

Special educational needs (SEN) information report



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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our school, please check our website

<https://mountjoy.school/> or you can telephone us on 01308 861155 if you would like to arrange a visit.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with **significant learning difficulties** and these may occur alongside the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum condition (ASC)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment
	Other medical conditions, for example epilepsy and allergy.

All of our pupils need to have an Education Health and Care Plan (EHCP) in order to go onto the Admissions Panel, which is controlled by Dorset Local Authority.

2. Which staff will support my child, and what training have they had?

As a special school, all of our staff have regular training in meeting the needs of our diverse pupil population.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Kate Millican. She is a qualified teacher with years of experience working in special schools.

Class teachers

Many of our teachers have additional qualifications in SEN and all of our teachers receive regular in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs) and Child Care Assistants (CCAs)

We have a large team of TAs and CCAs, including 4 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. All of our staff receive in-house training and many attend external training courses annually to meet the needs of our pupils.

In-house Therapists

We have a number of visiting professionals that we employ to support our pupils. These include:

- Speech and language therapist
- Occupational therapist
- Music therapist
- School counsellor

We also run and provide training in physical therapies:

- MOVE: a therapeutic physical therapy to enhance independent movement and core stability.
- Rebound Therapy: a therapeutic programme that uses a trampoline to provide opportunities for enhanced movement patterns, therapeutic positioning and exercise.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Educational Psychologists
- GPs or Paediatricians
- School nursing service
- Child and adolescent mental health services (ID CAMHS or CAMHS)
- SEND Provision Leads and Case Workers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I am worried about my child's SEN?

Our whole school approach is to work collaboratively with parents and carers. If you have any concerns you can talk to your child's class teacher through the home-school book, via phone call (ring the school front desk and they will take a message so that the teacher can return your call when not in class), or through a face to face visit. Our family workers are able to visit you at home.

If you still have concerns you can talk to our SENCO or any member of our Leadership Team, including the Headteacher, Gill Howard. Our school number is 01308 861155.

All our class teachers are knowledgeable about SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility of further intervention or support from external services.

The SENCO will ask for your opinion and speak to your child to get their input as well, if this is appropriate for them. They may also ask for the opinion of external experts such as a CAMHS worker, an educational psychologist, or a paediatrician.

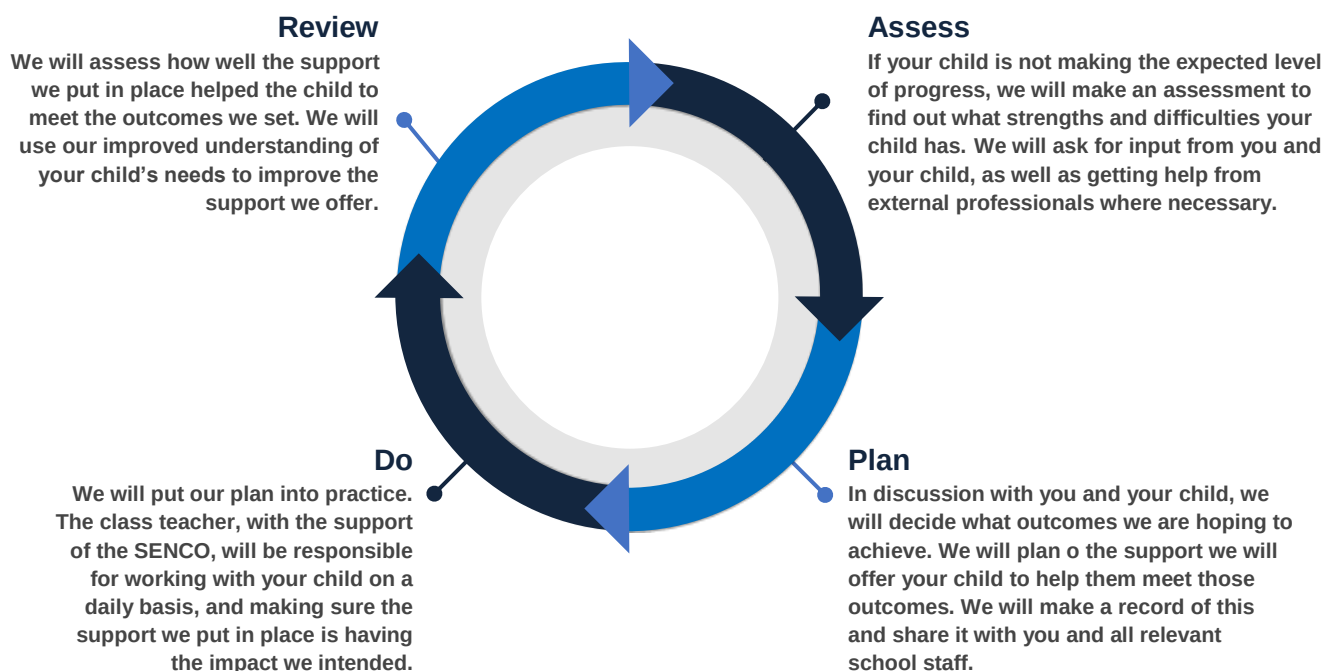
There will be formal discussions around progress at your child's EHCP Annual Review (or interim review if necessary) and Parent Carers' Afternoons. In addition to the Annual Review reports, you will also receive an annual class teacher report.

