

MAPLE TREE LOWER SCHOOL

SEND INFORMATION REPORT 2017

Introduction

At Maple Tree Lower School we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make our school a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this possible through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently. All staff at Maple Tree Lower School are committed to having the same high expectations for all pupils. We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes, specific skills support on a one to one or small group basis and other learning interventions developed to personalise learning. We also have a comprehensive Accessibility Policy to facilitate inclusion for all pupils.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Maple Tree Lower School please contact us on **01767 699806** or e-mail us at mapletree@cbc.beds.sch.uk

SENCO: Mrs Cath Bainbridge

SEND Team: Mrs Chris Pond, Mr Steve Venus, Mrs Lyn Longworth (SEND TA), Mrs Mandy Mabbott (SEND TA), Mrs Vicky Ewen (Pupil Wellbeing Worker)

SEND Governor: Mrs Carly Mowbray

The Kinds of Special Needs for which provision is made at the school

We refer to the term "Special Educational Needs" if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- behavioural emotional and social development
- sensory or physical conditions.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Assessment is an ongoing core process throughout the school. It is a check that each child is making **adequate progress** against the national expectations set for each year group from Nursery through to Year 4.

If a child is not making the expected progress, then we identify a need and determine the reasons why.

Adequate progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

Assessment and Identification

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognizes that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are **assessed against nationally set criteria** to check their progress across all areas of learning. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessment and Staff consultation a child's special needs are identified and the needs are recorded on the SEND Register.

An **IEP (Individual Education Plan)** and **SEND Support Plan** are devised in collaboration with the child. Parents are invited to discuss these with the Class Teacher and also contribute to the documents termly.

Where appropriate, teachers are supported by specialists from outside school who may meet with parents and school staff for review meetings at least annually, in addition to parental meetings.

Provision

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching)
- differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on IEPs and discuss these with parents and pupils

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

Support Staff

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- promote the inclusion of all children in all aspects of life at school.

INTERVENTION:

Intervention is carried out by the school and is '**additional to or different from**' the usual differentiated curriculum. It may take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- Support Staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

ORGANISATION OF SUPPORT

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately differentiated. Lessons are structured to provide a range of activities. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. We are able to make provision for small groups of children as well as personal learning areas within the school. This allows us to provide greater differentiation with more quality support. We also have some capacity in school to run social skills and wellbeing groups which help develop self-confidence and self belief.

EXTERNAL SERVICES

When a child is demonstrating further cause for concern or their learning need is more **complex** and **persistent** than can be met by the school interventions already put in place, **school will engage with relevant external services. This is triggered when:**

- a child continues not to make adequate progress
- continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing Literacy and Numeracy skills
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme (this can include play/art therapy/trauma based therapy)
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from **external services** is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching Staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Support Staff may be assigned across the whole school to support SEND pupils according to need. Links with outside agencies are well established and transition to our feeder schools is very good due to our close liaison with these schools. Pupils may access 'In reach' support from 'Ivel Valley School' and other specialist agencies. Colleagues from outside agencies and parent partners continue to advise and support our Staff to better understand and address the needs of our pupils.

Statutory Assessment: EHC Plan (Education, Health Care Plan) / Statement

When a child is demonstrating a **significant** cause for concern or their learning need is more **complex** and **persistent** than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Central Bedfordshire Council. **CBC's SEND Local Offer can be obtained from the CBC web site (www.centralbedfordshire.gov.uk). The school office can also provide further information.**

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place.

This information includes where relevant:-

- Individual Education Plans (IEPs) for the child
- SEND Support Plan
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a request for an Education Health Care Plan. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a request for an Education Health Care Plan, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures.

All of the evidence is gathered and sent to the Local Authority SEND Support Team who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.

If the Provision Panel agrees to the need for an '**Education Health Care Plan**', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

EHC Plans are subject to annual review which will include parental views about the child's progress.

Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews

Transferring Statements to EHC Plans

The legal test of when a child requires an EHC Plan remains the same as that for a statement.

