



Urbis Academy Trust
Esse Optimus Qui Possum

Mayville Primary School Special Educational Needs and Disabilities Information Report SEND Policy 2020 -2021

| | |
|------------------------|--|
| Date Adopted by TB: | |
| Link Trustee: | |
| Review Date of Policy: | |
| Signed: | |

INTRODUCTION

Mayville Primary school, like all schools in Waltham Forest, is committed to improving the well-being and meeting the needs of all pupils including those with special educational needs and disabilities (SEND). Our expectation is that children and young people with SEND will receive an education that enables them to make progress so that they:

- attain the best academic results possible for their ability
- are confident, resilient, enquiring, co-operative and balanced
- can engage in a range of extra-curricular and enriching activities
- develop a 'can do' attitude
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training.

We will use our best endeavours to make sure that all pupils with SEND get the support they need – this means doing everything we can to meet the pupils special educational needs.

ABOUT THIS INFORMATION REPORT

This report answers some of the most frequently asked questions about the school and special educational needs. This is a guide for parents and children. It explains how the 'Children and Families Act, 2014' is implemented at Mayville Primary School. 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 2020.

If you need any more information please see our SEND Policy or contact:

Eileen Clark (Assistant Head Teacher of Inclusion/SENDCo) on 020 8359 5907 ext.134

Email: office@mayville.sch.uk

Overview

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents: o

- Equality Act 2010: advice for schools (2014)
- SEND Code of Practice 0 – 25 (2015)
- School SEND Information Report regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions (2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Safeguarding policy
- Accessibility policy and plan
- Teachers Standards (2013)

FREQUENTLY ASKED QUESTIONS

1. What kinds of Special Educational Needs (SEN) does Mayville Primary School cater for?

Definition:

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Mayville Primary School is an inclusive mainstream primary school and we welcome children and young people with SEND in one or more of the following areas:

- **Communication and interaction**
e.g. speech, language and communication needs (SLCN), Autism Spectrum Disorder/Condition (ASD/ASC), Asperger's Syndrome
- **Cognition and learning**
e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- **Social, emotional and mental health difficulties (SEMH)**
e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- **Sensory and/or physical needs**
e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy
- **Medical needs**

Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

1.1 Currently, all categories of need are represented in our school. Indeed, a number of our children have needs that fall into two, or even three, of the four categories named above, a situation that is quite common. However, we identify which need is primary, and the others are categorised as 'secondary'- in some sense caused by the primary need.

We normally have between 70-100 pupils on our SEND register-approximately, 25% of the total school population.

*In order for us to offer the best possible provision for children with SEND and to ensure we have the resources to provide the essential **Reasonable Adjustments**, we have the capacity to support four children with complex special needs in a class with the Class Teacher and a Learning Support Assistant.*

2. What are the Mayville's policies for the identification and assessment of pupils with special educational needs (SEND)?

All of our teachers teach children with SEND. All of our staff recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEND is built into the schools approach to monitoring the progress of all pupils.

We assess each pupil's skills and levels of attainment when they first come to the school. This builds on the information from the child's previous early years or school where appropriate, and provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have their SEND diagnosed or identified we will work closely with the family and our partners to make sure we know as much as possible about the child before they start at the school.

Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

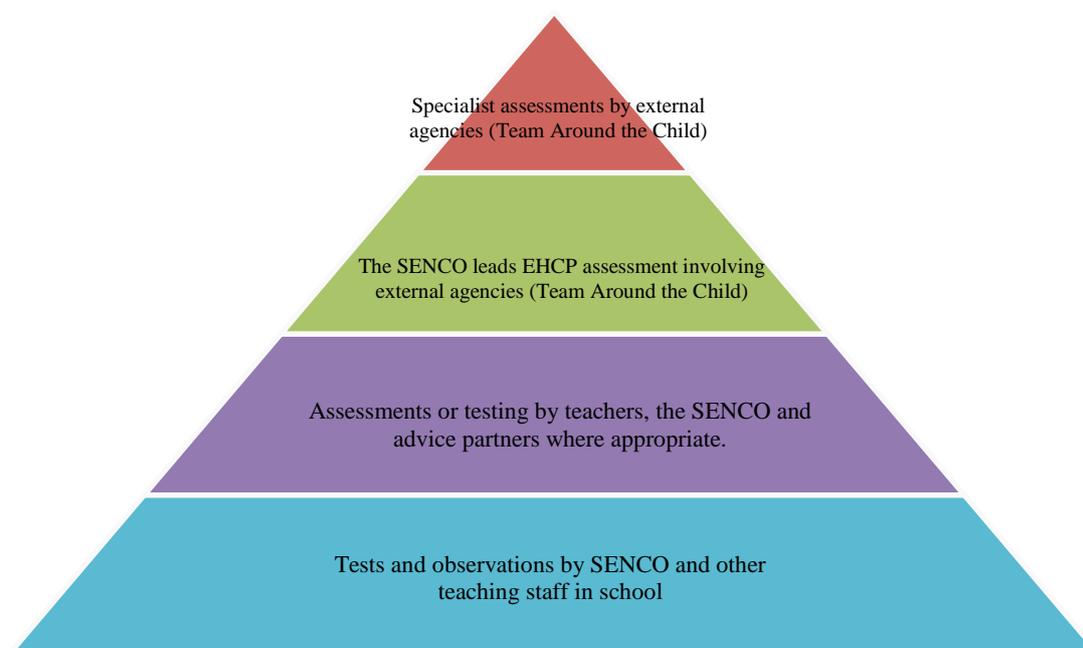
- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers.

