



## Maylandsea Primary School

### Special Educational Needs and Disabilities (SEND)

#### Information Report September 2024

#### Introduction

The Eveleigh LINK Academy Trust welcomes all children regardless of ability to engage fully in their own learning and to contribute equally to the school community. We invite all families to work with us to nurture enjoyment, success and independence.

It is important for us to know all our children well and to address additional needs as early as possible in order to minimise their long term impact.

We feel that children benefit enormously when school and home form a strong bond. To do this we invite ongoing dialogue with you and your children about their needs and how we can work together to best support them.

#### Additional Needs in School

Eveleigh LINK schools have experience in providing for the following needs:

- Attention Deficit and Hyperactivity disorder (ADHD)
- Autism Spectrum Disorder (ASD)
- Cerebral palsy (CP)
- General and cognitive learning needs – including working memory difficulties
- Motor skills difficulty – including developmental dyspraxia
- Specific learning difficulties – including dyslexia and dyscalculia
- Speech and Language difficulties – including receptive, expressive, social communication and verbal dyspraxia.
- Medical needs and disability – including diabetes and epilepsy.

#### Contact details: who to talk to and how

First contact should always be with class teachers. You may request an appointment in person, by phone, ClassDojo or email to meet with your child's class teacher to discuss concerns at any time.

- Telephone: 01621 742251
- Email: [admin@maylandsea.essex.sch.uk](mailto:admin@maylandsea.essex.sch.uk)

Class teachers may also invite you in to discuss your child's needs as matters arise.

Our SENDCo is Mrs Groves, can be contacted on the school telephone number or via email Monday – Wednesday : [senco@maylandsea.essex.sch.uk](mailto:senco@maylandsea.essex.sch.uk)

## What kind of special educational provision is made at Maylandsea Primary School?

All class teachers (CTs) are experienced and knowledgeable in providing for special educational needs and as such are members of the SEND team. Other members of the team are:

- SENDCo – who is responsible for the operation of SEND policy and the co-ordination of provision made to support pupils with SEND. Our current SENDCo has undertaken the SEND National Award of Co-ordination, attends regular Dengie SENDCo cluster meetings and termly planning meetings with the school Inclusion Partner and Educational Psychologist, as well as additional training in a range of areas delivered at county level.
- SEND LSA – an LSA who has received additional training to deliver specific intervention in an area of need, such as speech and language. The SEND LSA also provides support to the SENDCo for the daily operation of the SEND policy.
- LSAs – who help children with classroom activities and work closely with the teacher to provide adjusted (differentiated) experiences to suit all levels of learning. They may work with individuals and small groups on specific areas of learning at the direction of the class teacher or SENDCo.

Our experienced LSA team are trained in delivering interventions and to use a wide range of resources and strategies. They are continually extending their expertise by attending externally run courses and in-house training. Children who are finding some aspects of learning difficult despite high level differentiation may be supported in a small group, or on an individual basis, usually within the classroom, or withdrawn for short periods of time to work towards achieving specific objectives. Intervention groups may run for small numbers of children who need extra support. Depending on the nature of the child's difficulties, he or she may also be withdrawn from lessons for short periods of intensive specialised teaching. This will usually happen when:

- A child has an Education, Health and Care Plan (EHCP) or has been identified as having needs at the 'additional' level and needs time to work towards their specific targets.
- A child is following a short-term evidence based intervention programme due to identification of a need to accelerate learning or target key skills

## How does Maylandsea Primary School identify, assess, provide provision and assess the effectiveness of support for children with SEND?

We know that not all children will progress at the same rate and that not all children falling behind their peers have SEN. The identification of SEN is built into the overall approach of monitoring the progress and development of all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support. The pupil's response to such support may help identify their particular needs.

Adequate progress includes progress which:

- is similar to that of peers starting from the same baseline;
- matches or better the child's previous rate of progress;
- closes the attainment gap between the child and their peers; • prevents the attainment gap growing wider.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCo, will assess whether the child has a significant learning difficulty. If the answer is yes, the pupils will be put on the school SEND register at 'SEN Support' (SS), with the agreement of parents/carers.

