



## Mapplewell Primary School SEND Information Report 2019-2020

### How does school identify children with SEND?

From the start of school our Foundation Stage One (FS1) staff assess pupils against the Early Years Curriculum allowing all pupils strengths and areas for development to be identified. We also specifically assess all our pupils in relation to Speech, Language and Communication development using the WELLCOMM toolkit on entry to school, as it is recognised that there is a high percentage of this type of need within Barnsley. These early actions mean that pupils needs can be identified quickly, appropriate additional provisions can be put into place and the impact measured to ensure that needs are met effectively.

The identification of pupils in Key Stage 1 and 2 takes a similar approach with regular assessments and discussions with parents/carers taking place to allow for any difficulties to be identified and appropriate provision to be developed to meet the individual needs of our pupils. Working with the SENDCO, all staff and parents/carers are involved in identifying whether a pupil has SEN.

### What are the SEN areas of need?

Below is a table of the 4 areas of need that we are able to provide for:

Broad Areas of Need:	Relating to difficulties with:
<b>Communication and Interaction</b>	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech language or social communication at different times of their lives.
<b>Cognition and Learning</b>	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD).
<b>Sensory and or Physical Difficulties</b>	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

<p><b>Social and Emotional Difficulties including Mental Health</b></p>	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>
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### **What should I do if I think my child may have SEND?**

The school acknowledges each parent/carer's expertise on their child, encourages the sharing of information and recognises the key role parents/carers often play in recognising SEND in their child. If you feel that your child may have special educational needs or a disability then you should ask to speak with your child's class teacher, in the first instance, who will be happy to arrange an appointment to discuss your thoughts in more detail. Your child's class teacher may also feel that it would be helpful to have the SENDCO in attendance at the meeting or in some cases the Parent Support Adviser.

### **What will happen if my child has SEND?**

The school closely monitors all of its pupils with SEND and strives to meet their individual needs as they arise and change, through cycles of assess, plan, do, review. This way appropriate strategies and interventions to remove a pupil's barriers to learning will be put in place and the actions taken will be discussed with parent/carers. In line with the SEND Code of Practice (2015), the school uses a graduated approach to identifying and supporting pupils with SEND. Staff are aware of the benefits of early identification and continual reflection; and on a day to day basis make adaptations to learning situations to meet arising needs so that every pupil makes progress.

### **What support does the school provide for pupils with SEND?**

Pupils throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular discussions between the SENCo and the class teachers. For children with SEND, progress is monitored in relation to their additional needs.

The school adopts the levels of intervention as described in the SEND Code of Practice, January 2015. The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through intervention. These are often described as Waves:

**WAVE 1:** Quality first teaching through differentiation in English and Maths lessons. This is an entitlement for ALL pupils and we are constantly striving to ensure that this is of high quality at all times in school.

**WAVE 2:** Small group support for those pupils who are achieving below age expected levels.

**WAVE 3:** Focused, individualised programmes for pupils working well below age expectation.

### **How are support plans used to help my child?**

If the school decides, after consultation with parents, that a pupil requires further support in addition to good quality first teaching and interventions to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. Parents will be closely informed of the action and results. At this stage there may also be involvement of external services. External support services will advise on targets and provide specialist input to the support process. The circumstance under which we would begin a Support Plan are:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age
- Continues to experience difficulty in developing Literacy/Numeracy skills
- Has emotional/behavioural problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved.

### **How does the school liaise with other professionals?**

The school works closely with a range of professionals and may seek external support from growing network of support services including:

- Educational Psychology Service
- Occupational Therapy
- Physiotherapy
- School Nursing Service
- Social Care
- Visual Impairment Service
- Hearing Impairment Service
- Speech and Language Therapy
- ASDAT Team
- Family Centres
- Early Help Hub
- CAMHs
- Berneslai Homes
- TADs

Families are encouraged to access Special Educational Needs and Disabilities, Information, Advice and Support Service (SENDIASS) (formerly Parent Partnership Services) for impartial support and advice or to bring an appropriate relative or friend to meetings if they wish to do so.

