

Special Educational Needs Information Report

Maple Primary School's Special Educational Needs (SEN) information report provides information for parents, carers and those who support children with SEN. This is an inclusive school and we ensure that all pupils are included in every aspect of school life. We aim to encourage all children, regardless of their SEN, to make the best possible progress and we seek to remove the barriers to learning and participation that can hinder and exclude individual pupils, or groups of pupils.

At Maple we believe learning should be a rewarding and enjoyable experience for everyone. Our teaching aims to equip children with the knowledge, skills and understanding necessary to make informed choices about the important things in their lives and to take responsibility for their own learning.

The Assistant Head (Inclusion), Mrs Gill Angel is our Special Educational Needs Co-ordinator (SENCo) with responsibility for all aspects of SEN in the mainstream school. Mrs Lucy Payne (Teacher of the Deaf) is the Head of our Deaf Unit and has responsibility for all aspects of SEN for deaf pupils. Further information regarding the provision for deaf pupils can be accessed through the school's website.

The class teaching teams work closely with the SENCo and our Teachers of the Deaf to ensure that the SEN of children in their class are planned for effectively and reviewed regularly.

Mrs Nicola Wong is the school governor for SEN and Inclusion who oversees the school's work for children with SEN to ensure the quality of provision is regularly monitored.

The SEN information report has been produced in consultation with parents, children and staff. Following this, the report is updated annually.

How does the school know if children need extra help and what should I do if I think my child may have SEN?

The SEN Code of Practice states that 'a child or young person has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

We believe that early identification of needs is both an essential and positive process, resulting in prompt action to address individual difficulties. If you have a concern about your child you should speak to the class teacher as soon as possible. Children can be identified as needing SEN support in a number of ways:

- By parents and carers raising a concern about their child's behaviour or progress
- By your child voicing that they are experiencing difficulties or need further support

- Through a referral from a GP, a Health Visitor, a paediatrician, the Speech and Language service, the Educational Psychology service or other specialist advisors.
- By class teachers and other staff who identify pupils who are not making good progress in their learning. If a parent or the class teacher has a concern about a child, a meeting will be arranged to discuss the concerns.
- The children who enter school with an EHCP in place will have their educational needs met in line with the agreed, specified requirements in their plan.

A child's need for extra help is determined through:

- Discussions with the parents/carers and child.
- Discussions with a pupil's previous school/setting.
- Pupil progress meetings are held termly between the class teacher and the senior leadership team, to review and discuss all pupils' attainment and progress in accordance to their individual circumstances.

If a parent/carer has a concern about a child, it is important to first share this with the class teacher. A meeting with the SENCo can be arranged if additional support/advice is needed.

How will school staff support my child?

All children – The teaching teams will deliver excellent Quality First Teaching. This includes scaffolding, a range of teaching methods and access to a variety of resources. Teachers use a range of strategies to assess each and every child's knowledge and understanding and adapt plans to build on this to ensure progress.

Some children – If children are identified as having gaps in understanding or at risk of falling behind age-related expectations, short-term additional provision may be put in place. These are likely to be small group sessions with a Teacher or Teaching Assistant on a suitable evidence-based intervention. The impact of this additional provision is monitored by the class teachers and SENCo.

SEN support – A small number of children may be identified as requiring more specialist input. If the school believes a child may have a special educational need, parents will be consulted and SEN support will be put in place. Advice from senior teachers, the SENCo, or external professionals may be sought. Where a pupil is identified as having SEN, the school will take action to remove barriers to learning and put effective special educational provision in place, this is referred to as SEN support. Parents and carers will be informed and involved at each stage of the process. The views of the child will also be sought.

How will I know how my child is doing?

All children - Class teachers, supported by the Senior Leadership Team and SENCo, regularly and rigorously review children's progress. There are Parent Teacher Consultation evenings in Autumn and Spring terms, dates for which are in the school diary. Meetings with the SENCo and Teachers of the Deaf (ToD) can also be arranged on these evenings if you wish to discuss any further concerns you may have.

When children join Maple Primary School, the Reception team will undertake Reception Baseline Assessment and there is a focus on early identification of any special needs. At the end of Key Stage 2 (Year 6), children will be formally assessed against National Age Related Expectations using Standard Assessment Tests (SATs) and teacher assessment in accordance with national requirements. In addition, the children in Year 1 are assessed using the Phonics Screening Test. These results are submitted to the Local Authority (LA) & Department for Education (DfE). Analysis is discussed with Governors and LA advisers each Autumn Term. If your child requires additional arrangements for tests, this will be discussed with you in advance.

