



SEND Information Report

2024-2025

This report should be read alongside our SEND policy this can be found at <https://www.maylandsea.essex.sch.uk/send-information/>



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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.





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Key Contacts

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

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

Our SENDCo is Mrs Groves, she can be contacted on the school telephone number or via email Monday - Wednesday :
senco@maylandsea.essex.sch.uk



SENCo- Mrs Groves

The SENCo is responsible for the operation of SEND policy and the co-ordination of provision made to support pupils with SEND. Our current SENDCo 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.





Graduated approach to supporting pupils with SEND

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.





The 3 stages of Inclusion

We use the following model when planning support. Each pupil will fit somewhere into one of these stages

Universal (All)

Quality first teaching
in the classroom for
all.

Adapted teaching strategies
and adapted learning tasks.

Targeted catch up (some)

Targeted, evidence based,
small group intervention.

Including personalised strategies
to support learning.

Specialist (Few)

Targeted and highly tailored
to need. Specialist often
involved.





What Special Educational Needs do we cater for?

Communication and Interaction (CI)	Cognition and Learning (CL)	Social, Emotional and Mental Health Needs (SEMH)	Sensory and/or Physical (SP)
Speech, Language and Communication Need (SLCN)	Moderate Learning Difficulties (MLD)	Attention Deficit Disorder (ADD)	Hearing Impairment (HI)
Autistic Spectrum disorder/condition (ASD/ASC)	Severe Learning Difficulties (SLD)	Attention Deficit Hyperactivity Disorder (ADHD)	Visual Impairment (VI)
	Specific Learning Difficulties (SpLD)- dyslexia, dyspraxia and dyscalculia		Physical Disability (PD)

Medical needs and disability - including diabetes and epilepsy





Working together to identify Special Educational Needs

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 betters 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.

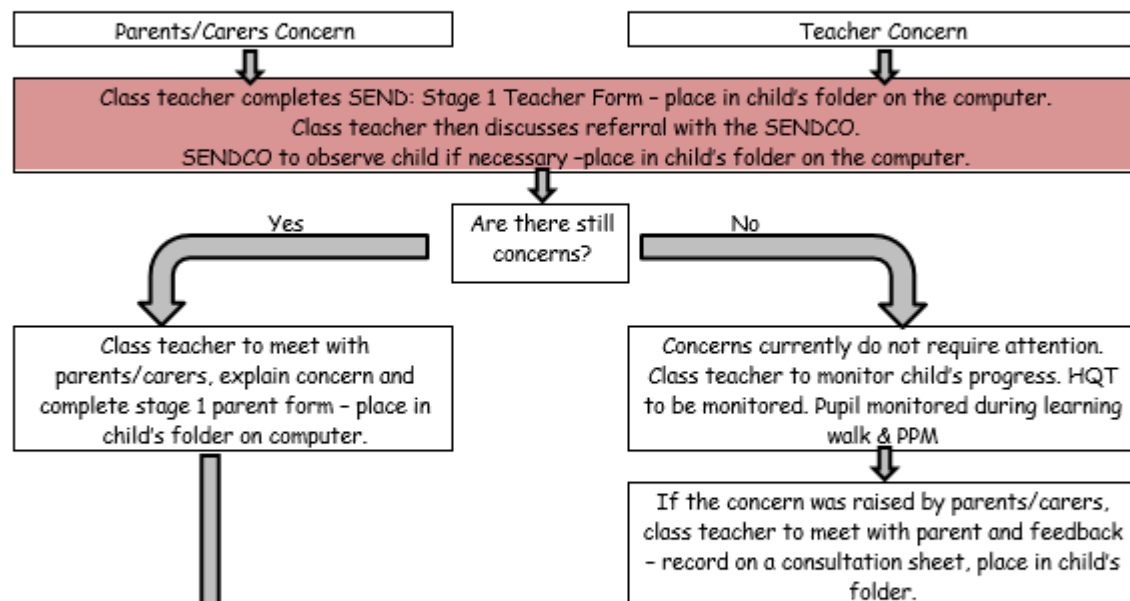




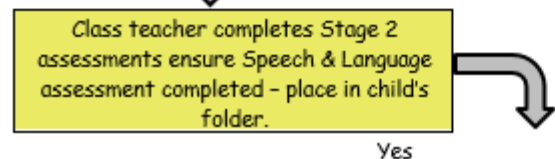
Working together to identify Special Educational Needs