- tel: (01226) 787234
- email: [parentpartners@barnsley.gov.uk](mailto:parentpartners@barnsley.gov.uk)

## **How will my child's learning and progress be monitored?**

In line with the SEN Code of Practice (2015), children who are monitored at SEN Support undergo cycles of assess, plan, do, review to ensure that evolving needs are met as effectively as possible.

**Assess:** We ensure that we regularly assess all pupils' needs so that progress and development is carefully tracked. Where we recognise that there are barriers to a pupil's progress, further targeted assessments may take place to help us to understand what additional provisions may be necessary. We listen to the views and experience of parents/carers and the pupil and engage other professionals to carry out specific assessments in line with best practice.

**Plan:** Where SEN support is required the teacher, parents and other informed staff members put together a SEN Support Plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes. This plan will be reviewed at least termly and all staff who work with the pupil are made aware of the plan.

**Do:** The Class Teacher is responsible for working with the pupil on a daily basis. She/he liaises closely with Teaching Assistants (TAs) or specialists who provide support and will monitor the progress being made and make further adaptations as required. The SENDCO provides support, guidance and advice for the teacher upon request to ensure that provision is appropriately delivered.

**Review:** The plan, including the impact of the support and interventions, is reviewed each term by the teacher, SENDCO, parent/carer and the pupil. This will inform the planning of next steps for a further period of time or where appropriate the removal of the pupil from SEN Support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what will support them best is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles as required. After several cycles of support and if it is clear that there will be a long-term high level of need, a request for top up funding from the Local Authority (LA) may be made with parent's agreement. If this assessment is successful the pupil will receive an Education Health and Care Plan (EHCP).

## **What is an Education, Health and Care (EHC) Needs Assessment?**

### **“Needs Led Not Diagnosis Led”**

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, we or the child's parents will consider requesting an Education, Health and Care Needs Assessment.

An Education, Health and Care Plan will normally be provided where the LA considers the pupil requires provision beyond what the school can currently offer. However, the school recognises that a request for assessment does not necessarily lead to an Education, Health and Care Plan or increase in financial provision.

### **What is an Annual Review?**

EHC Needs assessments are used to actively monitor a pupil's progress towards their outcomes and long term aspirations and are formally reviewed as a minimum every 12 months.

All reviews are conducted in partnership with the pupil and parent/carers. We will contact parent/carers to inform them of when their child's annual review is due and the date and information about when it is to be held.

Prior to your child's review, the school will collect a range of information in order to assess the progress which has been made and the extent to which the EHC Plan is still appropriate in meeting the needs of your child. We will ask parent/carers to complete an 'All About Me' booklet to update school about how they feel their child is doing and also to help parent/carers prepare for the topics of conversation at the meeting itself. We will also inform professionals who either have provided support within the last 12 months or who we feel may be able to provide support moving forwards in the next 12 months of the meeting taking place.

On the day of the review we will work with parent/carers and all stakeholders involved, to review the current outcomes and provision identified in the plan and incorporate and adapt new provision in light of the progress made, your child's aspirations, your wishes and professional advice. In most cases, your child will also attend part of the review.

### **What approach would be used for teaching my child with SEND?**

All pupils should have access to a broad and balanced curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set outcomes which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil's achievement. Planning will mean that pupils with SEN and Disabilities will be able to study the full National Curriculum in order to achieve this the teacher may need to prepare additional support including specific resources, prior intervention and adult guidance as appropriate.

### **How are adaptations made?**

The SENCO alongside appropriate staff will identify students that require 'additional to' and 'different from' provision and makes appropriate adaptations and arrangements to meet these needs.