All children are assessed in English and Maths termly in years 1-6 and the assessments are used to measure progress and inform our teaching.

SEN support - The progress of children receiving SEN support will be discussed in an additional termly meetings or further meetings as appropriate with the class teacher and/or SENCo. With your consent, we may make a referral to an outside agency. The relevant agency would then provide support and advice both for you and the school about how best to support your child to make progress.

Education, Health and Care Plans – The progress of children with EHC plans is formally reviewed at the Annual Review with all school staff and external professionals involved with the child.

Parents and carers play a very important part in school life and we value our partnership with them. Maple encourages open communication, feedback and discussions between school and home.

For all children: Parent Teacher Consultation meetings are held in the Autumn and Spring terms. Parents receive a written annual report of their child's attainment and progress at the end of the Summer term.

SEN support: For those children receiving SEN support, additional meetings will be arranged to discuss the child's progress, review strategies and plan further support. Parents/carers are able to make an appointment to meet with school staff either via discussions with the staff member or through the school office.

How will provision be matched to my child's needs?

All children - Quality First Teaching in the classroom is the key ingredient to support your child's learning. The class teacher is the leader of the provision for all children in their class and will constantly review and monitor your child's progress. We recognise that there is a continuum of SEN requiring a continuum of provision and that your child's needs may change over time, be long or short term and may take a variety of forms. Support for individual children therefore varies considerably according to their needs but is always set in the context of:

- the school's commitment to promoting self-esteem and skills for developing independence

- the school's consistently high expectations for individual progress and achievement for all
- the need of all children to access a broad and balanced curriculum through engaging learning opportunities
- the school's commitment to staff development so that they are equipped to meet the needs of children in the school

The provision in place for a class is recorded on a class Provision Map which is reviewed and updated by the class teacher termly and used as a working document to ensure that it reflects the current support in place. The class teacher and the SENCo work closely together to review the class provision to ensure that it is precisely matched to need, barriers to learning are identified and tackled and the impact of additional provision is maximised.

SEN support - A systematic approach of assessing, planning, implementing and reviewing is integral to the process of precisely meeting the needs of children with SEN as part of the Code of Practice. Parents and children are involved with the teaching teams and SENCo at each step of the cycle. A pupil profile may be written with the child that outlines their strengths, needs and strategies that help. Children who are supported by external professionals may have personalised targets to work on. Additional provision is delivered by a teacher or teaching assistant and specific targets may be recorded on the class provision map or SEN support plans. At the end of every intervention cycle or at the end of the term, the impact of the additional provision will be measured and assessed and next steps will be discussed.

EHC Plans – provision for children with an EHC Plan is decided by the Local Authority and outlined in the plan. Specific targets are given and these will be re-assessed at regular intervals. Advice from external agencies will also be implemented.

Class provision is organised as below:

- All pupils: Universal: Quality first teaching
- Some pupils: Targeted: Small group teaching/interventions
- SEN support: Specialist: Personalised interventions, usually with involvement from outside agencies.

All children: Teachers plan Quality First Teaching to ensure lessons are scaffolded and accessible to all. Pupils' progress and attainment is regularly assessed and monitored during termly pupil progress meetings. Teachers use class Provision Maps to monitor and track the learning needs of all children.

Some Children: The learning outcomes for the small group teaching interventions are planned and reviewed by the class teacher. The impact of the intervention is monitored by the class teacher and SENCo and reviewed at the termly pupil progress meetings.

SEN support: Pupils receiving SEN support will often have personalised outcomes, which may be set in collaboration with an external professional. These outcomes are regularly reviewed with the professionals in line with the SEN Code of Practice graduated cycle of 'Assess, Plan, Do, Review'.

What support will there be for my child's overall wellbeing?

Maple is committed to safeguarding and promoting the well-being of all children. We aim to have a happy, safe and caring environment for all our children.

Support is provided by our teaching teams including the Class Teachers and Teaching Assistants whose roles include the pastoral care of the children in their classes and year groups. The school encourages the children to use the 'Five Ways to Well-being' to support their mental and physical health and promotes a growth mindset to allow all pupils to flourish. Further information can be found in our Well-Being policy.