It is expected that all pupils who have a Statement and who would have continued to have one under the current system, will be transferred to an EHC Plan. No child should lose their Statement and not have it replaced with an EHC Plan simply because the system is changing.

The transition period for transfer to EHC Plans has been extended to 2018.

Recording

Records are kept on each child. They are stored in the SENDCo's lockable filing cabinets. Once a child's individual needs are identified they are recorded on the school's SEND register. A master copy is stored in the Headteacher's Office and in the SENDCo's files.

There is also a Medical List to enable staff to be kept informed of any medical information. This is updated by the admin staff in the main office. Care Plans, Pastoral Support Plans and information from outside agencies will also be stored in the above files. General Learning Support and Intervention records are maintained, by Class Teachers, to chart children's progress. IEPs are written at the beginning of the year (or when a child is added to the register) and then are reviewed each term.

The school's flexible approach allows for children to access support and intervention as and when necessary. Names can also be added or removed from the SEND Register following consultation with relevant personnel and agencies including parents and carers.

The SEND team keeps master copies of letters and forms which may be required for identification, assessment, monitoring, referral, evaluation and review. They also retain correspondence from outside agencies.

The SENCO

Currently our SENCo is Mrs Cath Bainbridge. She is the Head of School and has 23 years teaching experience. We also have a team committed to the needs of children with SEND. The SENCo oversees the running and co-ordination of SEND whilst Mrs Pond, the assistant SEND manager, is jointly responsible for encouraging the implementation of the SEND policy and will support other members of staff where and when necessary. We also have 2 SEND TAs who fulfil 1:1 support or small group intervention across the school. Between them they will attend and initiate appropriate in-service training in order to meet new developments with policy and practice. The team will all liaise with parents and relevant outside agencies, Medical and Psychology Services. They will jointly prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENCo will also be responsible for overseeing the maintenance of the Special Needs Register. Training for other staff is offered on either an individual nature to support a child's specific needs or as a larger group when the information is more generic to special needs support.

When a child is demonstrating a **significant** cause for concern or their learning need is more **complex** and **persistent** than can be met by the interventions already put in place specialist expertise will be sought.

Resources

A range of materials is available in the school to assist in drawing up a programme for a child with learning difficulties. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

Partnerships

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, annual reports, SEND reviews and informal discussions.

We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

Initially, when a child's special needs are identified, we raise awareness with parents and invite them into school to discuss this further. Parents are consulted regularly at the termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

School Agency Partners include:

Education Psychologist

Child Development Centre

Child and Adult Mental Health Service

Speech and Language Therapy

Occupational Therapy

Physiotherapy

Social, Communication Outreach Service

Hearing Sensory Support

Visual Sensory Support

Learning Difficulties and Disabilities

If you would like to know more information about these services contact us on **01767 699806** or e-mail us at mapletree@cbc.beds.sch.uk

Further information is also available from Central Bedfordshire Council's website www.centralbedfordshire.gov.uk

Pupils

Pupils

- are encouraged to participate fully in the life of the school

- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- comment on how they feel they are progressing when the IEP is evaluated

Engagement with pupils will play a key role in promoting a culture of positive expectations. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their IEPs.

Complaints

We hope that complaints about SEND provision will be rare, however, if there should be a concern, the process outlined in the school's Complaints policy should be followed.

Transition

Excellent links with our transfer schools is very good due to our close liaison with these schools. Staff from the schools which our pupils are transferring to are invited to all review meetings in the year prior to their end of Key Stage transition. This ensures that all Staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils. Staff from the middle schools will also spend time in our school with our school Staff familiarising themselves with individual needs. For some children, we also arrange more specific transition arrangements to the middle school which includes, for some children, regular visits to and activities at the school which the child will be transferring to the following September.

The Local Offer

Central Bedfordshire Council's SEND Local Offer can be obtained from the Council's website (www.centralbedfordshire.gov.uk). The school office can also provide further information.

The school's SEND offer is available on the school website along with the Inclusion and SEND policy (www.mapletreelowerschool.com).