

SEND Information & Local Offer



Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (January 2015) states that a child or young person has a special educational need or disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person is defined as having a special educational need if they have a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

Through the Code of Practice, the Government has identified four broad areas of need. The four areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/ or Physical Needs.

What is the Local Offer?

The 2014 Children and Families Act requires Local Authorities and schools to publish and continuously review, information relating to the range of services available to support children and young people with SEND. This is the '**Local Offer**'.

The Local Offer provides clear information for parents and carers about how to access services in their area and what they can expect from those services.

More information relating to the Dudley Local Offer can be viewed at:
<http://www.dudley.gov.uk/resident/localoffer/local-offer-information>

What is the SEND Information Report?

This SEND Information Report outlines the provision and support that Maidensbridge Primary school can offer pupils with SEND throughout their time at the school. This in effect is our '**School Offer**'.

Since we are constantly striving to improve the provision for our pupils, this information will be reviewed and updated as necessary. The voice of parents, carers and pupils will be captured to identify what is working well and those aspects that require improvement.

The Purpose of Our School Offer

The purpose is to inform parents and carers about how:

- Staff welcome, support and make effective provision for pupils with SEND.
- Pupils are supported in all aspects of school life.
- We value their voice and the voice of their child.
- Work in close partnership with other agencies.
- We offer effective provision for all of our pupils including those with SEND.

Our Vision

Here at Maidensbridge Primary School we believe in an inclusive environment with pupils at the centre of everything that we do. All pupils should be happy and enjoy themselves when they are at school. As well as developing a secure foundation in English and Mathematics, they will have a broad and deep knowledge of the wider curriculum. They will become confident and resilient learners who rise to any challenges and are able to reflect on their individual learning styles.

Our Values

Here at Maidensbridge Primary School, the achievements of ALL pupils are valued, respected and celebrated. All members of the school community are welcomed and everyone is treated equally. Fairness and equality is promoted in all aspects of school life.

Although each pupil is viewed and nurtured holistically, high expectations are set for their social, emotional and academic development. We aim to develop high levels of self-esteem and confidence in all of our pupils so they view themselves as successful, independent learners.

Early identification and supportive intervention for pupils with SEND is recognised to promote successful learning. As their child's first educators, we value and respect the voice of parents and carers and involve in the planning and reviewing of their child's progress.

Roles and Responsibilities for SEND at Maidensbridge

Headteacher- Mr Andy Hale

The Headteacher will disseminate the school SEN Budget and in consultation with the school Governing Board, the SENDCo and needs of the school, they will decide on the deployment of resources and staff for pupils with SEND.

Special Educational Needs and Disabilities Co-ordinator (SENDCo)- Mrs Sarah Mason

The SENDCo will ensure that your child's receives appropriate support and that their needs are met.

Special Educational Needs Governor- Mrs Chris Quinton

The SEN Governor will be responsible for reviewing the SEND policy and procedures and for ensuring that pupils receive necessary support.

Class Teachers

Adapt teaching approaches to reflect the range of needs of all of the pupils in their class.

How do we identify SEND?

At different times in their school career, a child or young person may be identified as having a special educational need. These pupils of compulsory school age are defined by the Special Educational Needs and Disabilities Code of Practice (January 2015) as requiring SEN Support. If a pupil is identified as having SEN, to enable them to participate, learn and make progress, Maidensbridge will take action to:

- Remove any barriers to learning.
- Provide effective special educational provision.

To plan effectively for all pupils, communication with parents and/ carers starts as part of the transition process. During Home Visits, the Reception Team ask parents and/ or carers whether they

have any concerns about their child for instance if they have a special need, disability or medical need. Information gathered during these discussions help to formulate a transition plan for the new starters.

During the first half term, a Baseline Assessment of all pupils in Reception is completed and an early review of their progress is shared after they have had six weeks to settle in.

Children are continually assessed and monitored throughout their time at Maidensbridge so that we can support any SEN that might arise.

As a school, the voice of all of pupils is valued. We listen to the pupils to discover how they are settling into school life, any difficulties they are experiencing and particular interests.

We also work with outside specialist services such as the Educational Psychology Service and Speech and Language Therapists who provide expertise in identifying specific needs.

How will this be achieved?

Teachers are continually assessing, planning, implementing and reviewing their approach to the teaching of all pupils here at Maidensbridge. SEN Support will arise from a four part Graduated Approach cycle of which, the child and family are at the heart of. The four stages of the cycle are: Assess, Plan, Do and Review.

