

# Mayfield Primary School



Valuing Every Achievement

## SEN Information Report

Headteacher – Mr Jonathon Weeden

SENDCo & Inclusion Manager – Mrs Rachel Hinchliffe

## INTRODUCTION

All schools in Lancashire have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Local Authority (LA) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible. The four broad 'areas of need' as outlined in the new SEN Code of Practice are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

## WHAT IS THE 'LOCAL OFFER'?

### THE LA LOCAL OFFER

Under The Children and Families Bill 2014, Local Authorities are required to publish, and keep under review, information about services they expect to be available for all children and young people with SEND aged 0-25.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Here is a link to Lancashire County Council's Local Offer:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

## THE SCHOOL SEN INFORMATION REPORT

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

At Mayfield Primary School we embrace the fact that every child is an individual and that all their educational needs are different. This is certainly the case for children with SEND.

1) WHO ARE THE BEST PEOPLE TO TALK TO AT MAYFIELD PRIMARY SCHOOL ABOUT MY CHILD'S DIFFICULTIES IN LEARNING OR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)?

YOUR CHILD'S CLASS TEACHER. THEY ARE RESPONSIBLE FOR:

- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need in liaison with Mrs Rachel Hinchliffe, the Special Educational Needs and Disabilities Co-ordinator (SENDCo).
- Writing Individual Education Plans (IEPs) based on the smaller steps outlined in assessment tools such as PIVATS (Performance Indicators for Value Added Target Setting). These are shared and reviewed with parents at least once each term to inform targets and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

THE SENDCO IS MRS RACHEL HINCHLIFFE WHO IS RESPONSIBLE FOR:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with SEND.
- Ensuring that you are:
  - i) involved in supporting your child's learning
  - ii) kept informed about the support your child is receiving
  - iii) involved in reviewing how they are progressing.
- Liaising with all the other people who may be coming in to school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, Occupational Therapist.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school including termly pupil progress meetings, so that they can help children with SEND in the school to achieve the best progress possible.
- Data analysis with the Senior Leadership Team.
- Monitoring and evaluating provision through provision mapping for vulnerable groups in school which include EAL, SEND and disadvantaged children.

THE HEAD TEACHER IS MR JONATHON WEEDEN WHO IS RESPONSIBLE FOR:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher makes sure that the Governing Body is kept up to date about issues relating to SEND.

THE SEN GOVERNOR IS MR MARK BURGE WHO IS RESPONSIBLE FOR:

Making sure that the necessary support is given for any child with SEND who attends the school.

## 2) WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS ARE PROVIDED FOR?

Regardless of the special educational need, good progress is made when school and home work together supporting each other.

### LANGUAGE AND COMMUNICATION

The classroom environment provides learning support so that all children are included in activities and can learn well.

Some children will require a more specialised approach if they are to make good progress in their communication. This could involve a Speech and Language Therapist working alongside the school to identify the specific needs of a child and the strategies that will work best. Ongoing assessment, good teamwork and opportunities to practice what has been taught throughout the school day are approaches that will help the children.

We also use visual timetables and other visual cues around the classrooms and school to support those children who may find verbal instructions alone difficult to process and follow.

### LITERACY AND NUMERACY NEEDS

The classroom environment provides learning support so that all children are included in activities and can learn well. Through continuous assessment, the teacher will pick up when a child is not making good progress and will adjust his/her teaching accordingly providing additional opportunities for the child to practice the necessary skills or techniques until they have mastered it.

Sometimes children require additional catch up programmes to increase their progress in the development of literacy or numeracy skills. These may take place through small groups working in the class or in a quiet space outside of the classroom. Examples of our interventions are Numbers and Patterns, Max's Marvellous Maths, Better Reading, IDL, Nussy, Toe by Toe and Rapid Phonics. Our teaching assistants have been trained to deliver these programmes.

### SENSORY NEEDS

The classroom environment provides learning support so that all children are included and resources are provided to help focus and regulate the children.

Sometimes a child will have particular sensory needs and will require further specialist assessment followed by a programme to address their 'sensory diet' (a personalised activity plan that provides the sensory input a child needs) both in home and at school.

#### PHYSICAL NEEDS

The classroom environment provides learning support so that all children are included in activities and can learn well. A review of your child's needs will be carried out so that adjustments can be made and put into place. An Occupational Therapist, Physiotherapist or Specialist Teacher may be involved in this process and their advice be implemented by school staff as appropriate.

#### SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

The classroom environment provides learning support so that all children are included in activities and can learn well. There is a behaviour policy in place to ensure that children make positive behaviour choices.

Some children have additional needs despite a well-planned and motivating curriculum and a consistently applied behavioural support policy. If this is the case a personalised behaviour support plan may be developed. It is important that all staff who work with the child are involved and agree with the plan. Parents and carers will be involved throughout so that strategies are understood and consistently applied at home too.

