



SEND Information Report for Maple Grove Primary School September 2015

This report gives information about the schools policy for pupils with SEN. This information is required as set out in the Special Educational Needs and Disability Regulations 2014.

What kinds of special educational needs that are provided for?

We endeavor to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

At the moment this includes children with;

- Moderate learning difficulties (MLD)
- Speech, language and Communication Difficulties (SLCD)
- Autistic Spectrum Difficulties (ASD)
- Physical and Neurological Impairment (PNI)
- Social, Emotional and Mental health Difficulties (SEMHD)
- Hearing Impairment (HI)

Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners. We focus on individual progress as the main indicator of success.

What are the policies for identifying children and young people with SEND and assessing their needs?

The Special Educational Needs Coordinator (SENCo) is Miss Nikki Jupe.
The Special Educational needs Governor is Ms Frances Barbour

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, assessment, other whole-school pupil progress data.
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns.



- tracking individual children's progress over time, including progress in EAL.
- liaison with feeder schools on transfer.
- information from previous schools.
- information from other services.
- maintaining provision map and IEP for all vulnerable learners but which clearly identifies pupils receiving Additional School Intervention . This provision map and IEP is updated termly through meetings between the teachers and SENCO.
- when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- involving an external agency where it is suspected that a special educational need is significant.

What are the arrangements for consulting parents of children with SEND and involving them in their child's education?

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents.
- giving parents and carers opportunities to play an active and valued role in their child's education.
- making parents and carers feel welcome.
- encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs the child may have which need addressing.
- instilling confidence that the school will listen and act appropriately.
- focusing on the child's strengths as well as areas of additional need.
- allowing parents and carers chances to discuss ways in which they and the school can help their child.
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and checking progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process.
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.



What are the arrangements for consulting young people with SEND and involving them in their education?

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning.
- identify their own needs and learn about learning.
- share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- self-review their progress and set new targets.
- for pupils with special educational needs monitor their success at achieving the targets on their one planning.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

We continually monitor progress.

- Their progress is reviewed formally every term and a National Curriculum/P scales level in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour. In Reception the children's learning is assessed using the EYFS guidance.
- At the end of each key stage (i.e. at the end of year 2) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and is the results that are published nationally.
- All children at the school have learning targets. The parents of children with SEND have an extra opportunity each term to discuss their children's learning targets and progress with the teacher and SENCo and plan for the future. The children also review and discuss their IEP targets.
- The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include: Home/school book, letters/certificates sent home, text messages, additional meetings as required, reports, rewards and celebrations.



What are the arrangements for supporting children and young people in moving between phases of education?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

If your child is moving to or from another school:

- We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible. We make arrangements for staff who have worked with your child to meet new staff. Also provide where possible a transition book. Also where possible extra visits to the new school to meet key staff.

When moving classes in school:

- Information, including learning targets, will be passed on to the new class teacher in advance.

For children with EHCP and more complex needs, there will be a planning meeting and/or specific preparation or training for the new teacher and/or support staff. Also a transition book will be made.

If any child would be helped by a transition book to support them understand moving on then it will be made for them.

What are the approaches to teaching children and young people with SEND?

The teacher will have the highest possible expectations for your child and all pupils in their class.

- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task progress.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.
- Your child's teacher will plan group sessions for your child with targets to help your child to make more progress.



- A Learning Support Assistant/Key Worker will run these small group sessions using the teacher's plans, or a recommended programme.

The resources we would access would include:

- Gym Trail, Social story/skills programme, additional letters and sounds teaching, additional reading programmes, Working with Lego therapy, listening skills, visual discrimination, Reading comprehension, dictation, wave 3 maths, phonic groups, relaxation groups, writing extension, language extension

Sometimes these interventions may be just for your child's needs or they may be adaptations or certain resources. The resources we would access would include;

- Coloured overlays, coloured sentence readers, coloured pens, RM maths, Toe-by-toe, social stories, exercises, maths catch-ups, emotional support, counsellor.

How are the adaptations made to the curriculum and the learning environment of children and young people with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to learn as independently as possible.

- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources, interventions and strategies will be used to support your child individually and in groups. (Access Plan including disabled toilets, Equality Plan, behaviour charts/rewards, visual timetables, left-handed scissors, writing slope, finger gym & gym trail resources, wide range of reading materials, interactive whiteboards, social stories, Teodorescu (Write from the start), coloured overlays, Communicate in Print, nurture group provision.)
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

What is the expertise and training of staff to support children and young people with SEND?

The SENCO's job is to support the class teacher in planning for children with SEN.

- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.



- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, and Sensory service or medical /health training to support staff in implementing care plans.
- Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Head Teacher or SENCO/ Inclusion Manager.
- The SENCo attends termly SENCO cluster meetings and updates.

How is the effectiveness of the provision, made for children and young people with SEND, evaluated?

Through assessments, observations and advice specific targets are put in place and targeted support. This is regularly reviewed both in communication meetings, pupil progress meetings, IEP reviews and appropriated adaptations made. This is based on the cycle of planning, action and review.

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

At Maple Grove Primary School we have a range of after school and lunchtime clubs these are available for all children to attend. Any activities outside the school are made available to all with adjustments made including taxis, use of cars, wheelchairs.

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

At Maple Grove Primary School we have two nurture groups (Elm Class/Maple Class) This supports children, parents and families with any issues creating barriers to their learning. There is a separate guidance and information document that relates to the work that is done in Elm Class and this can be viewed on the school's website. The school uses philosophy for children, circle time and smart thinking regularly in class and groups. We do have a range of assessment material to assist in identifying individual needs and targeting interventions, including using the Boxall profile.

A RENEW counsellor is also employed for 2 x half days a week for one to one sessions.



How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

If your child has been identified as needing more specialist input referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.

- Before referrals are made we will discuss your child's progress with you and together we will plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set targets which will include their specific professional expertise
 - Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group .
 - A group or individual work with outside professional.
- The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.

If we feel that they need more than 17 hours of support in school to make good progress, we will discuss with all parties involved in making a request an EHCP assessment. If this is not the case, the outside agencies will ask the school to continue with the support at SEND additional needs and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

- The EHC Plan will outline the outcomes and aspirations for your child, support your child with specific strategies. It will also have long and short term goals for your child.
- There may be an additional adult to support your child with whole class learning, run individual programmes or run small groups including your child.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

- Any initial concerns parents should speak to their child's class teacher.



- If further information is needed then parents can speak to the SENCo, learning mentor, pastoral support or Head Teacher.
- In line with the schools complaints procedures they can contact the Chair of Governors or SEND Governor.