#### Identification and Assessment includes:

- Use of high quality formative assessment, e.g. through observations, looking at work and data.
- Summative assessment materials, for reading, writing and maths assessments.
- Specialist assessments from external agencies and professionals e.g. completion of sensory questionnaires.
- Discussion with parents and carers.

Provision, Interventions, Strategies, Assessment for children with SEND: the Graduated Approach Like all schools, we have a 'graduated response' to meeting pupils' need.



**Assess:** The class teacher and SENDCo will analyse a pupil's needs before identifying a child as needing SEND support.

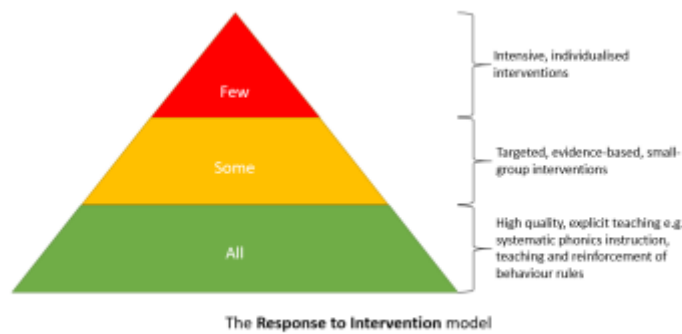
**Plan:** Parents will be notified whenever it is decided that a pupil is to be provided with SEND support. Provision is planned which matches the needs of the child.

**Do:** The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or individual teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.

**Review:** The effectiveness of the support will be reviewed in line with the agreed date.

Each pupil's education will be planned for by the class teacher as part of high-quality teaching. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or learning support assistants in class. If a pupil's needs relate to more specific areas of their education such as spelling, handwriting, mathematics or literacy skills then the pupil may be placed in a small focus group. This may be run by the teacher or learning support assistant. The length of time of the intervention may vary according to need but will be monitored regularly. Some children may need some extra support that is "additional to and different from" their peers (SEND Code of Practice 2015, 6:15). In these cases, the children may be placed on SEN support and a personalised programme of support is set up

for them which will be linked to the graduated approach of assess, plan, do, review. The 'one planning process' involves the family, the child and other relevant professionals. This process will identify outcomes for the child and how they may be achieved. Interventions will be reviewed by the SENCO to ascertain the effectiveness of the provision and to inform future planning. When a pupil's needs are more complex an assessment of education, health and care needs may be undertaken by the authority and an EHC plan developed. This is developed in collaboration with the family, child, and as appropriate, other relevant professionals. While most children will progress through our graduated levels of support, some pupils, whose needs have already been formally diagnosed, or who have more complex needs which require further assessment, may be included in our SEN support group immediately.



How do we know that 'quality first' teaching is in place throughout the school? Our senior management team ensure that a 'quality first' approach is maintained in each classroom through a rigorous system of:

- lesson observations
- frequent progress review meetings
- monitoring of planning
- monitoring of children's work (thus ensuring that feedback and marking is consistent and constructive).

### How do we assess children's learning?

Individual progress is continually monitored throughout the school year. Ongoing assessment takes place during lessons through:

- careful dialogue/questioning
- self-monitoring, self-assessment and peer assessment - pupils are encouraged to monitor their own understanding and to let their teaching team (class teacher and learning support assistants) know if they are having difficulties. After lessons when the teaching team evaluate learning through
  - informal discussion
- assessing products of learning activities including the marking and feedback of written work. Formal assessment takes place at key points in the school calendar. This may take the form of 'inhouse' assessments in aspects of English and maths as well as published assessment tools for assessing reading and spelling. Children also participate in national SATs tests if appropriate. If we are unsure about how to tailor your child's support we may discuss the possibility of accessing advice from outside agencies.

## **Social, Emotional and Mental Health Difficulties**

Children remain the responsibility of the class teacher and will receive a differentiated approach to their school life depending on their need. For example, they may have additional resources to support them in the classroom such as, reward charts, timers, clear rules and routines, etc. A personalised approach to their learning may be required such as, exploring feelings, anger management, Zones of Regulation. Some may also be on their own personalised behaviour management plan. The school also has a dedicated SEND LSA who works closely with the SENDCo to deliver a range of targeted group and individual interventions for the support of children with social, communication, interaction and emotional difficulties. These include: Time to Talk, Socially Speaking, and SMART Thinking. Additional 1:1 emotional support may also be offered to individual children based upon need e.g. bereavement support, creative therapy, drawing and talking therapy and mediation. The SEND LSA who delivers these specialist interventions has received training in these areas.