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. Making high

quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support.

If their progress continues to be slower than expected, the teacher will work with the family and the SENDCO to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child does not make the progress expected of them – perhaps there has been a significant change in family circumstances, such as a new baby, a move of home, or the death of a relative; or perhaps because they have a special educational need.

2.1 The school uses a range of different assessment tools and systems to help identify and assess pupils with SEND. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEND and match interventions to the SEND of pupils. They are summarised in the diagram below:



When considering if a child needs SEND support the school takes into account:

- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, where appropriate.

3. How does Mayville identify children with SEND?

If a parent is concerned that her/his child may have a special educational need, he/she should speak with the child's class teacher. While the Special Educational Needs and Disability Co-ordinator (SENDCo) meets with every class teacher at least once a term to discuss additional needs and concerns, any member of staff may alert the SENDCo to a newly-arising concern at any point. The SENDCo will then discuss issues raised with the class teacher and this conversation may trigger a period of diagnostic assessment in an attempt to identifying whether the child has a special educational need, and the nature and severity of that difficulty.

3.1 Mayville Primary School has rigorous assessment systems that track the progress of all children. These systems are used to identify children who are not progressing at an expected rate. When there is a disparity between expected and actual rate of progress, it may indicate the presence of additional needs.

The school uses information provided by:

- half-termly summative assessments
- national stage descriptors for each year group
- P-Scale descriptors (if appropriate)
- standardised screening and assessment tools
- SEND screening tools
- observations of behavioural, emotional and social development,
- specific diagnostic assessments
- assessments conducted by a practitioner from an external agency
assessment data provided by another school or LEA, in cases where a child is new to Mayville Primary.

4. How does Mayville Primary School consult and involve parents of children with SEND in their child's education?

The class teacher remains the primary point-of-contact. Parents are consulted before a child is placed on, or removed from, the special educational needs register. Each child on the SEND register has a personalised pupil profile, which identifies his/her strengths and difficulties, outlines effective classroom strategies and lists interventions provided. At least three times a year, this document is reviewed in consultation with the child's parent(s).

The SENDCo provides person-centred reviews and regular parental meetings for certain children on the SEND register and for those who are part of the team-around-the-family process. In order to accommodate busy parents, the SENDCo will try to arrange face-to-face and telephone meetings at a time which suits everyone's schedules – before, during or after school.

There are many general school systems which attempt to involve parents including the weekly newsletter; invitations to assemblies, special events and to join classes on school visit; the school's website; and regular events like coffee mornings and ESOL classes. Consultation is encouraged through facilities like the parent surveys and comment options on the school's website. Furthermore, a curriculum evening is held each term and parents' evenings occur 3 times a year. Parents are automatically members of the Parents-Teachers Association and encouraged to get involved. Finally, lots of up-to-date information, including that specifically directed at parents of children with SEND, is displayed in the foyer and on notice boards at the entrance of the school.

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets
- parents evenings
- during discussions with SENCO or other professionals
- commenting and contributing to assessment, planning and reviews.

If your child has an Education, Health and Care Plan, we will discuss their progress with you every term and have a formal review with you and your child at least annually. Further information about reviews can be found in question 4b above.

4.1 Specific support to help you support your child at home will include:

Meetings with teachers and SEND staff to discuss progress and support including ideas for home.

- Parents as Educators programmes, e.g. maths workshops, Early years workshops on maths, Early writing, phonics and reading
- ESOL workshops at school

If we think your child needs significant amounts of extra support, we will always discuss this with you and, where appropriate, meetings with the parents and the people supporting your child can be arranged.

