

MAPLE TREE PRIMARY



SEND Report to Parents Autumn 2018

www.mapletreepriaryschool.com

*"Senior leaders, key stage and subject leaders work together to identify ways in which additional support can be provided if necessary... As a result, pupils, including pupils who have special educational needs and/or disabilities, are making good progress." **Ofsted 2018***

Special Educational Needs



& Disability

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INTRODUCTION

At Maple Tree Primary School all children, regardless of their individual needs, are offered an inclusive education, which enables them to make the best possible progress and to achieve his/her full potential in school becoming valued members of the wider school community.

OBJECTIVES

1. To identify and provide for pupils who have Special Educational Needs and other Additional Needs through a Graduated Approach.
2. To adhere to the guidance in the Special Educational Needs and Disability (SEND) Code of Practice 2014.
3. To ensure a whole school approach to the management and provision of support for Special Educational Needs and disabilities so that each child's needs are identified and met.
4. To provide a suitably qualified and experienced SENDCO who will lead and facilitate SEND provision within the school.
5. To provide support and advice for all staff working with pupils with SEND.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A pupil is considered to have Special Educational Needs and/or disabilities if they have either a learning difficulty or a disability and they need special educational provision to be made for them. Special educational provision is defined as any education provision which is additional to, or different from, that generally made for others of the same age in mainstream school.

At Maple Tree Primary School we believe that class teachers are teachers of all children. It is their responsibility to meet the needs of all pupils within their care. They do this by employing high quality teaching strategies which acknowledge the individual needs of each pupil in their class. When a pupil does not make adequate progress, this is identified and provision is put in place within the classroom setting to try to address this. The Code of Practice suggests that pupils are only identified as having a Special Educational Need and/or disability if they continue to fail to make adequate progress once they have had all the appropriate Stage 1 interventions/adjustments and quality personalised teaching.

At Maple Tree, if this is the case, the pupil is then identified as having a Special Educational Need.

The Code of Practice identifies four broad categories of need.

These are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs

IDENTIFICATION cont...

At Maple Tree School we recognise that these 4 categories broadly identify aspects of the primary need for a pupil with SEND, however we also acknowledge that every pupil is unique, and understand the importance of examining the needs of the “whole child”. We recognise the need to gather information about the pupil from everyone involved in the pupil’s education, and acknowledge the importance of information about the pupil from other partners in their education, particularly their parents / carers. We work in close partnership with all involved to ensure the best possible provision for the pupil.

When examining progress and attainment, and considering identifying a Special Educational Need it is important to be aware of what does NOT constitute SEN:

1. Disability – The Code of Practice outlines the duty of “reasonable adjustment” as provided under the current Disability Equality legislation, but this alone does not constitute SEN.
2. Attendance and punctuality
3. Health and welfare
4. English as an additional language
5. Being in receipt of Pupil Premium funding

A GRADUATED APPROACH

The graduated approach is at the heart of whole school practice at Maple Tree Primary School, as we are continually assessing, planning, implementing and reviewing our approach to teaching all children. However, where a potential SEND has been identified, this process becomes increasingly personalised as it responds to a growing understanding of the child’s barriers to, and gaps in, learning and an increasingly individualised assessment of need.



QUALITY FIRST TEACHING

Class teachers are responsible and accountable for the progress and development of all the pupils within their class. (Teachers Standards 2012). At Maple Tree, teachers are supported in this by regular Progress Meetings which discuss the attainment and progress of all learners at the school.

Maple Tree places a high emphasis on developing good Quality First Teaching (including emphasis on the importance of marking and feedback, self assessment by the pupils, development of growth mindset skills and the use of assessment information to shape planning and delivery) and acknowledges the impact this can have on attainment and progress. We recognise that additional intervention and support cannot compensate for a lack of good quality class teaching. We ensure, through rigorous Performance Management procedures that any underperformance in teaching is addressed and the impact on pupils minimised and regular Continuing Professional Development (CPD) is provided to enhance staff skills and understanding of SEND.

Where a pupil is identified as underachieving the first response is made by the class teacher who plans appropriate differentiation, interventions and individualised target setting for the identified pupil. The class teacher will complete an initial concerns checklist which will collate a clear analysis of the pupil’s needs. The Code of Practice suggests using a range of sources of information including:

1. teacher’s assessment and experience of the pupil
2. pupil progress, attainment and behaviour
3. the individual’s development in comparison with their peers
4. the views and experience of parents
5. the pupil’s own views
6. advice from external support services if already involved.
7. standardised testing, criterion referenced assessments, screening assessments.

If following a period of additional intervention and targeted support, which has been effectively monitored, the pupil is still underachieving, the class teacher, in discussion with the SENDCO, will place the child on the school SEND list at School Support. This discussion will consider all the information gathered about the pupil, and will compare their attainment and progress against national data and expectations. The discussion will also include examining the Central Bedfordshire Graduated Approach guidance.

SCHOOL SUPPORT

At Maple Tree we continue to use a cyclical approach to planning support and delivering improved outcomes for children with SEN. This allows the school to continually reflect on the approaches we use to meet a child's needs.