### **How do you evaluate the effectiveness of the provision made?**

The SENCO and Senior Leaders monitor the effectiveness of the SEND provision through:

- regular pupil progress meetings with class teachers
- learning walks
- regular reviews of intervention programs
- annual review meetings for children with EHC Plan
- update meetings with support staff
- analysis of progress against baselines
- the SEND Policy is regularly updated and evaluated.

When appropriate, a programme of professional development/staff training will be organised in relation to different SEND need types, to allow staff to feel confident that they are

providing a rich and varied learning environment for students and that reasonable adjustments are made.

### **How do you support the improvement of social and emotional development?**

This has been done through practice such as:

- one to one work with the Learning Mentor
- One to one and group work with TADs
- Implementation of the behaviour policy, which is the responsibility of all staff
- referral to outside agencies such as Behaviour Support Services and Child and Adolescent Mental Health Service where appropriate
- attending Team Around the Child and other multi-agency meetings
- following safeguarding and child protection procedures
- adapting a clear line of communication and reporting between all staff and the Senior Leadership Team

### **What are the arrangements for consulting parents and involving them in their child's education?**

At Mapplewell Primary School we:

- Hold statutory annual review meetings for those students with an Education Health Care Plan
- Hold SEND review meetings 3 x per year for children identified as having SEND needs
- Attend meetings with transition schools to further address the needs of pupils with SEND
- Attend and Lead Team Around the Child/Multi-agency meeting as appropriate
- Communication books are put in place where necessary to support home-school communication for children with additional needs.

### **What are the arrangements for consulting with pupils and involving them in their education?**

At Mapplewell Primary School we promote pupil voice in decision making around the support and education of our children. At an age-appropriate level we will include the child in planning, monitoring and reviewing their educational provide including:

- Discussions around individual targets
- Discussions around use of additional support and resources
- Include the child in discussions with outside agencies as appropriate including: Hearing/Visually Impaired Service, Educational Psychology, Occupational Therapy, CAMHS, etc
- Discussions with the SENCo
- Attending My Support Plan and Education, Health and Care Plan meetings as appropriate.

### **How will you support my child during transition periods?**

We understand that transition can be a difficult time for some pupils with SEND so we take steps to try and ensure it is as smooth as possible. At Mapplewell Primary School all pupils have a one week transition into their new classes at the end of the summer term. We find this allows all pupils the opportunity to settle into their new classes before the summer holidays relieving the apprehension sometimes felt. In preparation for this, work is completed with a familiar adult to help create/update your child's one page profile so that information from your child's viewpoint is captured as a starting point for the new staff members to use. In some cases where pupils have significant needs, a more gradual approach will be used on the run up to transition week where the pupil is encouraged to visit his/her new teacher/classroom for short periods, to deliver messages or carry out a job, so that the building of relationships begins early. This also provides opportunity for the new Class Teacher to answer any queries that the pupil has raised.

Transition meetings are held between current and receiving teachers to share information about individual pupils. The SENDCO also works to ensure all teachers are aware of their new pupils and offers any support that may be necessary to meet individual needs.

If a pupil moves to another school contact will be made with the new school SENDCO to ensure they know about any special arrangements that need making before your child moves. We will make sure that all records and information are passed on quickly. Where possible we will make arrangements for additional transition visits and meetings to take place so that the new school has opportunity to ensure that relevant supports are put in place before your child transfers.

### **Other Policies for identifying pupils with SEND and assessing their needs:**

- Special Educational Needs Policy
- Safeguarding and Child Protection Policy
- E-safety Policy
- Accessibility Plan
- Equality Policy
- Medical Conditions/Administration of Medicine Policy
- Intimate Care Policy?
- Behaviour Policy
- Anti-Bullying Policy
- Positive Handling Policy
- Teaching and Learning Policy?
- Admission Policy?
- Attendance Policy

### **Further Enquiries/Complaints**

Thank you for taking the time to read our school's SEND Information Report. If you have any questions or queries about it or you have any suggestions for improving it please send these to our school's SENDCO so that they can be considered. The report is typically updated annually.

SEND Information Report last updated September 2019.