



### Maybury Primary School Offer


Maybury Primary School is committed to ensuring equality of opportunity for all pupils and to supporting pupils with additional needs including Special Educational Needs and Disabilities (SEND) and the provision of additional learning support, service provision and bespoke curriculum packages. This personalisation is designed to enable every pupil to access the broad curriculum on offer at Maybury Primary School and maximise their individual potential.

<b>Who is the Special Educational Needs Co-ordinator?</b>	The SENCO at Maybury Primary School is: Jade Stowell (In the process of completing the National Award for SEN co-ordination and due for completion January 2022)
<b>How does Maybury Primary School know if a child needs extra help?</b>	Maybury Primary School will liaise closely with previous schools (if appropriate), nurseries attended; parents/carers and any additional outside agencies. Maybury Primary School recognise that the learning process is a continuum which may change over time, therefore we implement an on-going process of assessment and monitoring. During the process of assessment and monitoring by the class teacher, children who are not making progress will be identified and may receive additional school support.
<b>What a parent should do if they think their child may have a special educational need or disability.</b>	The SEN Code of Practice September 2014 states that a child has SEND if they have a significantly greater difficulty in learning than the majority of children of the same age, or if they have a disability which puts barriers in the way of making use

	<p>of educational facilities of a kind generally provided for children of the same age in schools within the Local Authority.</p> <p>If you feel your child has an unidentified Special Educational Need or Disability then you should contact the SENCO at Maybury Primary School and arrange a discussion about your child. Assessments/ testing and/or observations can be arranged and appropriate support may be put in place.</p>
<b>How will a parent know how their child is doing?</b>	<p>We welcome ongoing dialogue between ourselves and parents/carers, seeing this as an education partnership that works to support the learning of your child. Maybury Primary School has a termly programme of parent/carers consultation evenings that you will be invited to. For children on the SEN register who are being monitored or on SEN Support and children with an EHC Plan, their needs and progress will be discussed at termly review meetings. For pupils in receipt of an EHCP (Education Health Care Plan) an annual review is held near the anniversary of the original EHCP. All other children on the SEN register will have their targets logged and evidenced by the class teacher. This will be discussed at parents/carers evenings or as appropriate. Teachers maintain close contact with home by telephone, Dojo and/or daily contact with parents/ carers.</p>
<b>How will the curriculum be matched to a child's needs?</b>	<p>Class teachers will use a range of differentiation to provide effective learning opportunities for all students. Where a pupil is identified as having special educational needs individual targets will be drawn up, tailored to each individual student's needs. Realistic targets will be set and the plans will be reviewed/ evaluated regularly and involve the pupil, parent/carer; SENCO and class teacher. If any support services are involved with the pupil, Maybury Primary School will pass on any relevant information/ reports from them and arrange meetings as necessary. All pupils with special educational needs will also have a file which gives information on the child's strengths and needs; their likes and dislikes; and how teachers can best help the child in class and around school. This information is kept in school so that all who come in to work with the children will understand what is needed to support that child.</p>
<b>How do you know how Maybury Primary School supports a child?</b>	<p>A pupil who has been identified as SEND will be supported by personalised targets kept in their file which will have a record of work carried out by the member of staff.</p>

<p><b>What support is provided for child's overall well-being?</b></p>	<p>Maybury Primary School offers a range of extra-curricular activities support children's well-being including breakfast clubs, lunchtime clubs and after school clubs. Attendance is carefully monitored and we work closely with parents and carers to ensure that children attend school regularly so they can achieve their potential. A positive and proactive behaviour policy is consistently applied by all staff in school. This includes close working relationships with parents/carers. At Maybury we carry out daily Jigsaw sessions that support our children's emotional well-being and give children the dialogue needed to gain support if needed.</p>
<p><b>What specialist services and expertise are available at or accessed by the school?</b></p> <p><b>*external agencies accurate at time of update</b></p>	<p><b>Maybury Primary School accesses a number of outside agencies to support individual pupil's needs*:</b></p> <ul style="list-style-type: none"> <li>• Bridge Speech and language Therapy services</li> <li>• Integrated Pupil Services:</li> <li>• SENCO Support Service</li> <li>• City Psychological Service</li> <li>• Primary Behaviour Support Service</li> <li>• NHS Speech and Language Therapists</li> <li>• IPASS</li> <li>• Northcott Outreach Team</li> <li>• Tweendykes Outreach Team</li> <li>• School Health Service</li> <li>• CAMHS</li> <li>• Social Care Team Kids</li> <li>• Parent Partnership School Nursing Team</li> <li>• Children's Centres</li> </ul> <p>Links to all of these can be found in the <b>Hull Authority Local offer- see below for website details.</b></p>
<p><b>What training are the staff supporting children and young people with SEND had or are having?</b></p>	<p>Maybury Primary School places high importance on staff development and training. We have a programme of staff development sessions on a range of topics and themes as appropriate. Training takes place both within school and externally on</p>

	<p>topics including managing behaviour, dealing with medical issues, sharing good practice and how to raise and deal with concerns.</p> <p>All staff are trained in Safeguarding and Equality and Diversity.</p>
<p><b>How will children with SEND be included in activities outside the classroom, including school trips?</b></p>	<p>Maybury Primary School ensures that no children are disadvantaged within school and works hard to ensure that any barriers to access are removed or mitigated so that all children have equal access to a broad curriculum, rich in first hand experiences. We endeavour to ensure that all parents/guardians are given sufficient information about school trips in writing and are invited to any briefing sessions. We work in close partnerships with parents /carers to ensure that any individual needs of children are taken into account when planning and carrying out trips and visits. Special arrangements are made as necessary for students with learning difficulties or special needs to ensure inclusive access. The group leader/supervisor should have details of psychological and physical health problems, which may be relevant to the visit.</p> <p>All extra-curricular activities within school are accessible to all children.</p>
<p><b>How accessible is the school environment?</b></p>	<p>Maybury Primary School is a relatively new build which is disability friendly. Corridors are wide and we have an easy access toilet. The school has adapted areas as needed to make the building better accessible for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.</p>
<p><b>How will the school prepare and support a child when transferring to a new school?</b></p>	<p>All children are prepared well in advance of any known transition periods. Children starting school for the first time are visited at home and have several 'trial' sessions within the setting to ensure they are familiar with the setting and key members of staff. Older children leaving primary school to transfer to secondary school have a programme of transition put into place for them. This includes visits to the secondary school within the Summer term of Year 6, and also emotional and social preparation for a time of change.</p>
<p><b>How will I be involved in discussions about and planning for a child's education?</b></p>	<p>Maybury Primary School has termly parent/carers consultations. Class teachers are available daily (before and after school) to discuss any issues in relation to a pupil. However if you feel you need more time we would ask that you made an appointment so that daily learning can begin at the start of the day. Appointments</p>

	can be made with the class teacher, SENCO and/ or the Head Teacher at any time to discuss any SEN or wider issues.
<b>What to do if you have a complaint about the SEN provision at the school.</b>	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 Head Teacher 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 receiving requests for information for tribunals or assisting parents in formulating appeals etc.
<b>Contact for further information:</b>	FOR INFORMATION ABOUT THE HULL LOCAL OFFER GO TO: <a href="http://hull.mylocaloffer.org/">http://hull.mylocaloffer.org/</a> 

*This document will be updated September 2022.*