## **Autism and Social Communication Difficulties**

Children remain the responsibility of the class teacher and will receive a differentiated approach to their school life depending on their need. For example, they may have additional resources to support them in the classroom such as, visual timetables, visual organisation prompts, first and then boards, tasks broken down into manageable steps, clear and precise language used, a variety of options for recording work, work stations, sensory analysis, weighted cushions, fiddle objects, etc. Some may attend individual, paired or small group out-of-class sessions to develop their social communication skills.

## **Speech, Language and Communication Difficulties**

Children remain the responsibility of the class teacher and will receive a differentiated approach to their school life depending on their need. For example, they may be pre-taught topic vocabulary, have tasks broken down into pictorial format, use mind mapping techniques, etc. Some may attend group or individual out-of-class sessions to develop their speech, language and communication skills. In school, a speech and language trained SEND LSA delivers programmes to those children on the Speech and Language Therapy caseload. They liaise very closely with the Speech and Language Therapist, who model an intervention so that it can be continued in class. A speech and language therapist visits termly to assess and review cases.

## **Sensory, Physical and Neurological Difficulties**

Children remain the responsibility of the class teacher and will receive a differentiated approach to their school life depending on their need. For example, they may have increased opportunities to use ICT to record work, or use a scribe for some sessions. Adaptations such as enlarged print or visual prompts may be made for children with a visual or hearing impairment. Fine and gross motor skills practise is included within curriculum lessons such as handwriting and PE. Time is allocated to children who have been assessed or supported by specialist services such as, Occupational Therapy and Physiotherapy in order for advice to be implemented. The school would also put into place a programme of support as suggested by the health authority. The school is fully accessible and has a disabled toilet. A specialist teacher for sensory, physical and neurological difficulties also supports and advises for children with significant needs.

## **For children who have medical issues**

the school arranges meetings with the school nurse [if available] to complete Health Care Plans for children, including children with allergies, anaphylaxis, epilepsy and diabetes. Where a nurse is not available, Health Care plans are drawn up with parents and are reviewed annually. Staff who come into regular contact with a child with medical needs are offered the appropriate training to support them in school. On some occasions

an LSA may receive additional training from a health care professional to support the child in the management of their difficulties.

Occasionally a child may visit outside therapy clinics in order to access specialised support. Permission is granted if access to this support will benefit the child in a school setting.

### **Current Identification of Children who need a Statutory Assessment**

At Maylandsea Primary School we will discuss requesting that the Local Authority (LA) initiate statutory assessment of the child's needs if:

- inadequate progress has not been made despite provision of an individual programme and concentrated SEN Support, backed up by evidence.

And;

- the child's needs cannot be met under the current resources available to the school
- if a child is identified as demonstrating a significant cause for concern.
- the child's needs are either long-term or complex.

### **Provision for Children with EHCPs**

- Any additional resources awarded through an EHCP will be allocated in discussion with teachers, parents, external agencies and LA representatives.
- Provision will take the Graduated Response format. In addition to the termly review meetings, an Annual Review will take place where all parties involved with the child, and the child, will be invited

**The Code of Practice (2014) is used to ensure rigorous following of statutory procedures.**

### **What equipment and facilities does Maylandsea Primary School have for children with SEND?**

Specialist resources are used to aid learning across the school. These include sand timers, behaviour charts with stickers and rewards, visual timetables, play leaders, left handed scissors, pencil grips, sit and move cushions, coloured overlays, a wide variety of ICT resources and a sensory room. The school is fully accessible and has a disabled toilet. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise. All monies used for specialist equipment is utilised from the SEND budget or EHC plan allocated budget or from the pupil premium funds of SEND children.