Following assessment, some children may benefit from work with our Learning Mentor, a CAMHs Counsellor or a Specialist Teacher. We also liaise with the Alternative Curriculum Education and Residential Service (ACERS) if we feel that their involvement with a pupil may reduce the risk of exclusion.

### 3) WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR CHILDREN WITH SEND WITHIN OUR SCHOOL?

#### A) WAVE 1 SUPPORT - CLASS TEACHER INPUT VIA EXCELLENT TARGETED CLASSROOM TEACHING (QUALITY FIRST TEACHING)

For every child in school this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.

- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning (a way of learning using real objects and materials).
- That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

#### B) WAVE 2 SUPPORT – SMALL GROUP INTERVENTION PROGRAMMES

This means a group of pupils have been identified by the SENDCo or class teacher as needing some extra support in school to help them catch up or fill gaps in their learning.

The pupils will take part in a targeted intervention programme in a small group which may take place in the classroom or an area outside the classroom and be delivered by a teacher or a teaching assistant (TA).

#### C) WAVE 3 SUPPORT – ONE TO ONE SUPPORT

If, after targeted support via wave two intervention programmes, your child has not made sufficient progress or the gap between them and their peers is widening they will be placed on the SEND register and identified as needing SEN support. This means that they may have a specific educational need and will be placed on our SEND register.

We may, at this point, require support from a professional outside the school and you may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist, a Specialist Teacher or an Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

#### D) STATUTORY ASSESSMENT

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be

overcome through Quality First Teaching and intervention programmes. Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as Specialist Inclusion Teachers
- Outside agencies such as SLT or NHS Occupational Therapy (OT) service.

For your child this would mean:

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the Panel of Professionals (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, the school will continue with the current level of support 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 Statement or EHC Plan will outline the support your child will receive and what strategies must be put in place. It will also have long and short-term goals for your child. An additional adult may be used to support your child with aspects of whole class learning, to run individual programmes or run small groups including your child.

#### 4) HOW CAN I LET THE SCHOOL KNOW THAT I AM CONCERNED ABOUT MY CHILD'S PROGRESS IN SCHOOL?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo).

The Assistant Headteachers and Headteacher can also be contacted for support.

#### 5) HOW WILL THE SCHOOL LET ME KNOW IF THEY HAVE ANY CONCERNS ABOUT MY CHILD'S LEARNING IN SCHOOL?

If your child is identified as not making progress the class teacher will set up a meeting to discuss this with you in more detail and listen to any concerns you may have. From this they may plan any additional support your child may need. Depending upon the concerns, the SENDCo may be involved to offer further help and discuss with you possible referrals to outside professionals to support your child.

## 6) HOW IS EXTRA SUPPORT ALLOCATED TO CHILDREN, AND HOW DO THEY PROGRESS IN THEIR LEARNING?

The school budget includes a notional amount for supporting children with SEND.

The Head Teacher decides on the deployment of resources for SEND, in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support as well as those children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on provision maps. These identify support given within school and are reviewed and adapted termly so that the needs of children are met and resources are deployed as effectively as possible.

## 7) WHO ARE THE OTHER PEOPLE PROVIDING SERVICES TO CHILDREN WITH SEND IN THIS SCHOOL?

School provision:

All of the teachers are responsible for teaching children with SEND either in groups or individually.

Teaching Assistants and HLTAs work with either individual children or small groups under the direction and guidance of the Class Teacher and the SENDCo.

### LOCAL AUTHORITY PROVISION THAT SCHOOL CAN ACCESS:

Parent Partnership Service

School Health Team School Nurse

Speech and Language

Occupational Therapy

Physiotherapy

ACERS

Oak Tree Children's Centre

Ethnic Minority, Gypsy, Roma and Traveller Achievement Service

Early Intervention from Lancashire's Well Being prevention and Early Help Service

### LOCAL AUTHORITY PROVISION BOUGHT IN BY SCHOOL INCLUDES:

Educational Psychology Service

Specialist Inclusion Teachers

CAMHs Counsellors

Other outside agencies:

Dr Ian Corban (Chartered Educational & Child Psychologist / Therapist)

Lancashire Independent Supporters (Barnado's)

#### 8) HOW ARE THE TEACHERS IN SCHOOL HELPED TO WORK WITH CHILDREN WITH SEND, AND WHAT TRAINING DO THE TEACHERS HAVE?

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

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues.

Individual teachers and support staff attend training in house and courses run by outside agencies.

#### 9) HOW WILL TEACHING BE ADAPTED FOR MY CHILD WITH SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

#### 10) HOW WILL I KNOW IF MY CHILD IS MAKING PROGRESS IN SCHOOL?

Your child's progress will be continually monitored by his/her class teacher.

