

Mountjoy School SEN report December 2016

Mountjoy School is a maintained day special school for children aged between 2.5 and 19 years. We cater for a range of needs including ASD, Complex needs, PMLD, SLD and MLD. We provided a range of differentiated and appropriately paced curriculums. The pupils may also have associated needs in the areas of SEMH, Communication, speech and language, auditory and sensory and physical needs.

The admissions arrangements for our pupils can be found on our website or a hard copy can be requested from the school.

All pupils have a Statement of Special Educational Needs, or from September 2014 some will have an Education, Health and Care plan- EHCP. There may be an agreement with the LA that a child or young person is placed pending the outcome of an assessment for an EHC plan. The SEN policy and other associated policies are available on the website or a hard copy can be requested from the school.

Our schools vision is that we are "Making a difference today, for tomorrow". Our curriculum focuses on pupils gaining independence, being valued and valuable members of society, functional skills in the broad sense and fostering a sense of achievement and pride.

Our aims are that; the school is fun, happy, safe and a good place to learn, pupils communication develops, pupils develop spiritual, moral, cultural awareness, everyone develops confidence, we offer personalised curriculums, all pupils make progress, with the majority making Good or Outstanding progress, we develop outdoors and in the community, we work with parents and other people, pupils develop their emotional skills. Specialist ELSA staff are employed. We have also developed curriculums for our most profound learners, ensuring they too reach their potential and progress is clearly tracked.

Staffing levels are enhanced so that pupils are usually taught in small classes with a teacher and an appropriate number of teaching assistants to meet the needs of the class group. The school operates two curriculums to ensure the most pertinent opportunities are provided (MSI - Multi Sensory Impaired and National Curriculum).

The school receives advice from a range of health professionals in order to meet the needs of the pupils as assessed by the appropriate professionals. We are working closely with our health and social care colleagues to implement the new SEN Code of Practice. We will work closely with parents to keep them informed of what is available for their families and how we are enhancing our provision.

All staff has clear job descriptions. All staff has a core training programme related to their work including Safeguarding training, behaviour management training and training on dealing with a variety of complex needs.

Mountjoy School is a purpose built building and is fully accessible for wheelchair users being on one level. It includes a Hydro pool, Sensory Studio, Dance floor, and soft play area. We have extensive technology including Toby Eye Gaze and the majority of pupils have access to their own in school Ipad. We also have hoists in most rooms, and a range of available therapies including Salt, Hydro and Swing.

All parents and families are encouraged to visit the school prior to their child or young person attending the school.

Parents are fully included in the process of working with their children/young adults.

This includes:

- Initial visits to school
- Regular contact with the FLO and parent coffee mornings
- Introductory meetings
- Daily home/school book for information exchanges and key messages
- Twice yearly parent/teacher meetings including update of IEP
- Reports linked to either the annual review of statement or EHC Plan including a review of an Individual Health Care Plan as appropriate
- Parent workshops and training

- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations
- Parents encouraged to volunteer within certain areas of the school
- Annual end of year reports.

All children and young people in our school are treated with dignity and respect. There is full personalisation for the curriculum for each pupil/student in order that they can access and experience success throughout their school life. Where appropriate inclusion/ dual placements take place both within our school and others. The School Council involves students to contribute and decide on aspects of school life relating to their needs. The assessment and annual review process of statements of SEN and EHC Plans includes the choices and views of pupils/student.

Occasionally there may be a need for people to complain. The complaints procedure is available on the website or a hard copy can be obtained via request.

We have a wide range of staff working together within the school to support the children, young people and their families.

Other professionals include School Nurses, Speech and Language Therapists, Occupational Therapists, CAMHS LD team and Physiotherapists, and Paediatricians.

The Local Authority also provides a range of support including advisors, SEPs and HR consultants. There are also social workers for some of our children/young people with disabilities.

Transitions, whether internal or external are well planned for our pupils and where possible, phased. Parents/ carers and pupils, where appropriate are involved with this process. The transition team - formerly connexions works closely with the school to help plan the next stages of a young person's life and pathway, aiming to keep each young person at the centre of the decisions made. Our local office can be found on Dorset for You.

For further information contact:

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