



Maybury Primary School

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SEND Information

Date of Original Policy: September 2014

Date of last review: January 2018

Date of next review: January 2019

At Maybury Primary School we believe that each child is an individual, with their own strengths and individual needs. We are committed to meeting the needs of all children including those with special educational needs and disabilities (SEND). Through a varied and differentiated curriculum we strive to enable every child to achieve success.

We firmly believe that all children and young people with SEN or a disability are entitled to an education that enables them to:

- Achieve the best possible outcomes
- Become confident individuals living fulfilling lives
- Make successful transition throughout each stage of their learning

It is the responsibility of all teachers to ensure that a child with SEN or a disability receives the support that they require to enable them to make progress – this means doing everything we can to meet the child's Special Educational Needs.

About this Information Report

The purpose of this report is to explain to all stakeholders how we, as a school, will provide for children with Special Educational Needs or a disability. This is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

The information contained within this report has been developed through:

- Consultation with staff and governors
- Ongoing feedback from parents and carers and school staff

We will review and update this information report regularly to reflect changes and feedback. The date for the next annual review of this report is September 2018.

If you need any more information please see our SEND Policy or contact the school's SENCo – Jade Stowell or Ready to Learn Leader – Craig Williams.

Definition of Special Educational Needs (SEN)

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age;
or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEND Code of Practice 2014

Definition of Disability

“A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities”

Equality Act of 2010

A child has special educational needs if he or she has difficulties that call for special educational provision to be made. Children must not be regarded as having learning difficulties solely because their language is different from that in which they are taught.

1. Special Educational Needs for Which Provision is Made

Maybury Primary School currently supports children who have a range of special educational needs (SEN) from the following broad areas as outlined in The Code of Practice 2014:

- **Communication and Interaction**, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
- **Cognition and Learning**, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD), including Dyslexia
- **Social, mental and emotional health**, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health
- **Sensory and/or physical needs**, including a range of physical difficulties (PD) as well as hearing impairments (HI), visual impairments (VI) and multi-sensory impairment (MSI). (Please note that the school building is fully accessible to children with mobility issues)

The school has experience of supporting children with many of the above, but especially ASD and PD.

Admission arrangements are the same for all children as determined by the LA. If a child in Nursery has been identified as having special educational needs then advice and appropriate support is given to both child and parents prior to entry into the mainstream school. The level of support for pupils with special educational needs is determined by the needs of the individual.

2. Policies for the Identification and Assessment of Pupils with SEN

At Maybury Primary School our staff recognise the importance of identifying SEN as early as possible and making effective provision quickly. All of our teachers are teachers of children with SEN or a disability.

We assess each child's skills and levels of attainment. Early identification of pupils with SEN is a priority. The school obtains information about pupils by looking at:

- *Evidence obtained by teachers, such as observations and assessment data.*
- *Records from previous school/pre-school placements.*
- *Information provided by parents.*

Assessment data for each subject enables the school to consider the individual child's attainment and progress against the National Curriculum age related expectations. Children whose attainment is significantly below the expected norms may have special needs.

The following information is also sometimes used:

- *Reading test results*
- *SATs/Optional SATs results*
- *Phonic assessment and testing results*
- *CAT testing results*
- *Referrals to the SENCO*
- *Assessments completed by outside agencies such as City Psychological Services, Integrated Physical and Sensory Service (IPaSS) or Speech and Language Therapists (SaLT).*

When parents/carers express concerns about their child class teachers discuss any concerns with the SENCO. Class teachers identify children who may require additional or different support.

Class teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- *Is significantly slower than that of their peers starting from the same baseline;*
- *Fails to match or better the child's previous rate of progress;*
- *Fails to close the attainment gap between the child and their peers;*
- *Widens the attainment gap*

The first response to such progress should be high quality teaching targeted at the child's area of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO, should assess whether the child has SEN.