Where required we will arrange interpreters to enable parents to fully participate in formal meetings. We are currently facilitating ESOL classes in our school to support parents/carers to improve their English language skills.

4.2 How are children with SEND consulted and involved in their education?

As stated in Mayville Primary School's mission statement, "Working together in the pursuit of excellence for all: Exploration, Engagement and Enjoyment. Furthermore, as a University of the First Age (UFA) School, consulting and involving

children in their education is central to the school's main teaching and learning approach, as this approach aims to encourage pupils to become confident individuals, successful learners and responsible leaders. Every child is provided with the opportunity to be a learning leader and a peer tutor.

In addition, teaching and learning at Mayville Primary School is highly personalised - differentiated to meet individual strengths and needs. Children are frequently asked to reflect on their unique learning experience and to provide feedback for their teachers. Pupils are also asked about their interests and ambitions, and responses give rise to the wide programme of extra-curricular activities that is on offer at the school.

In February 2017, Mayville received the Rights Respect School Award, acknowledging that children's rights are central to all that we do, and pupils are regularly encouraged to consider and discuss children's rights. While our ethos is to listen to children at all times, more formal opportunities for children to get their voice heard are provided through various special-interest forums, consultation groups, through media club, social skills groups, circle times, and speech and language sessions.

As a school, we ensure that children with SEND are able to access and fully exploit all of the opportunities outlined above. In addition, we regularly use the Child's Voice forms that the local authority developed in order to encourage children to express their views. We also conduct person-centred reviews, and if children with SEND are not making expected progress, the class teacher, the SENDCo or one of the learning mentors will normally consult the child, in an attempt to identify the specific barriers impeding progress.

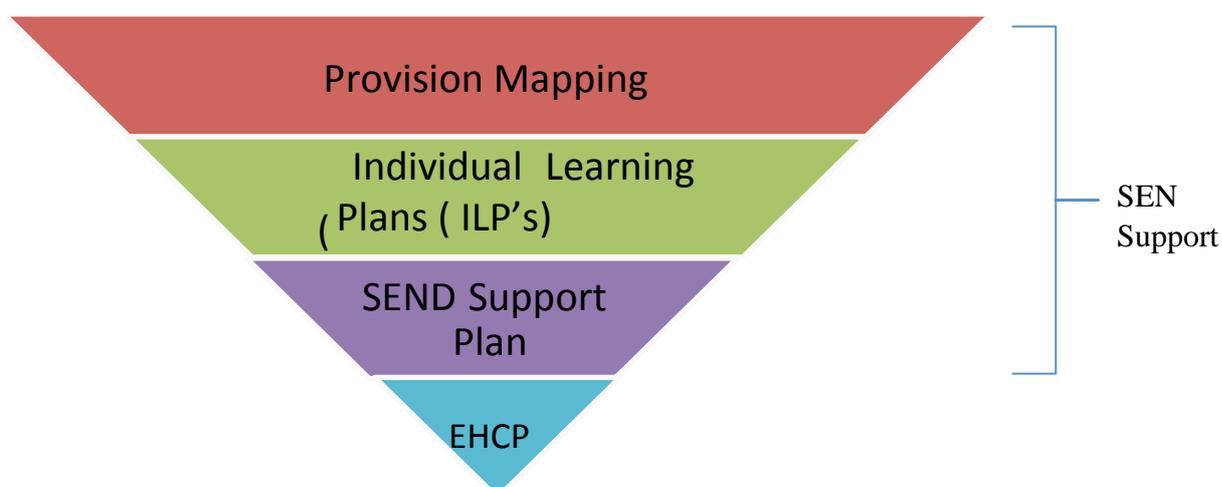
4.3 What are Mayville Primary School's policies for making provision for pupils with special educational needs (SEND), whether or not pupils have Education Health and Care Plans?

Most of our pupils with SEND have their needs met as part of high quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

If a pupil is identified (through the assessment process above) as having special educational needs their teacher and SENCO will consider everything we know about the pupil to determine the support that they need and whether it can be provided by adapting the school's core offer by making **Reasonable Adjustments** to put them on a more level footing with pupils without disabilities.

www.gov.uk/government/publications/equality-act-2010-advice-for-schools

Where provision for SEND is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEND planning tools we have available to use. The tools we use are summarised below.



