

# MAPLE TREE PRIMARY



## SEND Report to Parents July 2019

[www.mapletreepriaryschool.com](http://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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SENDCo: Mrs Cath Bainbridge

SEND Manager: Mrs Chris Pond

SEND TA: Mrs Longworth

Pupil Wellbeing Worker: Mrs Ewen

### INTRODUCTION

Maple Tree Primary School is a one and a half form entry primary school with approximately 260 pupils from pre-school to Year 5. From 2020, the school will have its first Year 6 class as it makes a complete transition from lower to primary. We are a Values school and encourage the children to be responsible role models for all.

### AIMS

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by providing high quality teaching across the school.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, mental and emotional health,
  4. Sensory/physical
- To request, monitor and respond to parents’/carers’ and pupils’ views (where reasonable and possible) in order to evidence high levels of confidence and partnership.
- To support all staff in meeting pupil needs by providing well-targeted continuing professional development, both in house and externally; this would include input from any outreach services available and other professionals.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils; this would include liaising with parents/carers and medical professionals to set up Care Plans where appropriate.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## WHAT ARE SPECIAL EDUCATIONAL NEEDS (SEND) OR DISABILITY?

At Maple Tree Primary School we use the definition for SEN and for disability from the SEND Code of Practice (2014 – updated January 2015). This states:

- **Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- **Disability:** Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.



### The kinds of special educational needs (SEND) for which provision is made at Maple Tree Primary school

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents/carers, to make the provision required to meet the needs of pupils at this school.
- For children with an EHCP, parents/carers have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
  - i) it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
  - ii) the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name Maple Tree Primary School in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments carefully before a final decision on placement is made.
- Parents or carers of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

## IDENTIFYING A CHILD WITH SEND

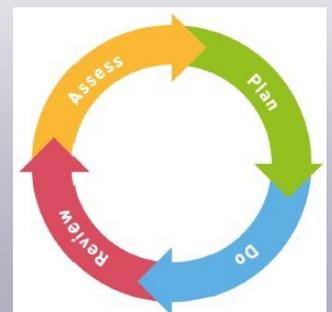
We know when a pupil needs help if:

- concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- observation of the pupil indicates that they have additional needs.

All or some of the above may apply and are carefully considered through systems set out in the school policies including SEND and Assessment Policies.

## SCHOOL SUPPORT

- At Maple Tree Primary school we take a graduated approach in ensuring early identification of children with SEND. Our identification procedure allows teachers to raise concerns in half termly Pupil Progress meetings. In addition to this we have 'concern forms' for teachers to initiate discussions around a child's needs at any point of the year.
- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
  1. classroom observation by the senior leadership team, the SEND team, external verifiers,
  2. ongoing assessment of progress made by pupils with SEND (Target Tracker and B-Squared assessment tools),
  3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
  4. teacher meetings with the SEND team to provide advice and guidance on meeting the needs of pupils with SEND,
  5. pupil and parent feedback on the quality and effectiveness of support, strategies and interventions provided,
  6. attendance and behaviour monitoring and tracking records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils have individual targets set in line with national outcomes. Parents/carers are informed of these via the reporting system and also at events such as SEND Review Meetings and Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly. These pupils are then discussed in half termly progress meetings that are undertaken between the class/subject teacher and a member of the SEND team and/or senior leadership team and if appropriate, the pupil themselves. Additional action to increase the rate of progress will be then identified and recorded this will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents/carers will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.



## ASSESS, PLAN, DO, REVIEW



Action relating to SEND support will follow an **assess, plan, do and review** model: Which is exemplified in the SEN Code of Practice (updated January 2015)

- **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SEND team in order to make an accurate assessment of the pupil's needs. Parents/carers will be invited to this early discussion to support the identification of action to improve outcomes.
- **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents/carers and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SEND team.
- **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents'/carers' aspirations for their child. Parents/carers and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
- **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents/carers and the pupil where appropriate.

If progress is limited despite the delivery of high quality interventions, advice will always be sought from other agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent/carer permission has been obtained and may include referral to:

1. Local Authority Support Services – including Educational Psychologists
2. Specialists such as outreach support services (Early Years Advisory Services, Visual/Hearing Impairment Team, occupational therapists, physiotherapists, speech and language therapists.)
3. Social Care Services – as discussed with parents/carers
4. Health partners such as School Nurse and CHUMS/CAMH for a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.



## 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.

## SEND REGISTER (SUMMER 2019)

Current numbers of pupils at each SEND stage (July 2019)

Stage 1	49
<b>SSP (Stage 2)</b>	<b>27</b>
<b>EHC Plan (Stage 3)</b>	<b>1</b>
Overall	70

Current main presenting need of pupils with SEND within the school (July 2019)

Communication and Interaction	13
Cognition and Learning	9
Social, Emotional and Mental Health Difficulties	0
Sensory and Physical Needs	5

## 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
93.91%	91.67%	95.8%

## SPECIAL EDUCATIONAL NEEDS EXPENDITURE

In the academic year 2018-2019 Maple Tree school received £33,992 notional SEND budget and £5066 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 an necessary reasonable adjustments were made.