SEND code of practice 2014

When a child is identified as having special education needs the SENCO and class teacher:

- *Identify the child's skills and highlight areas for action.*
- *Ensure ongoing observations and feedback to all involved.*
- *Involve the parents.*
- *Attend SEN reviews and contribute to them.*

The school adopts a graduated approach with four stages of action: assess, plan do and review. When a pupil requires additional support to make progress then strategies are put into place that are, additional to or different from, the differentiated approaches and learning arrangements normally provided for all

children. In consultation with the child and their parents, an Individual Education Plan (IEP) is drawn up to identify targets to work towards – this enables the school to track progress. Class teachers remain responsible for planning and delivering individualised programmes as part of the graduated approach.

The SENCO may decide that extra training is required for some members of staff who work with children with specific SEN, in order to meet the child's needs. Staff are sent on additional training as and when this is required.

3. Policies for Making Provision for Pupils with SEN

At Maybury we have adopted a whole-school approach to SEN policy and practise. Pupils identified as having SEN are, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life. Pupils with SEN will only be removed from the class to carry out additional support/intervention groups according to their need. The school has a clearly developed cycle of planning, teaching and assessing which takes into account the wide range of abilities, aptitudes and interests of the children.

The policies outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

- a. The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be reviewed termly by class teachers in collaboration with parents, the SENCO and the pupils themselves. Evaluation is ongoing and based on the tasks set, targets from IEPs, teacher/support staff observations and the pupils own concerns. Rewards and praise are important when supporting pupils with special educational needs, alongside a small steps approach.
- b. Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, are assessed on a termly basis in all subjects in line with the whole school Assessment Policy. In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.
- c. The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at Maybury are:
 - Differentiated work in class;
 - In class support, where a teaching assistant supports one or more children to understand the content of the lesson;
 - Small group withdrawal, where a member of staff delivers a short term English, maths or other intervention to a small group of children;
 - One to one withdrawal, with targeted support for a specific area of need;
 - Social skills groups are sometimes used to support children with social and emotional needs.
- d. After school and lunch time clubs are provided by the school covering a variety of activities for all pupils. Pupils with special educational needs are encouraged to participate and appropriate support is provided where necessary. Pupils with special educational needs are also fully included in whole school productions.
- e. Additional help is given to pupils requiring emotional and social support in the form of social groups and a pastoral system that operates for all pupils in the school, including those with special educational needs. Children who are experiencing social and emotional difficulties can discuss any issues with the Ready to Learn Advisor, Mr Craig Williams.
- f. The SENCO provides advice to teachers and teaching assistants about appropriate ways forward for children with special educational needs. Class teachers ensure work is differentiated appropriately

to meet the individual needs of children. Teaching assistants working with children identified as having special educational needs work under the direction of the class teacher or SENCO. Some of the interventions that are used at Maybury Primary School are:

- Fischer Family Trust (FFT) – FFT is a reading intervention. Children have one-to-one tuition, with a trained teaching assistant, until they reach a level which is similar to that of their peers. The FFT sessions are observed termly by the ECaR (Every Child a Reader) teacher and SENCO, to ensure continued good practice and to support professional development. The ECaR teacher/SENCO will assess the children involved before they begin the programme and again at the end of the programme to monitor the effectiveness of the intervention. Children who carry out the FFT programme are carefully selected by the SENCO/ECaR teacher and class teacher.
- Time to Talk – An experienced teaching assistant carries out Time to Talk sessions with pupils who require additional support with social interaction and communication. Within the programme pupils are encouraged to speak to each other and interact appropriately during conversations through a variety of games and other activities. Children who have English as an additional language (EAL) may also participate.
- Talking Partners (TP) – a teaching assistant has been trained by the ECaR teacher on how to carry out the Talking Partners intervention. The teaching assistant works with a group of 4 children over a 10 week period. The SENCO will assess the children before the intervention programme and after the intervention has been completed (10 weeks). Children who carry out the TP intervention are carefully selected by the SENCO and class teacher according to the child's abilities in speaking, listening and social skills. Children who have English as an Additional Language (EAL) may also take part in this intervention.
- Lexia - Lexia is a computerised phonics/literacy based programme designed to enable pupils to master essential reading skills. Experienced teaching assistants use the Lexia programme with selected children and feedback about progress to teachers and the SENCO.
- Toe-by-Toe – Toe by Toe is a highly structured reading manual designed for children or adults who have specific learning difficulties such as Dyslexia. Experienced teaching assistants carry out Toe-by-Toe with identified children.
- Reading Recovery (RR) – Reading Recovery is a structured intervention designed to enable children to develop early reading skills in order to reach age related expectations before the end of Year 1. The programme gives children the opportunity to have daily reading lessons for 30 minutes over a 20 weeks period. Children must be aged between 5.9 and 6.3, and are chosen by the F2 and Year 1 teachers, in collaboration with the ECaR teacher. Children go through a comprehensive assessment before they start the programme and then again when the intervention has finished.
- Reading Recovery Style Intervention - This intervention is led by the ECaR teacher and is available for children who do not fall within the age criteria for Reading Recovery (RR). The children are assessed in a similar way as RR (both initial assessment and final assessment), and have access to 2/3 half hour lessons a week on a 1 to 1 basis.
- Paired Reading Recovery Style Lessons – These lessons are structured in the same format as Reading Recovery; the children who take part are also assessed in the same way.
- Speech and Language Therapy – The school buys in sessions with two speech and language therapists on a weekly basis. The therapists work directly with children on a one to one basis and in small groups. They also work with teaching assistants and train them to deliver sessions to targeted children.
- Speech and Language intervention – trained teaching assistants work with targeted children on a one to one basis or in small groups. The teaching assistants have been trained by speech and language therapists and deliver sessions to children to continue the work of the therapists.

4. Contact details of the SEN Co-ordinator (SENCO)

The Special Educational Needs Coordinator is Miss Jade Stowell; she can be contacted at the school.

SENCO: Miss Jade Stowell
Contact telephone number: 01482 701387
Email: jadestowell@maybury.hull.sch.uk

The SENCO works closely with all staff and regularly meets with teachers, teaching assistants and outside agencies to ensure children's special educational needs are being met.

5. Expertise and training of staff in relation to children and young people with special educational needs

Class teachers have responsibility for identifying pupils with SEN. Making higher quality teaching available to the whole class means that fewer pupils will require additional special educational provision. The first response to ensuring children are making expected progress is high quality teaching targeted at children's areas of weakness.

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- *Being aware of the school's procedures for the identification and assessment of, and subsequent provision for SEN pupils.*
- *Collaborating with the SENCO to decide the action required to assist the pupil to progress.*
- *Working with the SENCO to collect all available information on the pupil.*
- *In collaboration with the SENCO, develop IEPs for SEN pupils, as part of the on-going review system.*
- *Working with SEN pupils on a daily basis to deliver the IEP targets within differentiated planning.*
- *Developing constructive relationships with parents.*

Internal staff training is encouraged at Maybury Primary School. Members of staff who have expertise in particular areas are encouraged to share their experience and knowledge. The SENCO supports staff to enable them to provide a learning environment where children with special educational needs can progress to the best of their ability. This includes teaching ideas, support strategies, interventions and record keeping. The school have an ongoing policy for CPD (Continued Professional Development) for all staff.

Maybury Primary School is a member of the Humber Education Trust, which consists of 11 schools. Staff from across the partnership meet regularly to share expertise and good practice. The SENCOs within the partnership meet once a term to share ideas and develop ways forward to develop SEN across the partnership.