- a. **Provision Mapping:** a document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum.
- b. **Individual Learning Plan (e.g. Pupil Passport):** our format for ILPs contains a 1 page profile and an action plan listing the goals and provision to meet the SEN.
- c. **SEND Support Plan:** a document containing a 1 page profile and a detailed action plan listing the goals and provision to meet the SEN. This is the same action plan that can be used as part of the EHCP.
- d. **Education Health and Care Plan (EHCP):** where the school has done everything it can to identify, assess and meet the SEND of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Islington can be found on the Council's Local Offer website.
<https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/localoffer>

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEND provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education

- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

We currently have 72 pupils on our SEND register.

The following table shows the number of pupils with SEND in the school in September 2019 and the type of tools we use to plan SEND provision:

| SEN Planning Tool | Number of pupils |
|--|---|
| Provision Mapping | TBC after second Pupil Progress Review w/c 19.10.2020 |
| SEND Support Plans | 21 |
| Education Health and Care Plans (EHCP) | 8 (one child under assessment) |

5. How does Mayville evaluate the effectiveness of its provision for SEND?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

We test the effectiveness of our SEND provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met. Where professionals from health or social services are involved with the child, we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers work with the SENDCO, the parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective.

The SENDCO and the head teacher report regularly to Trustees on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND. Trustees also consider the attainment data for pupils with SEND and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEND are based on the best possible evidence and are having the required impact on progress.

6. What are the Mayville's arrangements for assessing and reviewing the progress of pupils with SEND?

Every pupil in the school has their progress reviewed regularly and this information will be shared with both parents and pupils. We provide an annual report to parents on their child's progress, normally at the end of the school year.

6.1 Where a pupil is receiving SEND support, we provide feedback to parents more regularly. We use home school books to give daily feedback on how a child has been at school that day if this is appropriate. We also contact parents where we have specific feedback or need to discuss specific achievements, concerns or observations. We review SEND support plans three times per year. Some pupils with SEND may have more frequent reviews if they are required.

6.2 Annual Reviews for children with EHCPs are chaired by the SENDCo , Class Teacher and Learning Support Assistant. These professional have good knowledge and understanding of the pupil's needs and attainment.

Reviews involve the pupil, the family and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working well
- find out if the SEND provision has been delivered as planned
- review the pupil's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents.

When the school has an Ofsted inspection the Inspectors take a particular interest in the progress of pupils with SEND. The school's most recent OFSTED inspection report can be found on the school website.

The Department of Education publishes the SEND Code of Practise.

7. What is Mayville Primary School's approach to teaching pupils with SEND?

All pupils, including those with SEND, have access to a broad, balanced and enriched curriculum. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments

and progress reviews to set targets which are deliberately ambitious to encourage pupils to aim high. Teachers plan their lessons with the SEND of pupils in mind, which means that most pupils with SEND and disabilities will be able to study the full national curriculum along with their peers.

Teaching staff always aim to match the work given to pupils with their ability to do it. School staff such as Learning Support Assistants, Learning Mentors and other more specialist staff, may be directed to work with pupils, in pairs or small groups and sometimes individually.

The type of SEND support provided is based on reliable evidence of what works. We are careful to avoid the over reliance of individual support for pupils as evidence shows that in many cases this prevents them becoming independent learners.

The SENDCO with support of the Senior Leadership Team ensures that staff have sufficient skills and knowledge to deliver the interventions that pupils need.

7.1 How does the school adapt the curriculum and learning environment for pupils with SEND?

We are committed to meeting the needs of all pupils including those with SEND.

We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people. We make all *reasonable adjustments* to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what *reasonable adjustments* we might need to be make. We discuss with families what we can do to adapt the curriculum as necessary, in order to get additional resources and support.

Teachers will be supported by the SENDCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEND. This may also involve working with outside partners. For example we might need to:

- provide visual resources to support learning
- access to a nurture room/area or multi-sensory room (TBC December 2019)
- re-arrange the layout of the classroom including providing workstations where needed
- create a quiet area in the school

- buy specialist ICT software (e.g. using Communication in Print).

In considering what adaptations we need to make, the SENDCO will work with the Head Teacher and school trustees to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>.