Implementation of the Graduated Approach for pupils identified as having a potential SEN provides a more personalised approach, frequent reviews and specialist expertise that enable **Provision Maps** to be tailored to meet the particular needs of the pupil. Provision Maps provide a clear 'menu' of support strategies, resources and interventions to support individual pupils and will follow the recommendations of professionals from outside agencies.

The SENDCo is responsible for reviewing the Provision Maps at the start of each term and supporting the class teachers in planning for all pupils with SEND. This process is completed in consultation with the pupil, parents and/ or carers, class teachers, external agencies and school leaders.

Class teachers will plan and differentiate their lessons according to the specific needs of all groups of pupils in their class. Support staff will be directed by the class teacher in adapting planning to support the needs of individual pupils.

What is our approach to teaching pupils with SEND?

At Maidensbridge Primary School we value high quality teaching for all pupils and actively monitor teaching and learning in our school.

- **Quality First Teaching-** Class teacher set high expectations and differentiate the curriculum to ensure access to learning for all of the children in their class. Various strategies to adapt access to the curriculum may include: visual timetables, writing frames and alternative recording devices.
- **Guided Groups-** Additional support may be provided during lesson time by a Teacher or Teaching Assistant.
- **Intervention Groups-** Additional to daily teaching and with a specific outcome. Sessions may take place on an individual or small group basis.
- **Specialist 1:1-** Recommended by an external agency such as Autism Outreach, Occupational Therapy or Speech and Language Therapists.
- **Specialist Equipment-** Recommended by an external agency to support a pupil's individual needs for instance an angled writing board or a move and sit cushion.

How do we monitor the effectiveness and measure the progress of pupils with SEND at Maidensbridge?

It is essential that ALL of our pupils enjoy success, achievement and make good progress in learning and their overall development.

The monitoring of progress is an integral aspect of teaching and leadership. Class teachers continually monitor and formally report progress to school leaders during Pupil Progress Meetings each term.

The Provision Map 'menu' is evaluated by the SENDCo at the end of each intervention cycle or term in relation to the effectiveness and impact of each intervention. Staff who deliver interventions reflect and record the impact of each session as part of an ongoing intervention log.

Pupils, parents and/ carers, school staff and external agencies are involved in reviewing the impact of the individual Provision Maps during Provision Mapping Meetings at the start of each term. As part of this formal review meeting, progress will be discussed and next steps planned. We endeavour to develop this partnership with the pupils by encouraging them to review their previous achievements and suggest ways in over-coming barriers to learning.

Following the Provision Mapping Meetings, staff and parents and/ carers will receive a Provision Map summarising the actions discussed.

For those pupils with either a Statement of SEN or Educational Health and Care Plan (EHCP), progress will continued to be monitored each term and a formal annual review will be planned.

The progress of all pupil's including those accessing interventions are closely monitored by the class teachers, SENDCo, school leaders and governing board.

What Services are available for pupils with SEND?

Local Authority Provision

- Autism Outreach Service
- Learning Support Service
- Hearing Impairment Service
- Physical Impairment and Medical Inclusion Service
- Sycamore Partnership
- Visual Impairment Service

Health Provision

- Occupational Therapy
- Physiotherapy
- School Health Advisor
- Speech and Language Therapy

Private Provision

- Educational Psychology for Everyone

How is Maidensbridge accessible to pupils with physical disabilities?

The school is fully compliant with the Disability Discrimination Act and Health and Safety procedures are in place to ensure the safety of all pupils.

The school:

- Ensures that PEEPs and Individual Risk Assessments for the learning environment, activities and offsite visits are in place for those pupils who require them.
- Is fully accessible via ramps, wheel chair lift and widened door frames.
- Has an evacuation chair.
- Has a dedicated care room with a disabled toilet facility and shower area.
- Ensures that Intimate Care Plans are in place and safeguarding procedures are maintained to ensure that the dignity and privacy of pupils are observed during toileting and changing.
- Provides personalised and specialist equipment such as writing tools or larger sized balls to support a pupils ability to access the curriculum.
- Has developed good working relationships with all outside agencies.
- Breakfast and After School Kids Club is accessible to pupils with SEND.

How is Maidensbridge accessible to pupils with medical needs?

A detailed Care Plan is completed by the SENDCo in consultation with the School Health Advisor and parents and/ carers. The completed Care Plans are shared with all staff members. Where prescribed medication needs to be administered, parental permission is required and members of staff are trained to administer certain medications.

How do we support emotional and social well being?