The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people. If your child has medical needs, an individual care plan will be put in place to ensure that the school has a full understanding of your child's needs, and training is given to the necessary staff. We have a school Health and Safety Officer, who is responsible for the safekeeping and administering of medicines.

In PSHE, Personal, Social and Health Education, we aim to improve children's capacity to learn, their resilience, emotional well-being and mental health. Many of the themes are also covered in assemblies. We greatly value the views of all our pupils. They are encouraged to share their thoughts and/or concerns with our staff. Occasionally a child may need more expert help from an outside agency.

Maple has a strong focus on e-safety. This is taught to all children and regularly referred to during lessons.

The Family Support Worker can also work with our children and families on an individual support basis. 'Protective Behaviours', is a program, aimed to promote resilience using empowerment strategies, clear communication, and an increased awareness of "safe" behaviours. Throughout the year, pupil views are also obtained through pupil voice discussions, the School Council and the Eco Council.

What specialist services and expertise are available at or accessed by the school?

Our SENCo has completed the National Award for Special Educational Needs Coordination. The school is able to access ongoing advice and training from a large number of external professionals, including:

LINKS/Cedars Outreach
Speech and Language Therapy team
Educational Psychologist
Occupational Therapy Service
The School Nurse
The Collett School
Various advisory teams for a range of SEN

What training have the staff supporting children and young people with SEN had or are having?

At Maple, it is important that our staff receive the appropriate training to best support our children. SEN training and advice is ongoing and planned to meet the needs of our children and the continued professional development of our staff. Our link external professionals provide regular support, advice and training to ensure that all members of our teaching teams receive the development they need in order to provide high quality teaching and learning for all children, including those with SEN.

Teachers who have children with low incidence SEN in their class, attend specific training sessions run by the specialist advisory teams. In addition, the school meets the requirements of the local authority SEN strategy, ensuring actions are built into training and embedded into practice: <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Regular staff meetings are focussed on an area of Continuous Professional Development (CPD) and we identify further training and development needs on an ongoing basis and annually via Performance Appraisal. Training is refreshed regularly so that staff have the skills and knowledge to meet the needs of the children they are supporting.

All staff have Safeguarding Training which is updated regularly and the Headteacher, the Assistant Headteacher (Curriculum and Teaching & Learning) and Head of the Specialist Provision of the Deaf Base are the Designated Senior Person (DSP). There are a number of trained first aiders and an established set of protocols for managing medical needs which are reviewed regularly.

Recent INSET sessions have focussed on: Autism Spectrum Disorder, Mental Health and Wellbeing, Zones of Regulation, Supporting Independent Learners and Supporting Dyslexic Learners, Supporting the Deaf child in your class.

How will you help me to support my child's learning?

At the start of the academic year, parents and carers are invited to attend a presentation led by the class teachers, where information about how to support home learning is given. Year group curriculum letters are sent home termly. These letters set out the topics the children will be covering each term. Parent Teacher Consultation meetings are held in the Autumn and Spring terms. Further meetings can be arranged where necessary.

Home learning/homework tasks are set by the class teacher through Google Classroom. Further links can be found on the school website to enhance learning.

If external professionals are involved with a child's education, focused advice on supporting learning at home is usually included in their reports.

How will I be involved in discussions about and planning for my child's education?

All children - Apart from Parent Teacher Consultations once each term, parents are welcome to speak to teachers as necessary to pass on a message or some essential information. Alternatively, a meeting can be planned if a longer discussion is needed and parents can speak to the teacher directly to arrange this or contact the school office.

SEN support – If your child is identified as having an additional need and is receiving SEN support, meetings may be organised between the class teacher, SENCo and parent/carer to 'Assess, Plan and Review' the level of need and support being offered. If an external professional is involved with the child, the parents will be kept fully informed of their advice.

EHC Plans – Parents of children undergoing statutory assessment are consulted with and involved at every stage of the process. Reviews of the EHC Plans are conducted annually with participation and/or contribution from parents, plus professionals involved in the child's education and welfare.

How will my child be included in activities outside the classroom including clubs and school trips?

We aim to include all children in every aspect of school life. For school trips, teachers carry out a pre-visit and a thorough risk assessment is done to ensure that all aspects of safety are thought through and planned for accordingly. Where clubs, trips, visits or events are run by external providers we also ensure they have up to date information and risk assessments so that they know how to support them in a sensitive and appropriate manner.