Assess-Plan-Do-Review

ASSESS

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. A clear analysis of the needs of the pupil will have been established during the completion of the Initial Concerns checklist, however, when a child is placed on School Support at Maple Tree, Primary School, it may be necessary to further analyse the precise gaps in a pupil's learning and development in order to further clarify what the barriers to learning may be. This may be achieved by the use of standardised testing, criterion referenced testing or SEND specific checklists among other tools.

The pupil's needs will also be compared to the Graduated Approach document issued by Central Bedfordshire Council which gives guidance about identifying SEND.

Maple Tree School aims to work in an integrated manner to meet the needs of the "whole child", and therefore it may be appropriate to request additional support for a pupil through the Early Help Assessment process, or Team around the Child (TAC) at this stage.

PLAN

Class teachers will retain the prime responsibility for responding to a pupil's identified need. The Code of Practice clearly says that "all teachers and support staff should be made aware of a child's needs, the support provided and any teaching strategies or approaches that are required."

At Maple Tree this is achieved through the use of SEND Support Plans (SPP) which identify the needs of the pupil, the targets for progress, how these targets will be implemented, the frequency of support received by the pupil and clear criteria for success within an agreed time frame. School support will be identified as either Stage 1, Stage 2 which requires a SSP or Stage 3 which will mean the child has an Education and Health Care Plan (EHC).

Interventions are planned in a cohesive manner and are linked to discussions held at regular meetings. Interventions are planned robustly to ensure progress for pupils. All interventions are planned in collaboration with the class teacher, teaching assistant and SENDCO.

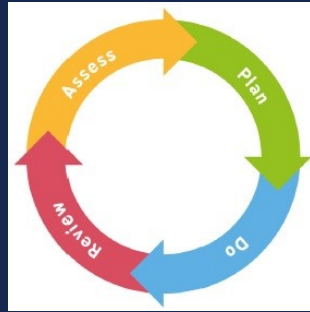
The level of support provided will be flexible and will depend on the immediate needs of the individual pupil. Pupils with a higher level of need at School Support will typically receive up to 12 hours of small group / 1:1 support both within and outside the classroom.

DO

Class teachers at Maple Tree Primary School work closely with teaching assistants and specialist staff who deliver interventions and targeted provisions to plan and assess the impact of these interventions.

All staff, where possible, attend regular meetings to ensure effective sharing of information, and teaching assistants delivering interventions also provide regular written updates about the impact of the provision for each child. Any child receiving additional support is also identified on the Class Provision Map.

Provisions and programmes for support used at Maple Tree are identified in provision maps which identify a Graduated Approach with regard to provision in order to meet needs.



REVIEW

All staff continually review the progress of all pupils on a daily, albeit informal, basis in every lesson through marking and feedback opportunities as well as regular discussions with support staff. Staff will make necessary adaptations to teaching and learning approaches and provision as appropriate.

At Maple Tree there are also more formal, rigorous ways of tracking progress. These include half termly progress meetings, termly SSP meetings. These meetings will consider whether pupils with SEND are on track to reach their targets, whether there is an increase in previous rates of progress and whether there is a narrowing gap (attainment and progress) between pupils with SEND and those without.

The SSP will be reviewed on a termly basis and all stakeholders will be included in the discussions about the individual pupil's next steps in learning.

These meetings will address the following key considerations:

1. has the pupil achieved the agreed targets?
2. what is the evidence from regular day to day tracking?
3. has there been a generalisation of skills transferring back into class work?
4. how have pupils and parents responded to targeted provisions?
5. what are the views of all stakeholders?
6. how does this term's evaluation feedback into the analysis of pupil's needs.?
7. what are the necessary changes to support, provision and targets needed for next term?

It is important at this stage to assess whether a pupil needs to remain at School Support, whether they require more or less interventions to overcome barriers to learning, or whether the school has, despite its best endeavours been unable to effectively address the SEN of an individual pupil. If this is the case the school will consider (with reference to the Central Bedfordshire Graduated Approach document, and the Local Offer) whether it needs to request advice from outside agencies. If this is considered in the best interests of the child, the SENDCO will facilitate a referral to the appropriate agency after collaborating with parents, pupils and staff. The SENDCO may also consider whether she needs, in collaboration with parents to apply for Statutory Assessment in order to access funding from the Local Authority Higher Needs Block.



SEND REGISTER (AUTUMN 2018)

Current numbers of pupils at each SEND stage (Autumn 2018)

Stage 1	34
SSP (Stage 2)	25
EHC Plan (Stage 3)	1
Overall	60

Current main presenting need of pupils with SEND within the school (Autumn 2018)

Communication and Interaction	14
Cognition and Learning	8
Social, Emotional and Mental Health Difficulties	1
Sensory and Physical Needs	2

ATTENDANCE

For a child to achieve their full educational potential a high level of school attendance is essential.

As with all groups of learners, attendance is monitored very closely for every child with SEND and rigorous procedures are followed if attendance falls below expected levels.