### **How does Maylandsea Primary School consult with parents of children with SEND?**

Termly meetings are arranged to update individual 'One Plans' formally which are then distributed to parents. At these times a child's provision plan and/or one-page profile will be reviewed. Children's targets are reviewed and new targets are set. Parents are invited to make a contribution to the parents view section of the review. Class teachers take the lead role in meetings for children at SEND support. For some parents, regular structured conversations are offered to ensure good quality discussion between home and school. The SENDCo is also available to attend termly meetings if required and is always available at parent consultations.

Parents of children with an EHCP are invited to discuss their child's progress at the Annual Review. In Year 5 the amendment of the EHCP will be discussed ready for secondary school transition. Parents of children who have an EHCP are invited to discuss transitional provision with the chosen secondary school towards the end of year 6.

The SENDco is available to talk to parents on an informal basis through ClassDojo or by phone call.

### **Working with other professionals**

If we feel that we need more information about your child's unique needs we may call on a range of other professionals. We may for instance ask you to approach your G.P. for a referral to the Community Paediatrician.

We are able to refer directly to the Speech and Language Service. Once your child has been assessed the Speech and Language Therapist (SaLT) will design a treatment plan for them. Parents are expected to fully engage with the treatment process and to practise with their child regularly at home.

At school our SEND LSA Speech Specialist Mrs Ann-Marie Stephens will be able to work with your child for short sessions throughout the week. We are also able to call on expertise available through our local authority. The school has allocated time from the Essex Educational Psychology Team and a designated Inclusion Partner who works closely with the school to provide a strategic plan for SEND. We or your GP can also refer to the 'Emotional Well-being and Mental Health Service' (EWMHS). EWMHS professionals consult with parents and teachers and will sometimes work with the child on a one to one basis in the school environment if this is preferred. The Eveleigh LINK Academy Trust also employs a Family Support Worker, Joelle Mortimer, who works in Maylandsea Primary one day a week. She can work with families to support a range of difficulties from sleep problems to coping with anxiety or school refusal.

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

Children are encouraged to participate in 'One Planning' meetings wherever possible. Pupils are invited to give their views about their learning and these are recorded on the "One Plan" document. Children are also encouraged to contribute towards their own 'One Page Profile' which is personalised with their likes and targets. Children with an EHCP are invited to attend their annual review meeting, if appropriate, and their views recorded alongside their family and professionals. Children may prepare invitations and/or examples of work that they would like to share. A variety of ways may be used to record a pupil's views e.g. photographs or pictures.

### **How are children with SEND supported in moving between phases of education?**

#### **From Pre-school to Maylandsea Primary**

We have established an effective transition programme which helps all children. It is particularly beneficial to children who have special needs however. Our Early Years teacher, visits all feeder preschools and meets with parents during the preceding summer term. In the preceding June/July she also runs several afternoon sessions where her next class get used to their new environment and meet, work and play with the teaching team. Ms Robinson, the SENDCo will meet with parents and preschool teachers to discuss specific needs and prepare a support programme where necessary, so that it is ready for the autumn term.

### **Transition plan arrangements for transfer from class to class**

All children have a number of visits to meet their new class teacher in the summer term. Extra visits will be offered to children who require them and a 'transition book' may be sent home if appropriate. At the beginning of a new academic year, the SENDCo will inform teachers and their LSAs about the SEND children in their class and provide them with the summer term's targets and any other medical information. Relevant courses will also be arranged.

### **From Maylandsea Primary to Secondary Schools**

Where children are transferring to Secondary School, the SENDCo will meet SENDCos of each secondary school to transfer SEND information. All SEND school records will be passed on to secondary school. Transition programmes vary depending upon the school but additional visits are available to SEND pupils in the summer term to help them become accustomed to the demands of a new environment. A group intervention is offered to year 6 pupils who would benefit from additional support to discuss their worries or concerns.

### **Where can parents get Information on the local authority's local offer?**

Parents can access further information on the Essex local offer at: <http://www.essexlocaloffer.org.uk/>

### **Contact details of support services.**

Specialist service contact details are available on the "Essex Local Offer" website:  
<http://www.essexlocaloffer.org.uk/>

### **Complaints**

If you have any concerns relating to the school's provision for your child regarding SEND please speak to the Head of School or SENDCO. We aim to resolve any concerns parents have in person to arrive at a mutual understanding to support your child. Please see our complaints policy for further information.