How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEN where necessary. The school has disabled toilet facilities and most of the building is wheelchair accessible. We are committed to supporting all children to fully access the curriculum. If your child needs any specialised equipment we will seek advice from the appropriate medical and health professionals.

Who can I contact for further information, or if I have any concerns about my child?

In the first instance, for further information or if there are any concerns about your child, please contact the class teacher. If you wish to discuss your child's needs further, you may wish to contact the following via the school office:

Headteacher, Shanti Johnson
Assistant Head (Inclusion) and SENCo, Mrs Gill Angel
Assistant Headteacher (Curriculum / Teaching & Learning) , Laura Astley
Deaf Unit, Lead Teacher: Lucy Payne
SEN Governor, Nicola Wong

We are a welcoming school and always aim to resolve any issues that might occur from time to time within school. However, should it be required, a copy of the complaints procedure is available from the school office. Equally, it is always good to hear when things are working well.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?

We understand that transitioning to a new year group or school can be a difficult time, particularly for children with special educational needs. Therefore, we employ a range of strategies to try and make this run as smoothly as possible.

Nursery to Reception: If a child is joining us from another setting, we will hold discussions with the previous settings. Visits to the setting may be made. We organise sessions with parents/carers prior to the start date. Additional visits can be organised if necessary. School holds an information meeting. For some children with SEN, we may send a booklet home, with photographs of the relevant staff and classroom/school environment, to increase familiarity and reduce anxiety. Meetings will be held with appropriate outside agencies. To ease transition, we provide a phased introduction for reception children into full time school at Maple.

Moving to or from another primary school: We will contact the previous/receiving school to discuss needs and adjustments that may have to be made. Pupil visits to Maple and parent/teacher meetings can be arranged prior to the first day.

Moving to a new year group within the school: Annual transition morning when pupils meet the new teacher within their new classroom. Handover meetings are organised. The class's current teacher meets with the new teacher to share knowledge of each child's individual needs and successful support strategies. For some SEN children, we may send a booklet home, with photographs of the relevant staff, classroom and school environment, to increase familiarity and reduce anxiety.

Secondary transfer: A series of focused sessions are held in school to prepare Year 6 for secondary school. The Year 7 staff meet with the children who will be going to their school to explain the transition and answer any questions. Year 6 teachers meet with the Head of Year and/or Year 7 teachers. Extra secondary visits can be arranged, according to the needs of the child.

How are the school's resources allocated and matched to children's special needs?

Within its overall budget the school has an amount identified as the notional SEN budget. The school ensures that it has the most effective level of support available to meet children's needs including teachers, teaching assistants, specialist equipment and books. The budget is also used to provide any professional development or specialised training for staff. Where a child requires provision which exceeds the nationally prescribed threshold, additional top-up funding can be applied for through the local authority (Higher Needs Funding).

How is the decision made about how much support my child will receive?

Pupil progress meetings are held termly with class teachers, and the Senior leadership Team. The progress of all pupils is tracked and those who are not making the expected progress are identified. All additional support children receive is recorded on the class provision map. The impact of this is regularly reviewed by the class teacher and SENCo. Parents and carers will be involved if it is felt an intervention is needed or if advice from an external professional should be sought.

If your child needs support over and above Quality First Teaching, the amount and type of support will be planned precisely, taking into account their needs, barriers to learning, stage of development, and their own views and through consultation with parents / carers. The emphasis in our school is on early identification, precise planning and targeted effective support to minimise any long term need for additional support. All resources, training and support are reviewed and changes to provision made as necessary.

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Hertfordshire's SEND Local Offer has been created by parents and professionals to offer information, support, services and activities for families and children and young people with special educational needs and/or disabilities (SEND). Hertfordshire Quality SEND Offer can be found at: <https://www.hertfordshire.gov.uk/microsites/Local-Offer/Media-library/Documents/Policies-and-procedures/Hertfordshire-Quality-SEND-Offer.pdf>

Hertfordshire has also created 9 area groups called, DSPLs (Developing Special Provision Locally), which also offer information and support to professionals, families and young children/people with SEND. Our DSPL is DSPL7. <https://www.dspl7.org.uk/>

Updated and reviewed November 2023