The personal development and well-being of the pupils at Maidensbridge are taken very seriously. Pupils are unlikely to succeed and flourish unless they are developing positive relationships, feel safe and are adopting healthy lifestyles. Staff recognise that the nurturing of emotional and social needs is what some pupils require. Each class offers Personal, Social and Health Education (PSHE) to support this development. We encourage pupils to develop confidence and resilience through teaching, social play opportunities and through more targeted support.

We do not tolerate bullying and talk about aspects, including cyber-bullying in assemblies and lessons.

For those pupils who find aspects difficult, we offer:

- Access to pastoral sessions.
- A Sad Box for KS2 pupils.
- Anti-Bullying Ambassadors.
- Playground Pals to run and support activities and games lunch times.
- Access to Behaviour Outreach Support from professionals The Sycamore Centre.
- Referrals to other agencies including the services offered by Educational Psychology for Everyone.

What support is available for parents of children with SEND?

The class teacher and SENDCo are regularly available to discuss a pupil's progress, support strategies and any arising concerns. It is recommended that a convenient appointment is arranged to meet with the class teacher and SENDCo.

The SENDCo will review Individual Provision Maps with parents and/ or carers each term.

The SENDCo is available to support and signpost parents and/ or carers who might be having difficulty with a child's behaviour and/ or social, emotional needs.

All information from outside agency professionals will be shared directly with parents and/ or carers, or where this is not possible, in a report.

Homework will be adapted as required, to meet the needs of individual pupil's.

A Home-to-School book is available to support communication between class teachers and parents and/ carers. This system is to be agreed by both parties.

Dudley Special Needs and Disabilities Information, Advice and Support Service (SENDIASS) provide a free, impartial service to support the parents and/ carers of pupils with SEND. Further information is provided at:

<http://www.dudley.gov.uk/resident/learning-school/parental-support/dudleysendiass>

Sharing Concerns

As a school, we believe that the SEN of pupils are best met when there is effective collaboration and communication between school, families, pupils and external agencies. We pride ourselves in developing positive working relationships with all of these groups, especially parents and carers.

Class teachers, support staff, parents and/ or carers and the pupils themselves will be the first to identify particular difficulties with learning.

If parents or carers have any concerns relating to the care, welfare or academic progress of their child, they are invited to arrange a convenient appointment to discuss them with the class teacher in the first instance.

Staff members will arrange a confidential meeting to share any concerns they about your child. The SENDCo may also be involved at this stage to support identification of any barriers to learning, plan any additional support that might be needed or to discuss referrals to external agencies to support your child.

During all meetings, staff will listen to any concerns that you may have and offer support if necessary.

Planning for Transition

Transition is part of school life for all pupils. It can be transition to a new class in school, having a new teacher or moving to another school, training or employment. Maidensbridge Primary School is committed to working in partnership with individual pupils, families and external agencies to ensure that periods of transition are as positive and as smooth as possible. Planning for transition is part of our provision for all learners with SEND.

Transferring from another school:

- The SENDCo will liaise with the SENDCo at the previous school to ensure that support plans and resources are in place for the pupil.
- The SENDCo will liaise with any external agencies involved with the pupil to ensure that their needs are met and that the transition process is positive.
- The pupil will be invited to visit Maidensbridge for an Induction Visit.

When moving classes in school:

- The previous teacher will share information with the new class teacher during transition meetings in July.
- The SENDCo will share individual Provision Maps with the new class teacher.
- The SENDCo will liaise with the pupil, class teacher, external agencies and parents and/ carers to implement a transition plan for those pupils who require one.
- Social stories or transition booklet to support transitions will be provided before the summer term induction visits.

If a child is moving to another school:

- Our SENDCo will contact the SENDCo at the new school to ensure that they are aware of any support plans or special arrangements that need to be made.
- The SENDCo of the new school will be invited to attend any planned reviews.
- Records about the pupil will be transferred securely to the new school.

Year 6 secondary school transition:

- The Year 6 Team and SENDCo will liaise with the SENDCo of secondary school.
- A transition meeting might be hosted in which parents and/ or carers and secondary representatives are invited to attend.
- The pupil will have the opportunity to visit the secondary school on several occasions as part of the transition process.

Staff Training

Class teachers and support staff have received up to date training relating to various aspects of SEND.

The SENDCo, Mrs Sarah Mason is currently completing the Postgraduate National Award for Special Educational Needs Co-ordination.

How can I inform school that I am concerned about my child's progress?

- Initial concerns relating to your child's progress should be shared with the class teacher. Please make an appointment with the class teacher to discuss these concerns.
- Further concerns should be discussed with the SENDCo. A joint meeting with the class teacher and SENDCo can be arranged.
- Please make an appointment with the class teacher to discuss these concerns.