Children at School Support	Children with an EHC Plan	Overall School Attendance
94.6%	86.9%	96.8%

STATUTORY ASSESSMENT

If, despite the best efforts of all involved, a pupil has needs which are not being met by the provision Maple Tree School has in place, it may be necessary to consider applying to the Local Authority for a Statutory Assessment of this pupils' needs.

The Local Authority must respond within 6 weeks to the request for statutory assessment with a decision whether to carry out the assessment or not. If the Local Authority decides to carry out a statutory assessment they must complete this process within 14 weeks and inform parents as to whether they will be issuing a draft Education, Health and Care plan (EHC plan) or not.

Once the draft EHC plan is issued parents and young people will have 15 days to respond and request a school placement. The school in question is then consulted. The EHC plan has to be finalised within 20 weeks of the initial request for statutory assessment.

EDUCATIONAL, HEALTH AND CARE PLAN

Once an EHC plan is finalised the local authority must ensure that the specified special educational provision is secured. Maple Tree Primary School will use all resources available to meet the needs of these individual children to the best of its ability.

The Children and Families' Act 2014 requires local authorities to review an EHC plan within 12 months of it being issued and then every subsequent 12 months. This responsibility is usually delegated to the school. All Annual reviews will be chaired by the SENDCO and all involved parties will be invited to attend.

Families may choose to request a personal budget to support them in securing the provision identified in the EHC plan. If this option is chosen the SENDCO will support the family in accessing the services they require.

ACCESSIBLE SCHOOLS PLAN

Maple Tree is committed to providing an accessible environment which values all pupils, staff, parents and visitors irrespective of any issues of accessibility and ensures they are treated equally. The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school also has changing facilities in the Pre-School. The school is on one level and classrooms can be accessed through a variety of ways. Our school has an accessibility plan and a Public Sector Equality Duty Statement.

SPECIAL EDUCATIONAL NEEDS EXPENDITURE

In the academic year 2017-2018, Maple Tree school received £9978 notional SEND budget and £6000 higher needs top up funding. The school also allocated some unrestricted funds to support children with SEND. The funding was allocated in a variety of ways to maximise impact for the children it supports to enable them to make progress and ensure that any necessary reasonable adjustments were made.

PARTNERSHIPS WITH EXTERNAL AGENCIES

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.

The following agencies have supported children within the school this last year:

Play Therapist
Jigsaw Behavioural Support Service
Outreach support
Hearing Impairment Team
Educational Psychologist
Occupational Therapy/Physiotherapist
Early Years Support Team
Child Development Centre
School Nursing Team
Access and Inclusion
ASD Outreach Support
Outside In
Speech and Language Therapy

In addition, we have our Pupil Wellbeing Worker who works alongside the children to support their emotional, social and behavioural needs. We have also supported parents with engagement in the 1,2,3 Magic Parenting programme and use resources from CHUMS where necessary.



OUTCOMES AND IMPACT

Parent consultations take place in the Autumn and Spring terms. Parents will receive an annual school report in the Summer term.

Your child's progress is continually monitored by his/her class teacher. If your child is then identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have in order to plan any additional support your child may receive.

Through reporting procedures school will discuss with you any referrals to outside professionals to support your child's learning.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

The progress of children with an Education Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education. The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.

THE LOCAL OFFER

Local Authorities are expected to publish a 'local offer', setting out in one place, information about provision they expect to be available for children and young people in their area who have special educational needs.

Central Bedfordshire Council's SEND Local offer can be obtained from the Council's website (www.centralbedfordshire.gov.uk) or can be reached by clicking the picture below if reading this electronically.



CONTINUING PROFESSIONAL DEVELOPMENT FOR STAFF

At Maple Tree Primary School, we recognise the importance of high quality ongoing professional development for all staff to ensure the quality of teaching and provision for pupils with SEND remain high. We identify training needs for SEND through the process of Performance Management and also staff audit of training needs and then respond to these needs as both a whole staff and individual level.

Any member of staff who joins Maple Tree has a thorough induction which includes meeting the SENDCo who explains the systems in place within school to support children with SEND.

GOVERNANCE

The provision for children in receipt of support and funding for Special Educational Needs is monitored by the designated Governors for SEND, currently Mrs Carly Mowbray. Mrs Mowbray make frequent visits to the school to challenge and scrutinise the provision of SEN support. She reports to the full governing body once a term and shares her findings.

“In addition, the governing body has a strong understanding of pupils’ assessment data and holds the school to account for pupils’ progress. As a result, pupils, including pupils who have special educational needs and/or disabilities, are making good progress.” Ofsted 2018

COMPLAINTS PROCEDURE

On the rare occasions that you may not be happy you can make a complaint. Normally, your written complaint should be addressed to the headteacher. If, however, your complaint concerns the headteacher personally, it should be sent to the school marked “For the attention of the Chair of Governors”. We will acknowledge your complaint in writing as soon as possible after receiving it. This will be within three working days. For further information and timescales please read the General Guidance for dealing with Complaints found on our Policy page on our website.



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