Staff seek training from outside support agencies when necessary including outreach and transitional support. Here is a list of external agencies (taken from Hulls Local Offer) who the school may contact:

Educational Services

Hull City Psychological Service
Primary Standards and Improvement Team

FASS Team (Portage)
Children's Centre Nursery Classroom
Walker Street,
Language Unit
SENCO Support
The White House PRU
Integrated Physical and Sensory Service (IPaSS)
Northcott Outreach
Ganton School
Tweendykes School

Health Services

Children and Adolescent Mental Health Service (CAMHS)
Children's Learning Disability Team
Physiotherapy
Occupational Therapy
Speech and language Therapy
School Nursing Service
Primary Mental Health

Voluntary Organisations

KIDS
Barnardos
NSPCC
Children and Families Disabilities Team

Staff also attend training courses provided by the local authority.

6. Equipment and facilities to support children and young people with special educational needs

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies. These may include IPASS, who can provide specialist equipment for physical, visual and hearing needs.

The school was opened in 2007 and all areas for children are on one level and can be accessed by a wheelchair.

7. Arrangements for consulting parents of children with special educational needs about the education of their child.

Parents/carers are involved at each stage of the assess, plan, do and review process. Parents are invited to discuss with the SENCO (and/or class teacher) the needs of their child in the first instance. This allow for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in planning and decision making regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Liaison with the class teacher informally;
- b) Parents' Evenings, when advice and support in helping their child at home can also be given;
- c) Formally reviews of their child's progress with the SENCO and class teacher

During these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in pace for the child. Following this, decisions can be made regarding next steps.

8. Arrangements for consulting young people with special educational needs about their education

The child is involved (as is appropriate) at every stage of the assess, plan, do, review process:-

- a) At the initial assessing and planning stage, in order to support a 'person centred approach', the child's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
- b) Where the child may be unable to verbally communicate or provide written input, observations of the child may be made in order to gather information regarding their likes, interests, dislikes and difficulties.
- c) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.

The child is able to discuss any aspect of their provision in a number of ways:-

- a) Informally with their class teacher on a regular basis
- b) Where appropriate, the child will attend a more formal meeting to review their progress and provision
- c) A child may contribute to this meeting by attending in person or by providing written input

During these discussions/meetings a 'person centred approach' allows for professionals and parents/carers and the child to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.

Complaints about SEN provision within the school are first dealt with by the SENCO during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Headteacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing Body must become involved.

The school participates fully if they receive requests for information for tribunals or if they are asked to assist parents in formulating appeals.

Parents will be made aware of the Parent Partnership service (KIDS) provided by the LA.

10. How the governing body involves other bodies in meeting the needs of pupils with special educational needs.

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and/or other professional support service. These may include:

- Educational Psychologists
- Speech and Language Support Agency
- ASD Team
- National Autism Society
- IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Social Care Team
- Children’s Centres
- CAHMS for Mental Health Needs
- Kids – Parent Partnership
- School Nursing Team
- Whitehouse Unit
- Dove House Bereavement Support Team
- Sibling Support Services – Barnados
- Traveller Education Team
- Northcott Outreach Service
- Police

Links to all of these and more can be found in the Hull Authority Local Offer.

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical.

Throughout the process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

All contact details are detailed in the links provided in the Hull Authority Local Offer.

12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

All children with special educational needs will require support and planning when they transfer between key stages from 0-25 years.

For example Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3 -> KS4 -> KS5 -> College/Higher Education -> Independent Living.

Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools at the next key stage to help an informed choice to be made. The SEN Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time or transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition activities/programmes or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into their new routines.

The school liaises with other schools to ensure the smooth transition from one school to another. When a child with SEN is admitted to the school the SENCO seeks information from the previous school. Children with SEN in Year 6 are discussed with the SENCO of the receiving school, and all information is transferred appropriately.

All children with a Statement of Special Educational Need/Education Health Care Plan must have their secondary transfer placement confirmed by 15th February in Year 6.

Dependent upon the school's setting, they may wish to elaborate on the specific arrangements that they have in place to support pupils with SEN through the transitions they are involved with.

13. Information on where the local authority's offer is published

Here is a link to the local offer website where their local offer is published:

<https://www.connecttosupport.org/s4s/WhereILive/Council?pageld=781>