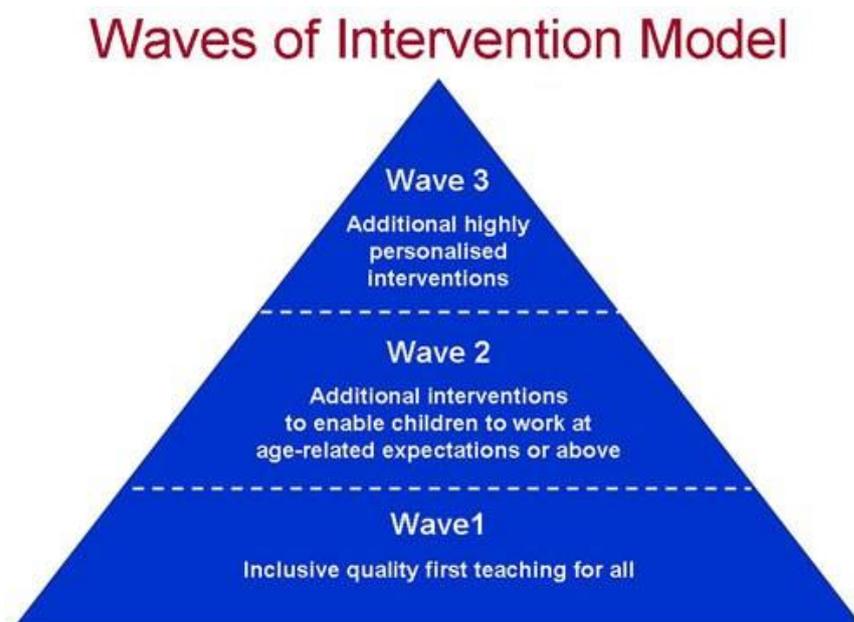
7.2 What additional support for learning is available to pupils with SEND?

The school organises the additional support for learning into 3 different levels (also called waves).

Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.



The provision available at each level (or wave) is summarised in our provision map.

We provide additional support for pupils with SEND to be able to access exams, when needed.

We are able to support the administration of medication if it is recommended by health professionals

7.4 What enrichment activities are available for pupils with SEND and additional needs?

We recognise the importance of helping all children achieve their full potential; emotionally, socially, physically, spiritually and academically.

The school has a wide range of extra circular activities including:
(Due to government COVID-19 School's Reopening Guidance some activities are not currently available)

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

- A breakfast club each morning between 7.30- 8.30 am (Magic Breakfast)
- After school clubs including sports, arts and music activities
- Nature Club
- Lego Intervention
- Nurture Group
- 1:1 Mentoring with Learning Mentor and Mental Health First Aider
- Yoga
- Circle of Friends
- Daily Mindfulness Practise
- UCL partnership- supporting enrichment
- Salvation Army partnership- supporting enrichment
- Homework Club
- French Club
- Saturday School
- Easter Camp
- Holiday play scheme for working parents
- Termly dance and (SEND) sport competitions
- Specialist sports coaches
- Social skills groups
- Multi- sensory rooms

We try to ensure that all pupils with SEND can engage in these activities of the school alongside pupils who do not have SEND. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed

outcomes for a pupil with SEND the school will normally be able to pay for any training, resources or equipment that may be needed.

The school also provides opportunities for pupils to go on school trips. We will involve parents of pupils with SEND in the planning of school trips and residential to assess the benefits and risks and identify how the needs of individual pupils can be best met.

7.5 How is SEN funded? What training and resources does our school have?

A proportion of the school budget is used to support pupils with SEN and disabilities. This is allocated as follows:

- Learning Support Assistants (including 1:1 support)
- Support from outside agencies
- EP support package
- Training for staff
- Resources (e.g. dyslexic-friendly books and iPad apps, assessment resources)
- Speech and Language Therapist
- SENDCo Support

In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. Staff performance management reviews support the identification of areas for development. After SEND reviews, the SENDCo liaises with the SLT about training that may need to take place so that children's needs can be adequately met. Training to be undertaken is specified in the school professional development plan which is updated annually. Training is offered through a range of in-house training and external training courses. The equipment and facilities to support children with SEND will be secured by the SENDCO and Head Teacher through managing budgets and applying for additional funding. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The SENDCo regularly attends the local SENDCo network meetings in order to keep updated with local and national changes in SEND.

8. What support is provided to improve emotional and social development and to prevent bullying?

The culture and ethos within Mayville Primary School aim to encourage the personal, social and emotional development for all pupils, including those with SEND.

Our vision: Working together in the pursuit of excellence of all; Exploration, Engagement and Enjoyment

The class teacher will be aware of any children in the class with emotional and social difficulties. The classroom staff will look for opportunities to develop emotional and social skills, and adapt their teaching approach to cater for the children with this particular SEND. In addition to this differentiation, circle time and PSHE lessons will be used to advance social skills, emotional literacy and improve well-being. We are introducing Yoga and Mindfulness practise throughout the school to support all pupils to become more compassionate and tolerate.