His/her progress will be reviewed formally with the Headteacher, Assistant Headteachers and SENDCo at the end of every term in reading, writing and numeracy through pupil progress meetings.

At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to

be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and results are published nationally.

Where necessary, children will have an individual learning plan based on targets set by school or in liaison with an outside agency. Targets may be set using PIVAT levels and are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.

The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book scrutinies with pupil discussions and lesson observations will be carried out by the SENDCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

#### 11) WHAT SUPPORT DO WE HAVE FOR YOU AS A PARENT OF A CHILD WITH SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. Appointments can be made via the school office.

All information from outside professionals will be discussed with you directly, or where this is not possible, in a report.

Personal IEP targets will be reviewed with your involvement every term.

Homework will be adjusted as needed to meet your child's individual requirements.

A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

#### 12) HOW IS MAYFIELD PRIMARY SCHOOL ACCESSIBLE TO CHILDREN WITH SEND?

The school is fully compliant with DDA requirements (Disability Discrimination Act 1995) it is on a one level with easy access, double doors and ramps

There is a disabled toilet.

We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.

After-school provision is accessible to all children, including those with SEND.

Extra-curricular activities are accessible for children with SEND.

### 13) HOW DOES MAYFIELD PRIMARY SCHOOL PREVENT BULLYING?

Bullying is not tolerated at Mayfield Primary School and, as such, an anti-bullying policy is in place which is reviewed regularly with pupils either through the curriculum or assemblies. All children are encouraged to report incidents of bullying. Children are taught through the curriculum about the distressing outcomes that victims and their families may feel; they are also taught the self-confidence to resist bullying.

If you suspect that your child is being bullied it is important that you let the school know of your concerns and work in partnership with the school to resolve this.

### 14) MY CHILD NEEDS TO TAKE MEDICATION AT SCHOOL. WHAT ARE THE ARRANGEMENTS FOR THIS?

If medication is needed during school hours it should be handed into the school office and a form filled in. Many GPs will prescribe medicines that can be taken before and after school.

If your child uses an inhaler please discuss the arrangements for this with your child's class teacher/SENDCo or the main school office.

If your child has ongoing medical needs a healthcare plan will be written which the school will manage.

### 15) HOW WILL WE SUPPORT YOUR CHILD WHEN THEY JOIN THIS SCHOOL? LEAVE THIS SCHOOL? MOVE ONTO ANOTHER CLASS?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible and that children's individual needs are communicated effectively.

#### IF YOUR CHILD IS JOINING US FROM ANOTHER SCHOOL/SETTING/STARTING SCHOOL WITH US?

When starting Foundation Stage the SENDCo will visit pre-schools with the Foundation Stage Leader when appropriate.

To support your child with this transition 'sharing information' passports will be developed along with photographs of familiar people and places they will see in the September.

Your child will be able to visit our school and stay for the taster sessions, extra visits will be arranged if this is appropriate. Staff will also visit your child in their pre-school setting if it is appropriate.

#### IF YOUR CHILD IS MOVING TO ANOTHER SCHOOL:

We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.

We will make sure that all records about your child are passed on as soon as possible. A communication passport/sharing information sheet can be written so that your child feels comfortable going into his/her new setting and that his/her story is known.

#### WHEN MOVING CLASSES IN SCHOOL:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Individual learning plans will be shared with the new teacher who will spend time with your child in their current class getting to know their new teacher and starting to build a relationship before going to their new classroom for a taster session. If your child requires more visits these are built into the transition timetable. The class teacher will arrange a meeting with you and the new teacher if it is felt it is needed extra to 'meet the teacher' in July.

A communication passport/sharing information sheet can be written so that your child feels comfortable going into his/her new setting and that his/her story is known.

#### IN YEAR 6:

The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, a transition review meeting to which you may be invited will take place with the SENDCo from the new school.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

If your child would find it helpful to have a book/passport to support them in understanding about moving on, then one will be made for them.

A communication passport/sharing information sheet will be written so that your child feels comfortable going into his/her new setting and that his/her story is known.

#### 16) HOW WILL WE SUPPORT YOUR CHILD'S SOCIAL, EMOTIONAL AND MENTAL HEALTH DEVELOPMENT?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes value and experience Personal and Social and Health Education to further their pupil's personal development.

Lunchtime is also supported through planned activities and groups.