4. How will the school measure my child's progress?

Teachers complete continual assessment in order to know what your child needs to do next. This is called 'precision teaching'. They complete an assessment framework to enable them to record progress. The areas assessed will depend on the curriculum pathway your child follows.

We will follow the 'graduated approach' to meeting your child's needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. These will be academic and also personalised targets relating to your child's EHCP. We call these My Aspirational Progress Steps or MAPS.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide detailed EHCP Annual Review reports, class teacher reports and daily to weekly information in the home-school book, depending on the age and stage of your child. You will be expected to take part in Annual Reviews and hopefully you will attend Parent Carers' Afternoons to share your views.

The SENCO is always at hand to coordinate meetings to provide extra support or to facilitate meetings with other professionals or agencies.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. You can write suggestions and ideas in the home-school books. We encourage you to call school if you need to have further discussions or are worried about any aspect of your child's education.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher by calling our Front Desk who will ask the class teacher to make contact when they are not in class.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and stage of education. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Complete a questionnaire, help with their One Page Profile or Communication Passport, make a video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting

We work hard on 'capturing the voice' of all of our pupils, even where they are pre-verbal, by observing behaviours, understanding motivational activity and learning about their personal preferences in conjunction with the families who know the child best.

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class, but this is done in collaboration with the SENCO, the school's Leadership Team and external professionals.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) 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 your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, access to 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils and all classes have a higher ratio of adults to children than in mainstream, for example a typical Primary Class might have a teacher and 3 Teaching Assistants (TAs) to 10-11 pupils and a Secondary class might have a teacher and 2 TAs to 12 students.
- Teachers or TAs will support pupils in small groups for interventions attached to numeracy and literacy, speech and language or communication, sensory regulation, physical therapies and specific curriculum areas.
- Teachers, TAs or CCAs will also support with personal care, including feeding and administration of medicines or first aid.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their personalised goals each term and their attainment twice a year
- Reviewing the impact of interventions after 6 weeks
- Gathering 'Pupil Voice' through questionnaires or observation of behaviours
- Monitoring by the SENCO
- Using data to measure progress
- Holding an Annual Review of their EHCP

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

This is done through an annual process controlled by Dorset Local Authority in which we secure funding for your child's individual needs.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

Whilst all of our pupils have SEN and an EHCP, we have a broad range of need at school. Our pupils are encouraged to support each other and mix with friends outside of their own year group.

All of our extra-curricular activities are mixed age and stage and we hold lots of enrichment activities which involve the whole school, for example visiting musicians and theatre groups, school productions, arts and health and wellbeing weeks, sports day and a range of off-site visits.