Depending on the level and nature of a child's need, she/he may also receive time-limited support from one of Mayville's learning mentors. The mentors currently run groups in the following areas: emotional literacy, social skills, SEAL and communication. They also work with a few pupils on a one-to-one basis. In addition, they encourage buddying and for breaks and lunch times, they arrange organised activities in the playground and a variety of clubs.

Finally, if deemed appropriate, and in agreement with the parent, we may refer a child to an external agency for independent mentoring, counselling or therapeutic work. Classes to support parents in managing challenging behaviour in the home are also available within the borough, and we can help with referrals.

At Mayville, we understand bullying as hurting another person deliberately and persistently, in a way that results in pain and distress for the victim. Bullying of any kind is **NOT TOLERATED** at Mayville Primary School. We are a TELLING school, which means that anyone who knows that bullying is happening is expected to tell the a member of staff. We also have a number of 'worry' boxes around the school which allow pupils to report bullying discreetly.

We work hard to create a culture within the school that values all pupils; allows them to feel a sense of belonging, improves well-being and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

We facilitate whole school and class assemblies to educate children on Special Educational and additional needs to ensure our pupils are purposeful, happy, productive and compassionate and tolerant citizens of the 21st century. We encourage children to be inquisitive, enquire and ask questions, discouraging stigmatisation in any form.

8.1 For children with more complex problems, additional in-school interventions may include:

- advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class
- small group sessions - to promote positive behaviour, social development and self-esteem
- individual support plans - to support pupils during transition periods, break times
- additional support for the pupil – to help them cope better within the classroom
- Mindfulness Practise- to support pupil's to learn strategies to cope better in day to day life
- therapeutic work with the pupil, delivered by specialists (within or beyond the school), which might take the form of Therapeutic Play Therapy, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.
- Multi-Sensory Room

For further information please see our behaviour management policy:

9. Roles and Responsibilities:

9.1 The SENDCo is the Assistant Head (Inclusion)

Eileen Clark

Phone: 020 8539 5907 ext.134

Email: office@mayville.waltham.sch.uk

Our Special Education Needs and Disabilities Coordinator (SENDCO) is a qualified teacher working at the school who has responsibility for SEND. She will work closely with the Head Teacher and governing body as well as all teachers. If you have concerns about your child you should speak to your child's teacher before you speak to the SENDCO.

The SENDCO is in school Monday- Thursday. You can request a meeting with the SENDCO by email or phone. The SENDCO will also be on the school gate Monday- Thursday.

She will:

- Work with the Head Teacher and SEND trustee to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.

The Department of Education publishes code of practice on SEND which is a guide for schools and councils on how to help children and young people with Special Educational Needs and Disabilities.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

9.2 The SEND Trustee is Laura Smith

The SEND trustee will:

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- work with the Head Teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

9.3 The Interim Head Teacher is Beverley Komorowska

The Head Teacher will:

- work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEND and/or a disability

9.4 The Welfare Officer is Tracy Young

The Welfare Officer will:

- work closely with SENDCo and parents to ensure cases where the child's medical needs may be greater than those of their peers may request that an individual Healthcare Plan be prepared if applicable by the school Nurse.

9.5 Class teachers

Each class teacher is responsible for:

- the progress and development of every pupil in their class
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- ensuring they follow this SEND policy

10. How are staff at Mayville trained to support children with SEND?

10.1 Our SENDCO is the Assistant Head Teacher of Inclusion. She has 29 years experience in education and has worked in both special and mainstream schools. She has a Master of Science in Special Education. She is the school Mental Health Lead and a DSL.

Mayville Primary School is committed to providing an excellent education for all of its children. We appreciate that in order to achieve this; staff must be well-trained and understand the different kinds of special educational needs. In-service training time and weekly staff development sessions are dedicated to learning about SEND. Staffs are kept up-to-date regarding SEND policies, theories and effective strategies. The school supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

10.2 Nursery Nurses, Mental Health First Aiders and Learning Support Assistants have been trained by our speech and language therapist and regularly attend Continued Professional Development. This allows them to effectively support children with additional learning needs.

The responsibility for ensuring staff has the appropriate training and expertise to meet the needs of pupils with SEND training is shared between the Head teacher, SENDCO and the Trustees. We closely monitor the training and development needs of our staff through annual appraisal.

10.3 Our staff also access training and materials provided through SENDIAS outreach services offered to mainstream schools by each of Waltham Forest's special schools. SEND training and expertise will be sought when the needs of individual children require it. For example when there is a need to prepare for a child coming to the school.