## USEFUL WEBSITES

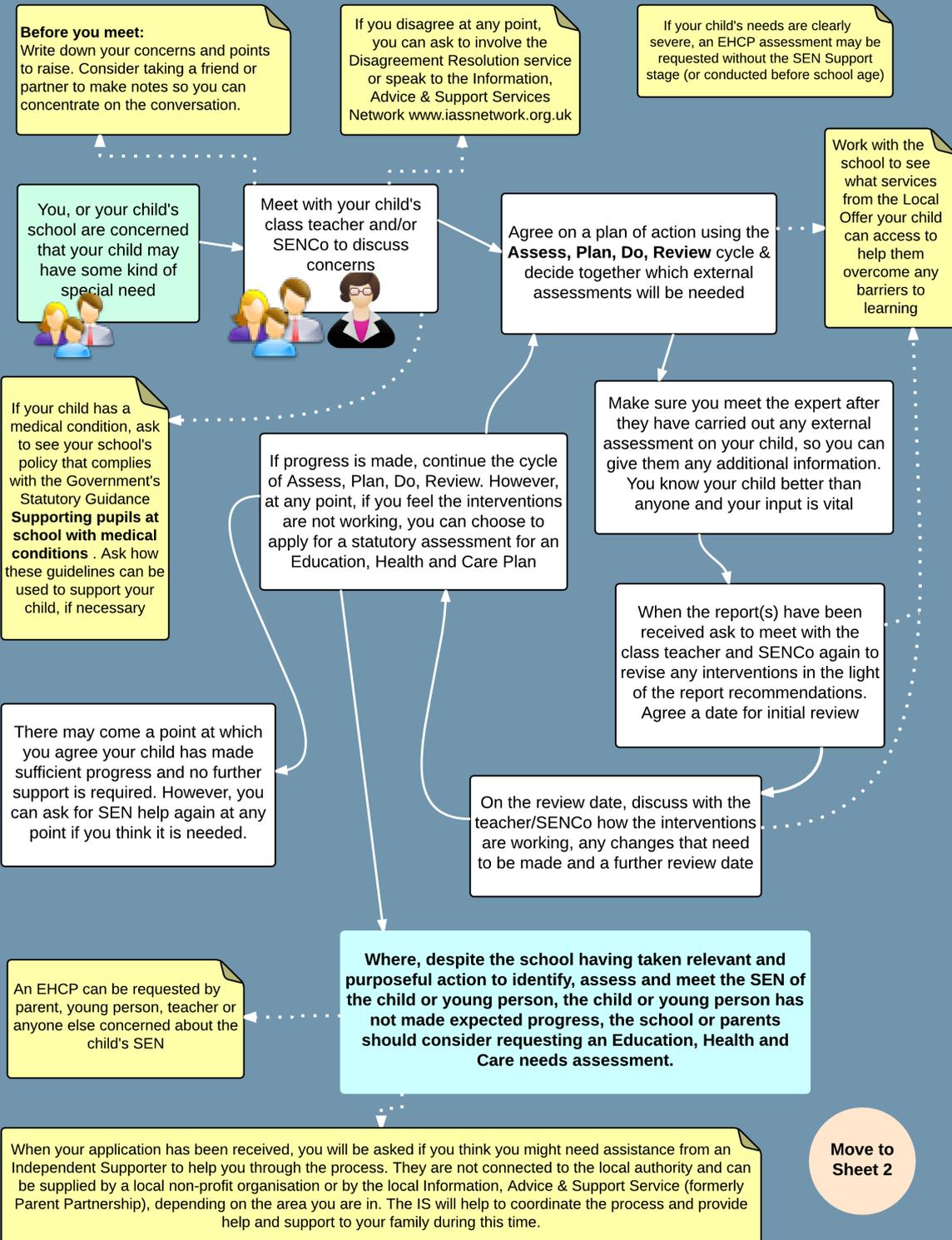
- **The SEND Code of Practice** : 0-25 Updated 1<sup>st</sup> May 2015.  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **The Council for Disabled Children** - A number of resources to support professionals and families around the Childrens & Families Act SEND Reforms.  
<http://councilfordisabledchildren.org.uk/>
- **Special Needs Jungle** – Parent-led information, resources and informed opinion about Children and Young People with SEN, disabilities, health conditions and rare diseases.  
<http://www.specialneedsjungle.com/>
- **Lancashire Independent Supporters (Barnardo's)** - Providing Independent Supporters advice and support for parents of children with special educational needs (SEN), and young people with SEN.  
<http://www.barnardos.org.uk/lancashire-independent-supporters/service-view.htm?id=224652467>

Contact details

Mrs Suzanne Fish (Headteacher) – [head@mayfield.lancs.sch.uk](mailto:head@mayfield.lancs.sch.uk)

Mrs Rachel Hinchliffe (SENDCo)– [rhinchliffe@mayfield.lancs.sch.uk](mailto:rhinchliffe@mayfield.lancs.sch.uk)

## SEN Support in Schools



**Move to  
Sheet 2**