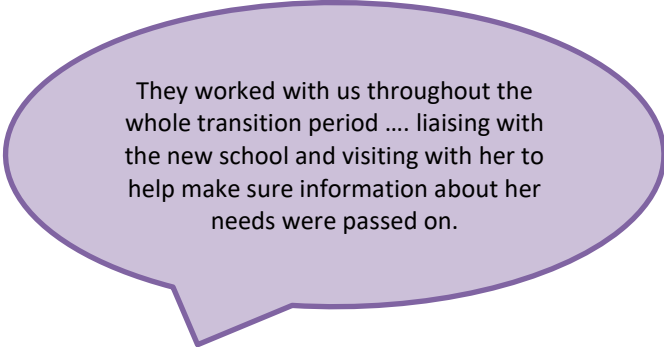
Transition documents will be provided as children move from class to class and phase to phase. Parents/carers always have the opportunity to meet the new teacher and class staff. Children with identified needs have a profile that moves with them to help their needs to be clear.

Children with additional needs may also spend some time transitioning to their new class in the term before a move. They will also be given transition documents (timetables and a photo book) to help them further.

The SENCo alongside the year 6 staff, support each child transitioning to secondary school and will meet with year 7 staff and tutors. Transitions are individual to our children's needs.

When the child is due to transfer schools, all the documentation will be transferred to the receiving school. This may be when the family move to a new area, the child is moving to a new phase of education or the child needs a different school to carry out the recommended actions in an Education Health and Care Plan.

If a child has an EHC Plan, the new school will need to be named in a Transition Review before the transfer takes place (this would normally take place before the October half term in their last year with us). Parents would also need to follow the Local Authority's standard secondary application process too.



They worked with us throughout the whole transition period liaising with the new school and visiting with her to help make sure information about her needs were passed on.

What is the role of The Role of The Governing Body?

The governing body takes great care to ensure the best possible provision is made for pupils with Special Educational Needs. There two governors with the designated role of SEN in school. All governors are aware of their responsibilities for Special Educational Needs and discuss the issues regularly during meetings. Special Needs matters are included in each term's report to the governors.

The SENCo and the SEN Governors meet termly and they discuss the following:

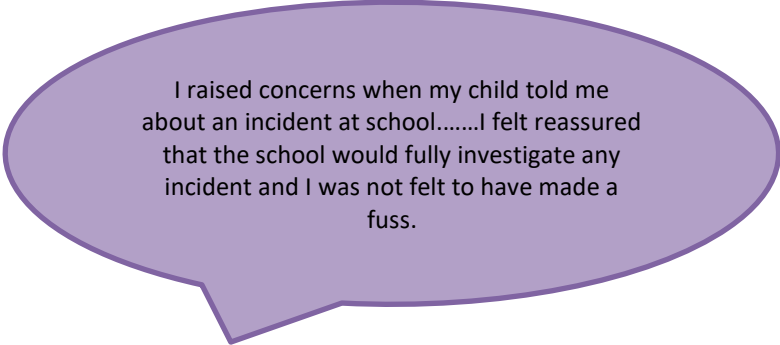
- Termly meetings to discuss SEND cohort and changes
- Updates from local and national perspectives
- Feedback from Govs to SENDCo/ SENDCo to Govs
- Data meetings - progress of SEND children
- Review of policies

The Governing body can be contacted via the main office.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Mountfields Lodge?

Parents who are dissatisfied with the school's work in respect of a pupil with Special Educational Needs are invited to follow the guidelines as set out in the school's [Complaints Policy](#). This is laid out in the school's prospectus and /or a copy can be obtained from the school office.

The process for all complaints is made available in the parent handbook which is updated each year and sent out directly to families.



I raised concerns when my child told me about an incident at school.....I felt reassured that the school would fully investigate any incident and I was not felt to have made a fuss.

Further Information and support are available here along with the Local Offer

- [SENA](#) Leicestershire's Special Educational Needs and Assessment Service.
- [SENDIASS](#) Independent Support Leicester, Leicestershire and Rutland offer free, impartial, confidential information, advice and support to parents and carers of young people aged 0-25 going through the new Education Health and Care Plan process as well as young people themselves.
- Facebook The local Offer from Leicestershire County Council is a good place to browse support.
- [LCC's Local Offer page](#)
- [Emergency Educational Psychology](#) Support phone line – 0116 305 5100