11. What equipment and facilities are available to support pupils with SEND?

Mayville Primary School is a single-site school, with Key Stage 1 and Key Stage 2 departments (joined by the dining area). The school is built on two levels with stairs and a lift from ground floor to the first floor. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.

The school has 2 orange badge bays and drop down kerb area in the car park. We have changing and laundry facilities, and classrooms provide good acoustic conditions (carpeting, curtains, quiet areas), so that the impact of hearing difficulties is minimised. Children requiring equipment due to impairment will be assessed in order to gain the support.

Equipment available in our school to all children at any time needed includes devices for additional recording e.g. Cameras, iPads, SEN software such as Communication in Print to produce printed matter with visual prompts and specific maths computer programmes. We are in the process of designing two multi- sensory rooms. We have a Nature Garden which we use to enrich children's outdoor learning. The school will consider purchasing equipment if there is an agreed identified need. We will normally consider this at the pupil's termly or annual review.

In the past we have worked with partners to purchase specialist equipment tailored for children with SEND including:

- Sensory equipment
- 2 Multi- Sensory Rooms

12. What are the arrangements for consulting and involving pupils with SEND in their education?

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. All children are consulted about their learning and how they feel about a range of topics annually before the summer term parents' meeting. A summary of these findings are discussed with parents at the parents meetings.

Where pupils have SEND, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively.

We ensure that pupils with SEND are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- *The School Council*
- *Pupil survey*
- *Pupil Voice*
- *Rights Respected Steering Group*
- *Peer Mentoring*
- *Pupil Well-Being Surveys*

The views of the individual child and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to achieve and the support they need to achieve them. Whenever possible we include pupils with SEND in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, story boards or symbols.

All pupils with SEND will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.

13. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So if you have something to tell us, whether good or bad, please contact the class teacher or SENCO.

If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order:

- the class teacher
- the SENDCo
- The Head Teacher- using the main school number
- The SEND trustee (a letter can be submitted through school office).

The SEND trustee will then refer to the complaints procedure to try and address the issue.

Further information about our complaints procedure can be found here: PLEASE CONTACT THE SCHOOL.

We realise that parents can sometimes find schools a bit scary and may need someone to help them approach us if things aren't going well. If you need support to raise a concern or make a complaint this you may want to contact
E-mail: wfsendiass@citizensadvicewalthamforest.org.uk
Website: www.advicewalthamforest.org.uk/.../sendiass

As a matter of last resort parents can also make a formal complaint to Ofsted: Guidance for parents can be found here <http://www.ofsted.gov.uk/schools/forparents-and-carers/how-complain>, or by phone on 0300 123 4666.

Further information on local support for families of pupils with SEND can be found in the Local Offer. <https://www.walthamforest.gov.uk/service-categories/local-offer>

14. How does Mayville involve others in meeting the needs of pupils with SEND and in supporting the families of such pupils?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as: We are allowing essential professionals on our school site to best support our children who require additional specialist advice.

- Educational Psychologists

- Child and Adolescent Mental Health Services (CAMHS)
- Specialist Teachers
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Social workers
- Educational Welfare Service
- School Nurse
- SENDSuccess
- Joseph Clarke Outreach
- Waltham Forest SEND Information, Advice and Support Service
- Early Help
- Hawkswood Therapeutic School
- Early Help

We always involve parents in any decision to involve specialists.

The SENDCO is the person who coordinates the contact and works with these outside agencies.

We mainly use other agencies outside of the school to:

- help us train staff e.g. epilepsy and diabetes
- get more specialised advice e.g. advice on hearing impairment
- carry out assessments e.g. a social care assessment
- ask for a service to be delivered e.g. physiotherapy
- review progress and plan provision e.g. at annual reviews

14.1. How do we support pupils with medical conditions?

At Mayville Primary School, we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, we will comply with the Equality Act 2010 when deciding what support or provision to put in place.

15. What local support is there for the parents of pupils with SEND or Additional Needs?

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)

Gives free impartial information, advice and guidance about services for children, young people and families. This facility provides a range of support, from helping parents to get their own and their child's views understood and valued to advice on meetings and writing reports and letters.

Types of support provided by SENDIASS

SENDIASS provides:

- listen to your concerns and queries
- support around the legal framework for Educational Health and Care Plans
- support around education placement choices
- SEND policy and practice
- information on services available locally
- personalisation and personal budgets
- legislation on SEND
- ways to resolve a disagreement or make a complaint, including mediation
- help you prepare for meetings
- training and events focused on SEND related topics
- disagreement resolution and mediation
- signpost to other sources of help and information
- help you to get your views, the views of your child or young person known, understood and valued
- help with paperwork and writing reports and letters
- help you to look at all of the options
- prepare you for appeal to the tribunal, and Independent support.

