

Mayfield Primary School SEND (Special Educational Needs and Disabilities)
Information Report 2019

Introduction

All Cambridgeshire Local Authority maintained schools have a similar approach to supporting children who have Special Educational Needs and Disabilities. The Local Authority works in partnership with schools to enable them to be as inclusive as possible. Schools have a graduated approach to SEND ensuring early identification of additional needs and an on-going continuum of support as appropriate. (Please see Mayfield's [Special Educational Needs Policy](#) which outlines the approach and management of Additional Needs within our school.)

Definition of Special Educational Needs and Disability

The Code of Practice (2015) states that a child or Young Person has a Special Educational Need or Disability if they have a learning difficulty or disability which requires special educational provision to be made for him/her.

A child of compulsory school age or Young Person has 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 mainstream schools.

The Local Authority Local Offer

By law, (*Children and Families Bill 2014*) schools and Local Authorities are required to publish and keep under review information about services that are available for children and Young People with SEND aged from birth up to 25 yrs. This is called '**The Local Offer**'. This should provide information for families and young people about support services that are available to them in the local area.

The Cambridgeshire Local Offer can be accessed at:

<http://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/>

What kinds of SEND might pupils at Mayfield Primary School have?

Special Educational Needs and provision to meet those needs falls under four broad areas:

- Communication and Interaction
- Cognition and Learning

- Social, Emotional and Mental Health
- Sensory and/or physical

The Hearing Support Centre

Mayfield hosts a dedicated specialist provision for up to 8 pupils with severe hearing impairments and/ or other associated complex needs. Pupils are included in mainstream classes as far as possible. They are supported by specially trained TA's who may use British Sign Language or who have training in supporting pupils with Hearing Impairment. Sound loops are available in classrooms. Pupils return to the centre at specific times for particular in-puts. The centre is overseen by a Teacher of the Deaf. Places are agreed through the Local Authority.

Teacher in charge of Hearing Support Centre: TBC

Head of Service: Sibel Djemal

Sibel.Djemal@cambridgeshire.gov.uk

A pupil may have difficulties in one or more areas and to varying degrees.

Who should I talk to about my child's difficulties with learning, special educational need or disability?

The Class Teacher

Class teachers are your first port of call. They are responsible for:

- Monitoring progress of your child-identifying areas of need and next steps, planning appropriate support within the classroom, over-seeing any intervention based support and liaising with the Inclusion Leader (SENCo)
- Setting appropriate targets for all pupils
- Writing Learning Plans where there are specific targets/provisions in place for particular outcomes. Class teachers will share these plans with parents and review once a term.
- Personalised teaching and learning
- Following the school's SEN policy within the classroom
- Overseeing TA support within the classroom
- Ensuring parents are fully involved in supporting children's learning

The Inclusion Leader/SENCo: Ms S Dhanda

sdhanda@mayfield.cambs.sch.uk

Responsible for:

- Developing and reviewing the school's SEN policy

- Lead continuing professional development for all staff, governors and parents
- Ensure that all pupils including those with SEN or additional needs, receive their full educational entitlement and have access to the whole curriculum
- Manage implications for staff (other teaching staff, non-teaching staff) including timetabling, delegation of tasks, advising, supporting and monitoring.
- Manage interventions and develop alternative teaching strategies and individual programmes where necessary
- Have a strategic overview of SEN and inclusion throughout the school
- Prepare and manage statutory assessment paperwork
- Organise, attend and co-ordinate the administration of Annual reviews and Interim Reviews
- Meet with parents and carers
- Prepare referrals and attend meetings with other outside agencies
- Teach- in some cases small groups or individuals
- Initiate and carry out assessments
- Manage the budget and resources

The Head Teacher and Senior Leadership Team

Responsible for:

- Ensuring day to day management of all aspects of the school. This includes support for pupils with SEND.
- Keeping the Governing Body up to date about issues relating to SEND

The SEN Governor: Mrs Judith Greenwood

Responsible for:

- Making sure necessary support is in place for all children with SEND who attend the school
- The review of the SEN/Inclusion policy

How are children with Special Education Needs identified and assessed?

At Mayfield children are identified as having SEND through a variety of ways:

- Liaison with previous settings
- Tracking information - is the child below age related expectations over time?
- School based assessments carried out by class teacher
- Further school based assessments carried out by Inclusion Leader/SENCo

- Concerns raised by parents
- Concerns raised by staff
- Concerns raised by pupil
- Liaison with external agencies
- A diagnosis from Health professionals

What are the different types of support available for children with SEND in our school?