Action	Cost
1:1 support for children with EHC plan or pending plan	£29568
Speech and Language Therapy follow up TA support work.	£3767
Resources	£215.71
High quality classroom TA support (part funding of this)	£5184
Pastoral support / social	£6460.50
Reading, writing, maths interventions for each key	£1899
Training for SEND staff development	£200

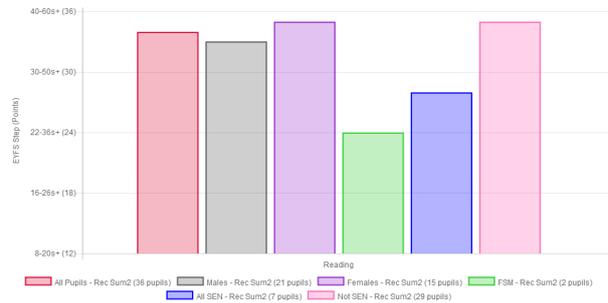
Total cost of Special Needs Provision £47294.20

## OUTCOMES AND IMPACT



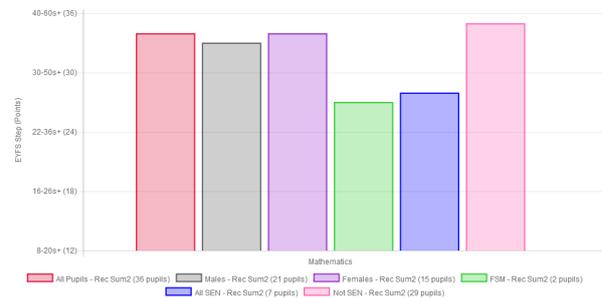
Attainment Chart - EYFS Steps  
Rec - All Pupils

10 July 2019



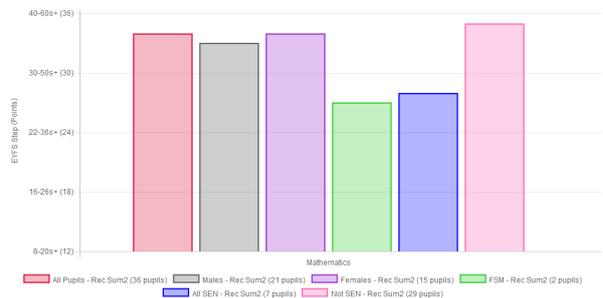
Attainment Chart - EYFS Steps  
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Attainment Chart - EYFS Steps  
Rec - All Pupils

10 July 2019



### Early Years Data

The charts above show the attainment of the children in all groups at the end of Early Years. The dark blue shows the attainment of the SEND children compared to the last column which shows all non-SEND attainment.

The progress data below however shows the children only slightly behind the non-SEND children and in writing they have performed better than non-SEND pupils.



Steps Progress Between Terms  
Rec - All Pupils (36 pupils)

10 July 2019

Rec Aut1 to Rec Sum2

Average of 3 Selected Subjects	Reading			Writing			Numbers		
	No. ⚡	% ⚡	Progress ⚡	Rec Aut1 ⚡	Rec Sum2 ⚡	Progress ⚡	Rec Aut1 ⚡	Rec Sum2 ⚡	Progress ⚡
All Pupils	36	100.0	5.0	28.7	33.8	5.1	29.2	34.0	4.8
Males	21	58.3	4.7	28.4	33.1	4.7	28.9	33.5	4.6
Females	15	41.7	5.4	29.1	34.9	5.8	29.6	34.7	5.1
Pupil Premium	2	5.6	3.0	12.0	12.0	0.0	18.0	24.0	6.0
Not Pupil Premium	34	94.4	5.1	29.2	34.5	5.3	29.5	34.3	4.8
All SEN	7	19.4	4.8	23.7	28.2	4.5	24.8	30.2	5.3
Not SEN	29	80.6	5.0	29.8	35.0	5.3	30.1	34.8	4.7