Identification and assessment process

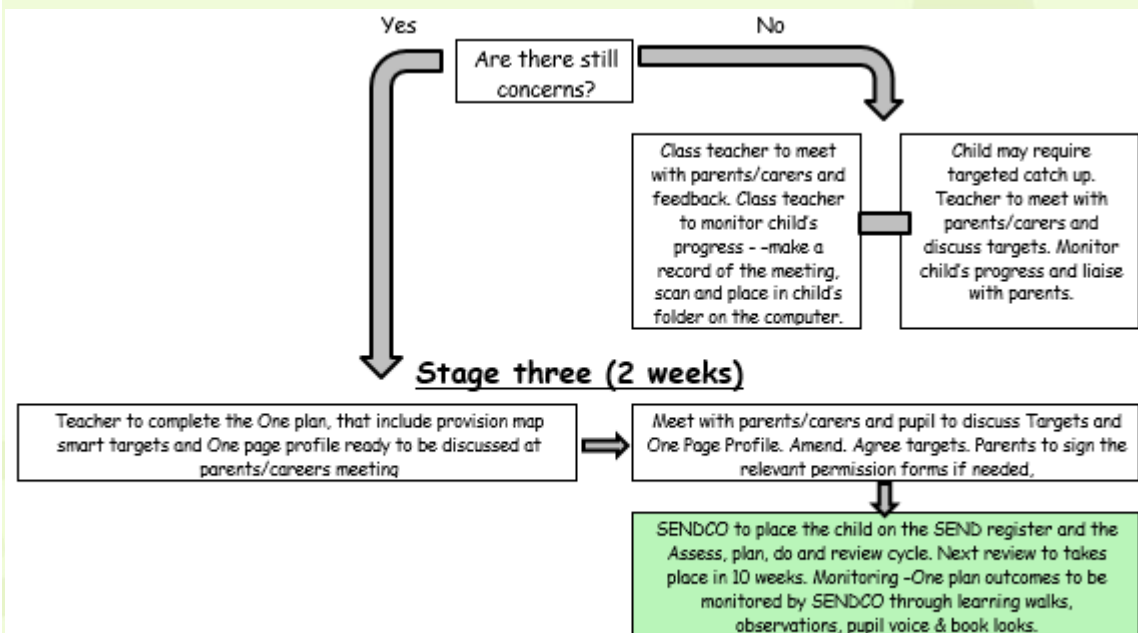
Stage one (2 weeks)



Stage two (3 weeks)



The Code of Practice (2015) is used to ensure rigorous following of statutory procedures.





Working together to identify Special Educational Needs

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 a One Plan. We identify these children in different ways:

Teachers

Teachers will follow the procedure on the previous page to highlight if a child is working below the expected level.

Working with external agencies.

This could include a health diagnosis from a doctor or a diagnosis of a Special Educational Need, such as Autism.

Identifying SEN

Working with previous setting.

We talk to previous settings to understand what support has been put in place to help individuals learn.

Working with parents/carers.

If parents/carers have a concern about their child we will listen, investigate and support.





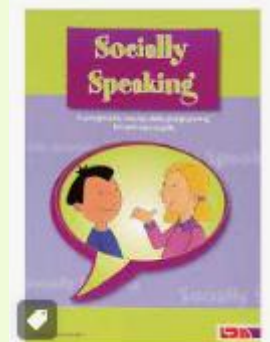
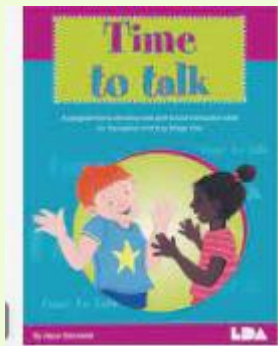
Teaching Strategies and Interventions

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.





Teaching Strategies and Interventions

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.





Teaching Strategies and Interventions

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.





Teaching Strategies and Interventions

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. A motor skills group [gym trail] is run weekly by the SENDCo for key stage 1 children who would benefit from additional support.



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.





Teaching Strategies and Interventions

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.





How we involve parents and carers.

We strongly believe it is vital that parents and carers are involved with the support given and progress made by their child.

- 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.





How we involve pupils 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





Supporting Transitions. Pre-School to Reception

We have established an effective transition programme which helps all children.

It is particularly beneficial to children who have special needs .

- 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.
- Mrs 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 books are provided





Supporting Transitions. 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.
 - Transition book provided.





Supporting Transitions. Year 6 - Secondary

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





What training have our staff had in order to support pupils with SEN?

The SENCo has the following qualifications:

- BA (Hons) Education with QTS
- Working towards National Award in SEN Coordination

Our Teachers and LSA's will continue to access ongoing training and support relevant to the children they are supporting.





Support and Wellbeing



Mrs James
Headteacher
Mental Health lead



Joelle
Home School
Support Worker

You can make an appointment to see Mrs James or Joelle via the school office.





Supporting pupils with SEN who are LAC

If a pupil is LAC and has SEN, the SENCo and Headteacher will review Personal Education Plans (PEP) and care-plans for the pupils who is LAC and the previously-LAC.