It is part of the Citizens Advice Bureau and located at the address below:

220 Hoe Street
Walthamstow
E17 3AY
Tel: 0300 330 1175

E-mail: wfsendiass@citizensadvicewalthamforest.org.uk
Website: www.advicewalthamforest.org.uk/.../sendiass

The **Waltham Forest Local Offer** offers a range of services to assist the parents/carers of children with SEND. These include help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups, child care and other activities and local networks.

<https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/localoffer.page>

16. What are Mayville's arrangements for supporting pupils with SEND when they join the school and supporting them to move to secondary school?

Some children and young people with SEND and their families may be particularly anxious about changing classes or "moving on" from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

Transition guide table:

| | Additional arrangements for children with SEND (examples) |
|---|--|
| In to Nursery / Reception | <ul style="list-style-type: none"> • Swift transfer of records • Home visit • Transition meeting with the previous setting • Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about 'moving on') • Work with Waltham Forest's Early Years Team |
| When moving to another school | <ul style="list-style-type: none"> • We will contact the School SENDCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals. • Swift transfer of records • Transition meeting with the new setting if possible • Transition plan (as above) |
| When moving groups/ forms/ classes in school | <ul style="list-style-type: none"> • Transition meetings are held within school with the new class teacher. • Work with child to prepare for the next class through: Transition books, transition programme, visual supports and visits to the next setting. This will be shared with parents and transition books that can be taken home over the holidays. |
| Primary to secondary transition | <ul style="list-style-type: none"> • Swift transfer of records • Year 5 annual reviews planning meeting • During Year 6 the SENDCO will attend the Secondary Transfer Conference to discuss the specific needs of your child, and the nature and level of support which has had the most impact, with the secondary school they will be transferring to • Additional multi-agency meetings will be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex |

17. Where can I find more information about SEND services in Waltham Forest and the local area (the Local Offer)?

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled.

The Local Offer has two key purposes:

- a. to provide clear, comprehensive and accessible information about the available provision and how to access it
- b. to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review

The school cooperates with the Local Authorities in the local area to:

- c. make families aware of the kind of support available to them and where to find the Local Offer
- d. help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining , interpreting
- e. consult children and young people and their families directly in preparing and reviewing the Local Offer
- f. keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on through Waltham Forest Local Offer:

<https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/>

Additional Useful Information for Parents of Children with SEND:

For more detailed information on the school's provision for children with special educational needs, please refer to Mayville's SEND policy, which is on this website.

If you have any concerns connected to your child's special educational needs, please do not hesitate to contact the Assistant Head Teacher/ SENDCo, Eileen Clark on extension 134.

The 'Local Offer' is a guide to all the services that are available for young children and young people with special educational needs and/or disabilities aged birth to 25 who live in Waltham Forest. For more information on this, please click on the link above.

18. How is information stored and managed?

Information about a child's SEN or disability is kept up to date and in an individual file, in chronological order. This may include information from school (e.g. ILPs), from parents (e.g. letters) or outside agencies (e.g. EP and SALT reports, letters from the paediatrician). Files are kept locked in a cupboard. ILPs and specific educational information is shared with teachers (e.g. EP and SALT reports, behaviour plans etc) so that they are kept informed about the child's needs.

The school manages data in line with the requirements of the Data Protection Act (2018).

19. COVID-19

Risk assessments were completed on all children with an Education, Health and Care Plan (EHC) and a Medical Care Plan during the lock down period. All of our children with an EHC were deemed to be safe at home; however two children with an EHC attended during this period. Children with EHCP's who found it difficult to access remote online learning were provided with a paper home learning pack. This was collected every fortnight.

During the lockdown period, weekly phone calls were made to all families of children with an EHC and a Medical Care Plan, by a member of our Safe Guarding Team. In the event of another lock down or if a year group has to self-isolate for two weeks, this procedure will be followed to ensure the families are coping at home.

Please refer to the following policies on our school's website for further information:

Behaviour Policy

Safeguarding Policy

Positive Handling Policy

Accessibility Plan and Policy

Teaching and Learning Policy

Intimate Care Policy

Complaints Policy and Procedure

Anti-Bullying Policy

Medical Policy

Mental Health and Well- Being Policy

Inclusion Policy