Class Teacher:

- Has highest possible expectations for your child and all children in their class
- Builds on what your child knows, can do and can understand
- Uses a variety of teaching approaches to meet need
- Uses specific strategies if appropriate
- Carefully monitors progress
- Identifies gaps in learning and addresses those gaps with some extra support

Specific Group Work

- Includes interventions
- May be led by class teacher or TA

In-put from Outside Agencies

Parents may be asked for permission for their child to be seen by an appropriate agency. This could include Educational Psychologists, Specialist Teaching Teams, Hearing or Visual Impairment Service, Health Specialists, Speech and Language Therapists or counsellors. Advice would then be passed to relevant adults in school and to parents on how best to support the child's learning.

Specific Individual Support

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

This is usually secured through an Education, Health and Care Plan (EHCP). Your child will over time, have been identified as needing a particularly high level of individual or small group teaching, and their needs cannot be met through Quality First Teaching and Intervention groups alone. Your child is likely to have specialist in-put from any of the outside agencies listed above.

The process of requesting an EHCP involves:

- School or parents making a request to the Local Education Authority to carry out a Statutory Assessment to establish the needs of your child.

- The LA ‘Panel of Professionals’ look at all the information supplied by relevant agencies, (parents, teachers, health etc.) and make a decision on whether to go forward with a statutory assessment. If they do not think your child needs this, they will ask the school to continue with current levels of support. If they agree that your child needs an EHCP, they will make arrangements to meet with all the relevant professionals and parents to write the plan together.
- The ‘Panel of Professionals’ again consider the level of support required and will make recommendations. They may decide that the school should continue with current levels of support. They may at this point issue the EHCP which outlines what the package of support will look like. This will contain information detailing the amount of funding the school will receive from the LA, and how some of this funding is to be used. It will also contain information on what strategies must be put in place and will carry short term and long term goals for your child.
- An additional adult (TA,) may be used at times to support your child with whole class learning, individual programmes, or run small groups including your child. Other resources may also be secured through this process. This is a collaborative decision making process involving parents, education and/or health care professionals.

How can I let school know I have concerns about my child’s progress in school?

- In the first instance speak to your child’s class teacher
- If you continue to have concerns speak to the Inclusion Leader/SENCo
- You may also contact the school SEN Governor if you continue to have concerns

How will the school let me know if they have concerns about my child’s progress in school?

If your child is identified as not making appropriate progress, the school will set up a meeting to:

- Listen to any concerns you may have
- Plan any additional support that might be needed
- Discuss any referrals to outside agencies that might be appropriate to enable better support for your child

How is extra support allocated to children in school to help progression with learning?

The school budget received from Cambridgeshire LA includes money for supporting children with SEND. The school continues to spend above this allocation from the school’s budget.

- The Head Teacher decides on the deployment of resources for SEND in consultation with school governors on the basis of known needs within the school.
- The school identifies the needs of pupils with SEND on a ‘Provision Map’ which records all support given to children within the school and is reviewed regularly. This ensures that provision changes according to need and resources are deployed as effectively as possible

Who provides services to children with SEND in our school?

School Provision

- Teaching Assistants (T.A's) work with individuals and small groups
- The Inclusion Leader/SENCo may work with individuals or small groups
- The Learning Support Manager may work with individuals or small groups
- ICT support (I-Pads)
- Volunteers and parent helpers

Local Authority Provision

- Specialist Teaching Team
- Educational Psychology Service
- Sensory support (Hearing Impairment and Visual Impairment Service)
- Cambridgeshire SEND Information, Advice and Support Service
- SALT (Speech and Language Therapy)
- ESLAC (Educational Support for Looked After Children)
- Family Support Worker

Health Provision

- School Nursing Service
- Link to Diabetic Clinic
- Occupational Therapy
- Physiotherapy
- CAMHs (Child and Adolescent Mental Health)
- Community Paediatricians (Based at Ida Darwin)

How are teachers in school helped to work with children with SEND and what training do members of staff have?

The Inclusion Leader/SENCo's role is to support the class teacher in planning and meeting the needs of children with additional needs.

- 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 covering a range of SEN issues such as Autism and Attachment Disorder.
- Individual teachers and support staff undertake training
- The Inclusion Leader has worked previously as a SENCo, School Leader & Head Teacher and is working towards a Master's award.

How will teaching be adapted for my child with SEND?

Class teachers plan all lessons and differentiate planning according to specific needs of all groups of children and all individuals to ensure their needs are met. This may also involve

using 'p scales' for children working below age related expectations and working within earlier year expectations.

- Support staff under class teacher direction may adapt planning to support a child's needs where necessary.
- Specific resources or strategies will be used to support your child individually and in groups.

How is your child's progress measured in school?

- Progress is continually monitored by your child's class teachers.
- Pupil progress meetings are held with team leaders on a regular basis
- At the end of each Key Stage (years 2 and 6) children are required to be formally assessed using Standard Attainment Tests (SATS).
- If appropriate a child may have:
 - A Learning Plan - LP
 - A Support Plan - SP
 - An Individual Risk Management Plan – IRMP

In these individual plans as above targets are agreed by the class teacher, Inclusion Leader, external agencies and parents, and are designed to move children on to next steps. Progress against these targets is reviewed regularly (at least once a term), and new targets planned.

