

MARIE IS GRATEFUL FOR THE SUPPORT
HER SON HAS RECEIVED WITH HIS SPECIAL
NEEDS, SHE WISHES ADAM COULD STAY
AT MONEGA PRIMARY SCHOOL FOR THE
WHOLE OF HIS EDUCATION

Marie Emmanuel and Ben Bailey live in Newham with their son, Adam, nine. Adam has Autistic Spectrum Disorder (ASD) and is in Year 4.



HAPPY AND COMFORTABLE

Choosing Monega Primary School was very much guided by Adam. “We used to go to a playgroup at the school and Adam always enjoyed being there, so when it came to choosing a school for him we were very much influenced by where he was happiest. He started nursery there and it was obvious how comfortable he felt in the surroundings,” explains Marie.

ASPIRE, PERSEVERE, SUCCEED

PROVIDES THE APPROPRIATE SUPPORT

Before Adam started nursery, staff did a home visit and Marie discussed that Adam was being investigated for ASD. "I was impressed because it didn't phase them. They immediately said they were happy to provide one to one support for him."

Adam is non-verbal and Monega has adopted a number of practices to help him communicate. The Picture Exchange Communication System (PECS) allows Adam to communicate requests, thoughts or anything that can be symbolised with a picture, to teachers and classmates at school. "Monega have also put in place a visual timetable and an activity sheet which is broken down into small sections for him," explains Marie.

FRIENDLY, SUPPORTIVE STAFF

One of the main strengths of the school for Marie is the support received from staff. His one to one support has continued, which Marie feels is excellent. "Adam is known throughout the school; the staff all greet him and will often comment on his happy personality. He has lots of friends and wants to go to school. If he could stay at Monega Primary School throughout his secondary education too, I'd be very happy!"

Staff have put in place a buddy system to help Adam engage with other children. This means Adam is paired up with a child who has volunteered to spend time with him. "It encourages Adam to interact with others and Adam enjoys this. The children all look out for him, which is really nice and I'm sure this contributes to why he's so happy there."

REGULAR COMMUNICATION

Marie receives regular communication from the staff about Adam and his progress. "They're very good at explaining where he's at and what his next

targets are. They provide progress meetings with the SENCO and his class teacher, in addition to parents' evenings where we discuss his progress and his next aims."

POSITIVE PROGRESS

Marie has noticed that Adam is vocalising a lot more sounds since he started at Monega and that his eye contact has improved. "If he wants something he will take one of his support staff and show them what it is he wants. His life skills have improved too, thanks to their dedicated lessons in this area. It's lovely to see how much Adam now enjoys playing with other children; I can see him participating with others, which is wonderful."

FAMILIARITY AND PREPARATION

Marie believes this is largely down to familiarity with the class. "I think he's confident in his surroundings thanks to the support he receives. The buddy system has helped and the classes have largely stayed the same. He has familiar one to one support, which makes a huge difference. The school is understanding of his needs and at the end of each year we receive a transition book to prepare him for the next year, which we can use over the school holidays. It shows him who his teacher will be and who his one to one support will be; it works incredibly well for Adam."

A BRILLIANT SCHOOL

Marie adds: "From a special needs perspective, Monega Primary School has supported us really well from nursery onwards. The Special Needs co-ordinators always have time to talk to you about any concerns and the weekly coffee mornings for parents of children with special needs offer a great source of support. It's a brilliant school!"



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