If a pupils has SEN, but does not have an EHC Plan, the support required will be in the pupil's PEP and Care plan.

If appropriate, the Virtual School Head will be invited to comment on proposed SEN support as part of our Graduated Approach.

The SENCo and LAC-Coordinator will work together to ensure that the whole-school is working together to ensure that the right support is given.

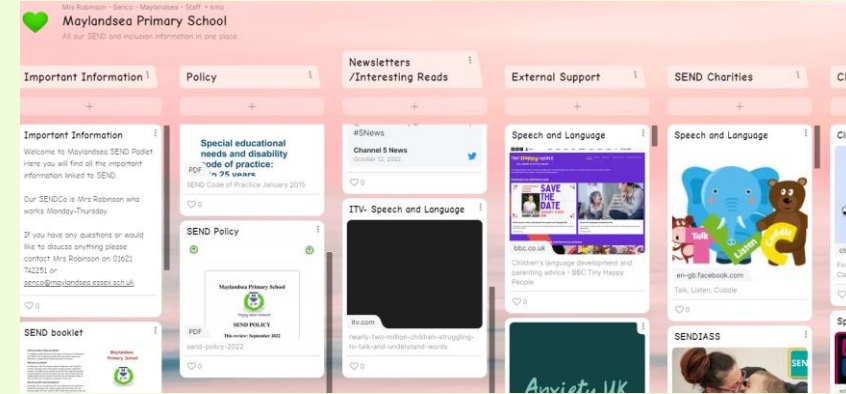
Our LAC Coordinator is Mrs James.





External Agencies

Please visit our school website for links :
<https://www.maylandsea.essex.sch.uk/send-information/>



SEND Padlet

<https://padlet.com/senco92/maylandsea-primary-school-kcdmr7sqekpadtmw>

How do you know if things are working?
The SENDCo reviews and monitors the impact of provision for children who have SEND. This is regularly discussed with other Senior Leaders and Governors to evaluate effectiveness and plan for the future.

When will I be involved?
You know your child best and your views are important to us. You will be invited to meet with your child's teacher during our parent consultation evenings. The SENDCo is also available during this time. Additional meetings may be arranged to discuss our provision for your child. Children who have complex needs will have a yearly review where all of the people involved in their provision will be expected to contribute to their plan.

How will my child's views be listened to?
We always listen to our pupils and take into consideration their aspirations, preferences and needs. Our children regularly set and review their own learning targets with their teacher. Some children who have specific barriers to learning are involved in writing a one page pupil profile to explain their needs.

What emotional wellbeing support is available?
We are a listening school and ensure children know who they can talk to if they have particular worries. There are clear procedures in place to deal with any incidences of bullying.

How can I let the school know if 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. Our SEND policy can be found on the school website.

If you have any further concerns you are welcome to speak to:
SENDCo: Mrs Robinson
Head Teacher: Mrs James

Maylandsea Primary School



SEND

Contact details:
School Office: 01621 742281
Email: senco@maylandsea.essex.sch.uk
School Website: www.maylandsea.essex.sch.uk
Look in the parents section under SEND for useful information regarding SEND

SEND Booklet

<https://primarysite-prod-sorted.s3.amazonaws.com/maylandsea-primary-school/UploadedDocument/c0d5eb1e-9d60-46f8-af1f-e59520abd7f9/send-booklet.pdf>





Essex Local Offer

You can find Essex Local Offer online at <https://send.essex.gov.uk/>

Essex County Council
Special Educational Needs
and Disabilities (SEND)

About Accessibility Crisis support Contacts

Search our website

Find out about help available for children and young people (aged 0-25). This is called the Local Offer.

I think my child needs help
A guide about the first steps to take, who you can speak to and planning for the future

Help with learning
Find out about help available at nursery, school, or college

Health and wellbeing
Find out how to access the right health support for your needs





What to do if you have a complaint.

Parents/carers who wish to make a complaint should follow the process below.

If you have any concerns relating to the school's provision for your child regarding SEND please speak to the Headteacher 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





Frequently Asked Questions.

How will all the teachers know what my child needs?

Teachers have handovers with one another and with the SENCo, which allows SEN support information to be shared with adults who teach your child.

Who should I contact if I am worried my child has a Special Educational Need?

First, would be the class teacher, who can talk about the learning within the classroom, You can also contact the SENCo.

How will I know how my child is getting on?

In each year, you will have three opportunities to meet with the class teacher or SENCo to discuss progress.

How will teaching be adapted to support my child?

We pride ourselves on getting to know your child and know what strategies will help them feel safe in school and learn. This means that we create One Plans to meet the individual needs of your child.

Will my child have a 1:1 Teaching Assistant (TA)?

We are unable to provide 1:1 TAs to all pupils with SEN or with an EHCP. We review each child's needs and ensure we provide the support required .