# OUTCOMES AND IMPACT CONT...



## CONTINUING PROFESSIONAL DEVELOPMENT FOR STAFF

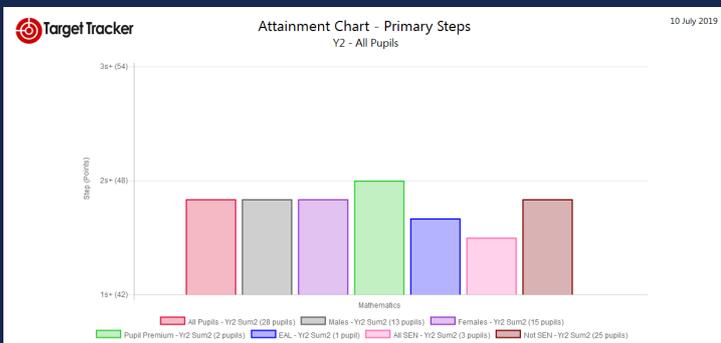
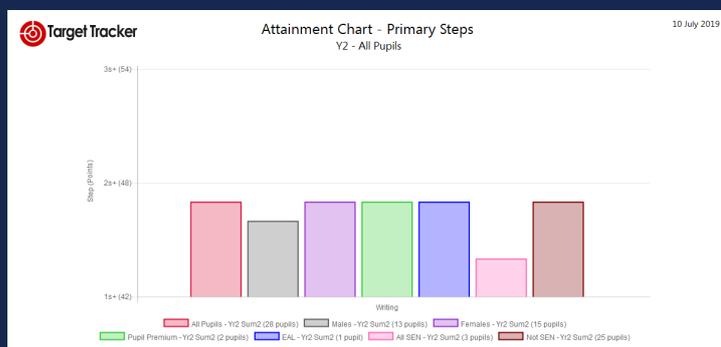
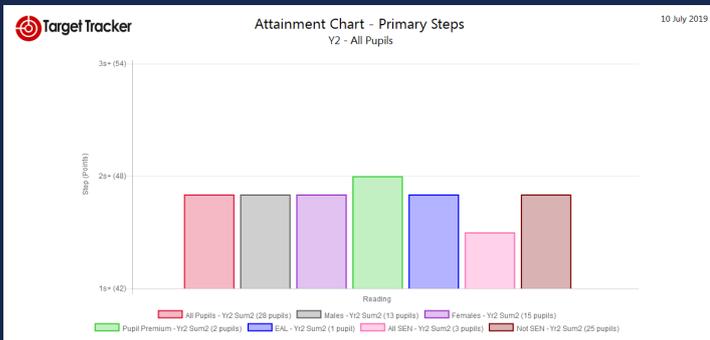
At Maple Tree Primary School, we recognise the importance of high quality ongoing professional development for all staff to ensure the quality of teaching and provision for pupils with SEND remain high. We identify training needs for SEND through the process of Performance Management and also audit training needs which we then respond to. This year, all staff have had updated ASD training and key members of staff have had training in Theraplay and CHUMS Loss and Grief training. Our SEND manager also attends a professional study group to ensure she is up to date in both local and national SEND information.

In-house CPD is held to support teachers and teaching assistants with preparation of assessments for SEND children as and when necessary.

## FURTHER INFORMATION

If you wish to discuss your child's special educational needs please contact the following:

- Your child's class teacher
- The Key Stage Leader for your child's year group
- The SEND team
- The Headteacher



### Year 2 Data

The charts above show the attainment of the children in all groups at the end of Early Years. The brown shows the attainment of the SEND children compared to the pale pink column which shows all non-SEND attainment.

The progress data below however shows the children only slightly behind the non-SEND children and in maths they have performed better than non-SEND pupils.

Group	No.	%	Average of Displayed Subjects			Reading			Writing			Mathematics		
			Yr1 Sum2	Yr2 Sum2	Progress	Yr1 Sum2	Yr2 Sum2	Progress	Yr1 Sum2	Yr2 Sum2	Progress	Yr1 Sum2	Yr2 Sum2	Progress
All Pupils	28	100.0	40.6	46.6	6.2	40.8	46.9	6.1	40.4	46.7	6.3	40.6	46.9	6.2
Males	13	46.4	40.6	46.5	5.9	40.7	46.5	5.8	40.4	46.2	5.8	40.8	46.8	6.0
Females	15	53.6	40.6	47.1	6.4	40.9	47.2	6.3	40.5	47.1	6.6	40.5	46.9	6.4
FSM	2	7.1	41.0	47.3	6.3	41.0	47.5	6.5	41.0	47.0	6.0	41.0	47.5	6.5
All SEN	3	10.7	38.7	44.6	5.9	39.3	44.7	5.3	38.0	44.0	6.0	38.7	45.0	6.3
Not SEN	25	89.3	40.9	47.1	6.2	41.0	47.2	6.2	40.7	47.0	6.3	40.9	47.1	6.2

## TRANSITION

A number of strategies are in place to enable effective pupils' transition. These include on entry:

- A planned introduction programme delivered in the summer term to support transfer for pupils starting school in September.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SEND team meets with all new parents/carers of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents/carers to identify and reduce any concerns.

### Transition to the next school

- The transition programme in place for pupils provides a number of opportunities for pupils and parents/carers to meet staff in the new school.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents/carers are supported to make decisions regarding secondary school choice.
- Parents/carers will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied and additional visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SEND teams of both schools meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.



## PUPILS WITH MEDICAL NEEDS

- Pupils with specific or complex medical needs will be provided with a detailed Individual Health Care Plan, compiled in partnership with the school nurse and parents/carers and if appropriate, the pupil themselves. In some cases this will be an integral part of a statutory Educational Health Care Plan.
- Staff who volunteer or are directed to administer and supervise medications, will complete training overseen by a relevant health care professional such as a school nurse. This training will be recorded in the Health Care Plan.
- All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within 'Supporting pupils at school with medical conditions' (DfE 2014) and identified in the School Medicine Administration Policy.