- If a child accesses a specific intervention, progress is measured through the intervention, and where relevant alongside impact on National Curriculum age related expectations.
- Regular book scrutinies, lesson observations and observations of intervention activities are carried out by the Senior Leadership team and Learning Support Manager to ensure that the needs of all children are being met and quality of teaching and learning is high.
- For all children with an Education, Health and Care Plan, and Annual Review will take place to review progress, changing needs and levels of support required.

What support is available for parents of children with SEND?

- Individual Plan's will be discussed and agreed with you on a termly basis by the class teacher. (Some plans will be reviewed more often).
- The Inclusion Leader can be available to meet with you to discuss your child's progress and/or any worries or concerns you might have although the class teacher should be your first port of call.
- Due to increasing numbers of children with SEND seeking places at Mayfield we ask parents to be mindful of the increased challenges faced by class teachers and the Inclusion Team. Whilst we wish to be supportive we also have commitments to all children already in our school. On occasion some concerns or issues raised by parents will be re-directed back to the class teacher as this may fall within their remit to deal with and will not necessarily require the input of the Inclusion Leader. There may also

be occasions when following a number of meetings with a family where we feel we have supported as much as is reasonable we may need to restrict the time we can continue to give in order to allow staff to continue with their other responsibilities.

- The Cambridgeshire SEND Information, Advice and Support Service (SENDIASS), is available to give further impartial advice and support to parents and Young People. More information about their service can found at:

<http://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass/>

How is Mayfield Primary School accessible to children with SEND?

- The school is fully compliant with the Disability Discrimination Act (DDA) requirements.
- The school is all on one level with easy access to classrooms and cloakrooms
- There are two disabled toilets, a shower area and changing facilities
- Trips and activities are planned to ensure access for all pupils.
- Staff make reasonable adjustments to ensure all Additional Needs are met.
- Quiet areas are available for children at break and lunch times who prefer a quiet space.
- A range of lunch time and extra- curricular clubs are provided, some targeted at pupils with specific needs.
- Some pupils may have a 'Pupil Passport' which allows all staff working with the child to be aware of important relevant information.

How does Mayfield support transitions for pupils: joining the school, moving classes or leaving the school?

We understand that transitions can be a worrying time for pupils and parents especially if a child has SEND. We take steps to ensure that transitions go as smoothly as possible.

Joining From a Pre-School Setting

- The Foundation Stage leader, class teacher or Early Years SEN Lead will visit pre-school settings if possible and meet with parents before their child starts at Mayfield.
- Information/Picture Booklets can be provided for a child to help them familiarize and prepare for coming in to school.
- Arrangements can be made for pre-visits.
- Parents will be invited to an Information Meeting

Joining From Another School

- Where a child has a high level of need usually but not always identified by an EHC plan the Inclusion Leader will meet with parents and new class teacher to plan the transition into school

- Where we feel it is appropriate we may also visit the existing or former school to gain a better understanding of a child's needs. Where visits are not possible we will liaise and communicate with the school through alternative means to gain relevant information
- Timescales will be agreed for reviewing existing individual plans and putting new ones in place as appropriate

Moving To Another School

- We will contact the new school's SENCo and ensure relevant information is shared and arrangements are in place for a successful transition.
- If possible relevant staff will be invited to attend a transition meeting.

Moving From Year 6

- The Inclusion Leader/ Class Teacher will discuss the specific needs of your child with the SENCo at your child's new secondary school.
- Secondary staff will be invited to attend the Y5 or the Y6 Annual review.
- Your child will participate in activities designed to learn about and prepare for changes coming up.
- Arrangements will be made to visit new schools as appropriate.

How will we support your child's emotional and social development?

We understand that some children have additional emotional and social needs that need to be nurtured and supported. These needs can present in a number of ways including behavioural difficulties, anxiousness and /or struggling to communicate effectively.

- Core values teaching runs across all aspects of school life.
- All classes follow a PSHCE curriculum to support social and emotional development
- Adult mentors may be arranged to provide additional pastoral support.
- Lunch time clubs may be arranged around the needs of a group of children
- Specific interventions may be run to support children with identified needs.

If a child still needs additional support from an outside agency, with your permission the Inclusion Leader will access this through the Early Help Assessment (EHA) process.

Complaints Procedure:

Pupils, staff and parents are expected to listen respectfully and carefully to each other. If an issue arises, parents should make an appointment with their child's class teacher in the first instance and seek to resolve any concerns. If a parent believes the issue has not been resolved or is of a more serious or sensitive nature, an appointment should be made to see the Head Teacher. If the issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school's complaints procedure is available on request from the school.