We run several residential trips during a pupil's time at school. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included. We are careful to make sure that all pupils have access to a range of opportunities and discuss these with our parents and carers to make sure they are suitable and beneficial for their child.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Arrangements for the admission of prospective pupils is held by Dorset Local Authority. These can be accessed through your locality's SENC Provision Lead or Caseworker. For those who do not live in Dorset, your home Local Authority will liaise with Dorset. However, you can arrange a visit by calling our Front Desk on 01308 861155 whatever authority you reside in.

For special schools, we are not able to hold a waiting list. Prospective Pupils come to panel and they are considered on an individual basis. Where more than one child is looking for a space at the same age and stage of learning, but only one space is available, they will be considered in terms of whether there is a suitable cohort for them, and then the child with the greatest need will be prioritised.

13. How does the school support pupils with physical disabilities?

We have a number of children with physical disability as well as a learning difficulty or disability. We work closely with NHS services such as paediatricians, physiotherapist, feeding services and nursing to ensure we can meet all of the child's needs.

Additionally, we have in-house expertise including staff trained in peg-feeding, physiotherapy and other medical procedures to meet the needs of pupils with epilepsy or allergy.

We also have a hydrotherapy pool to aid with the delivery of physiotherapy programmes.

With sensory impairment, we will adapt the environment to meet the needs of any pupils and work closely with Hearing and Vision Support Services.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- All pupils are taught the skills to reflect on how they feel

- All pupils are also encouraged to develop a strong sense of belonging and to celebrate difference as being part of the human condition, not as a deficit.
- We provide extra pastoral support for listening to the views of pupils and encourage ownership of learning and of wellbeing
- We run nurture activities for pupils who need extra support with social or emotional development
- We have 10 staff members who are Level 4 trained in Developmental Play to enable pupils to fill in gaps in their social and emotional development
- We have a robust approach to any name calling or bullying, however 'innocent' it may be by helping pupils to reflect on their behaviours and empathise with others
- We have 7 Emotional Support TAs who are given enhanced training and supervision
- We employ a School Counsellor who works mainly with verbal children and a Music Therapist, both of whom enable them to work through feelings
- We work with ID CAMHS if we feel unable to meet a pupil's needs through our own expertise
- Our Family workers also support the wider family with emotional support and can signpost them to services.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

All pupils are able to access Social Stories and transitions are part of our core work, not just annually but daily too, with 'Now and Next' boards and visual scheduling a common activity.

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Spend the last week of term in the new class

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Moving beyond Mountjoy

Our Post 16 is for pupils who are likely to need to be in supported services as an adult. As such, the majority of our students leave us for other provision at the end of their Year 11 (when they are 16).

From the time a pupil joins us, we talk about work and the people around us and give careers guidance from Year 9 onwards which provides all our pupils with appropriate advice on paths into work or future education with visits and enhanced transition opportunities into our local colleges and other destinations.

We work with the pupil to help them achieve their ambitions, which can include goals in education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Our designated teacher (our SENCO), Kate Millican will work with your child's class teacher, to make sure that everyone involved with your child understands how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another. We work with Local Authority services such as the Virtual School and Social Care professionals to provide your child with enhanced support.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance as we are able to resolve most concerns through discussion and family support. If this is not possible, you will be referred to the school's Complaints Policy. Please check the school website for details of our Complaints Policy. [Policies - Mountjoy School](#)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

For further information, please go to:

[Challenging decisions about support for children with SEND - Dorset Council](#)

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. We have two Family workers who are keen to help you and can be contacted through our Front Desk on 01308 861155.

To see what support is available to you locally, Dorset publishes information about the local offer on their website: [SEND Local Offer - Dorset Council](#). You can search for the Local Offer in your child's home authority by searching for Local Offer and the name of their Local Authority.

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: [Dorset SENDIASS](#) | [SENDIASS](#)

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Annual Review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **ID CAMHS** - child and adolescent mental health services for those with an intellectual disability (functioning significantly below others at the same age)
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages