



Maple Infants' School

SEND Information Report 2017-18

Admissions of pupils with SEND are considered on the same basis as those without SEND. The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:

- **must** consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- **must** not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- **must** not refuse to admit a child on the grounds that they do not have an EHC plan

1 The kinds of special educational need for which provision is made at Maple Infants' School:

Maple Infants' School is an inclusive mainstream school, committed to enabling children to achieve their potential in all aspects of their education and lives. This document is intended to give you information regarding the ways in which we ensure that we support all children to realise this potential. It is important to note that this document does not provide a definitive list of the skills, resources and techniques that we employ. At Maple Infants' School we are constantly striving to review and reflect upon our provision and are keen to invest in developing our knowledge and expertise. This allows us to be responsive to new challenges, giving all prospective and current children the best opportunity to achieve their potential.

At Maple Infants' School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan (EHCP), for instance, speech and language needs, autism, learning difficulties, social communication and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently (and has previously) meet the needs of children with a statement of special educational need / Education, Health and Care plan who have the following identified needs: Communication & Interaction Needs, Downs Syndrome, Autism, ADHD, Global Developmental Delay and other Specific Learning Difficulties. Decisions on the admission of children with a statement of special educational need / EHCP are made by the Local Authority.

The admission arrangements for children without a statement of special educational needs/ EHCP do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

2 Information about the policy for identification and assessment of pupils with SEN:

At Maple Infants' class teachers monitor the progress of all children regularly to review their progress. We also use a range of assessments with all the children at various points e.g. Y1 phonics screening; baseline assessments in Reception; end of key stage assessments at Year 2, as well collecting progress data. Each term the teachers meet with the Senior Leadership Team, which includes the SENCo, to review this data and discuss each child in turn to support early identification.

The principle of early identification and intervention underpins our approach to identifying those children who need extra help. This is often put in place, even if special educational need has not been identified. This extra support is designed to diminish the difference between children and their peers.

Despite high quality targeted teaching, some children may continue to make insufficient progress. For these children, and in consultation with parents, strengths and areas for development are identified and used to consider an appropriate individualised intervention programme. In many cases these underlying needs often explain why progress has stalled or challenging behaviour has been exhibited. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the child to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined or revised if necessary. At this point, because the child requires additional and extra provision, we will have identified that the child has a special educational need.

If the child makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the child as having a special educational need. If the child is able to maintain good progress without the additional and different resources he or she will no longer be identified with special educational needs.

We will ensure that all teachers and support staff who work with the child are aware of the support to be provided and the teaching approaches to be used. All interventions are monitored and reviewed to identify what impact they have had on a child's educational progress. This would involve discussions with the class teacher, parents and SENCo through the Code of Practice (CoP) 'Assess, Plan, Do, Review' model.

Maple Infants' works in partnership with a range of external professionals including Education Psychology, Speech and Language, Occupational Therapy and the Pupil Support Service. We implement a range of methods including a consultation model, observations and individual assessments. We believe that it is important that families have the opportunity to share their feelings and concerns and ensure that information is shared amongst the group, where possible multi-agency meetings are arranged.

3a How we evaluate the effectiveness of the provision made for pupils with special educational needs with or without a statement of special educational needs / Education, Health and Care Plan:

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

For pupils with a statement of special educational needs / EHCP there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The collation of all annual review evaluations of effectiveness will be reported to the governing body once a year.

3b The school's arrangements for assessing and reviewing the progress of pupils with special educational needs:

Every pupil in the school has their progress tracked regularly. In addition to this, pupils with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress. If these assessments do not show adequate progress is being made, the support plan and planned outcomes will be reviewed and adjusted.

3c The school's approach to teaching pupils with special educational needs:

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum /Statutory Framework for the Early Years Foundation Stage the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching and use of ICT software learning packages, for example. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEN funding'. The class teacher will remain responsible for working with the pupil on a daily basis.

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and

delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

For pupils with medical care needs we compile a Health Care Plan in conjunction with the family and school nurse or relevant healthcare professional. These plans clearly identify the individuals' needs and appropriate care. If the pupil requires medication then this is also recorded and is administered by a member of staff who has received the appropriate training. All medication is kept securely and parents/careers are asked to ensure the medication is given with the prescription label. See Medical Conditions Policy.

At Maple Infants' we are aware that at different times pupils may require additional support due to circumstances outside of school. On these occasions we work with the family to identify ways in which we can support, whether that is after school sessions at a club or during a holiday, a homework club or accessing external agencies. If a pupil presents challenging behaviour we would work to implement supportive strategies to enable them to make positive choices and avoid exclusions. Behaviour support may be in the form of an individual behaviour plan and include break-time activities, small group intervention or the involvement of an external agency.

3d How the school adapts the curriculum and learning environment for pupils with special educational needs:

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children, which will look different for each pupil according to these needs. Adaptations have included, small group room being made available, creation of a TEACCH workspace, personalised seating etc.

3e Additional support for learning that is available to pupils with special educational needs:

Schools receive funding for SEN pupils. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEN and we endeavour to use evidenced based interventions. The amount of support required for each pupil to make good progress will be different in each case.

3f Support that enables pupils with special educational needs to engage in wider activities of the school together with children who do not have special educational needs:

All clubs, trips and activities offered to pupils at Maple Infants' are available to pupils with special educational needs alongside their peers. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers. Maple Infants' offers a range of extra-curricular activities which are run either by school staff or external clubs and these can change on a half termly basis, up to date club information is available from the school office. When necessary

small group activities, buddy systems and/or adult-led activities are arranged at break times to support pupils with special educational needs.

3g Support that is available for improving the emotional and social development of pupils with special educational needs:

At Maple Infants' we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance within the PSHE and RE curriculum, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following e.g. time-out space for pupil to use when upset or agitated, mentor time with member of senior leadership team or a referral to external agencies such as CAHMS, Education Psychology or counselling.

Pupils with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately.

The SENCO has been identified as Mental Health Champion for the school and is undertaking a series of training and mentor sessions in order to disseminate to school staff to support pupils in their care. The school takes a positive stance on everyone, (staff, pupils and their families) being encouraged to look after the wellbeing of their own mental health, and recognising when they may require support and how to request it.

We are interested in hearing parents/carers and pupils' views. Class teachers are available to meet with parents through arranged appointments, which are in addition to the Parent Consultation Evenings. Class teachers review with pupils individually and provide them with opportunity to discuss what would work better for them through conferencing. Concerns from both pupils and parents should be raised with the class teacher as soon as they arise.

4 The name and contact details of the SEN Co-ordinator:

The SENCO at Maple Infants' is **Miss Helen Funnell** (Deputy Head), who is a qualified teacher and has previously been SENCO at Maple for over 8 years. Miss Funnell is available via email: office@maple.rbksch.org or by calling on **0208 399 3341**.

5 The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured:

Teachers and teaching assistants have had the following awareness training:

- Colourful Semantics
- Dyslexia
- Autism
- Social Skills Groups

In addition, specific teachers and teaching assistants have received the following enhanced and specialist training:

- Mental Health

- Lego Therapy
- Speech and Language and Communication Interventions e.g. attention and focus groups and narrative intervention
- Managing Type 1 diabetes

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are Educational Psychologist, Speech and Language Therapist, Occupational Therapists, Teaching and Learning Advisors.

6 How equipment and facilities to support children and young people with special educational needs will be secured:

Specialist equipment will be considered on an individual basis and according to need.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education:

All parents of pupils at Maple Infants' are invited to discuss the progress of their children on three occasions over the academic year and receive a written report at the end of the school year. In addition, we are happy to arrange meetings outside these times at a parent's request. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them 'catch-up' if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to regular planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education:

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning, and in an appropriate age-related manner. Pupils' views are normally gathered through conferencing and child-friendly questionnaires.

9 The arrangements for assessing and reviewing children and young people's progress towards outcomes:

As detailed previously, every pupil in the school has their progress tracked regularly which includes those with identified special educational needs. Outcomes detailed through an EHCP are regularly reviewed by the class teacher to inform the annual review process.

10 Evaluating the effectiveness of the provision made for children with special educational needs:

Regular monitoring and review by the school's SENCO and the Senior Leadership Team focuses on the effectiveness of provision that has been made for all pupils with SEND, with changes in provision being made where necessary.

11 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school:

The same arrangements for the treatment of complaints at Maple Infants' are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher, SENCO or Headteacher to resolve the issue. Complaints can be taken forward in a formal process to the Chair of the Governing Body. (See the Complaints Policy on the school website)

12 How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:

The governing body have engaged with the following:-

- A Service Level Agreement with Educational Psychology service
- Premium level membership to SPARK (the School Performance Alliance Richmond and Kingston)
- Link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Education Inclusion Service,
- Membership of professional networks for SENCO e.g. NASEN, SENCO forum, etc
- School Nurse Team

13 The contact details of support services for the parents of pupils with special educational needs:

Parent carer forums are local groups of parents and carers of children and young people with disabilities who work alongside local authorities, education, health and other service providers to ensure the services they plan, commission, deliver and

monitor meet the needs of children and families. They also offer support and advice to families from a parent point of view.

SEND Family Voices (SFV) provides this service for Kingston and Richmond.

Phone: 07469 746145

Email: SENDFamilyVoices@outlook.com

Website: www.sendfamilyvoices.org

Other organisations are also available to support families:

Independent Supporters can work with you and your child to ensure that your voices are heard. They offer a free, friendly, flexible service for families and young people.

They offer support when:

- you have applied for an education, health and care plan (EHCP) for your child
- your child has a statement that is transferring to an EHCP.

They aim to do this by:

- supporting you to understand the legal framework in relation to SEN
- helping you think through and identify what the changes mean for you
- attending or supporting you at meetings with the local authority or school

The local organisations that provide this service are:

Independent Support Partnership

Phone: 020 8831 6076

Email: independent.support@richmondaid.org.uk

Website: www.raid.org.uk

KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS)

Phone: 020 8831 6179

Email: <mailto:richmondkingston@kids.org.uk>

Website: www.kids.org.uk

14 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education:

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child
- we will make sure that all records about your child are passed on as soon as possible

If your child is moving classes in school:

- information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher

- all provision maps as well as any professional reports will be shared with the new teacher
- if your child would be helped by a book to support them understand moving on then it will be made for them

In Year 2:

- if moving to SASM or another local school, the current class teacher will meet with the new teacher to discuss the specific needs of your child with the SENCO as required
- if your child is moving to another school further away/out of borough please refer to the section above
- your child will do focused learning about aspects of transition to support their understanding of the changes ahead
- where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school

15 Information on where the local authority's local offer is published:

The Local Offer is a website that provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

Local Offer website: https://www.afcinfo.org.uk/local_offer

Email address for enquiries and feedback: [Please use the Contact Us page on the Local Offer website \(address as above\)](#)

Phone number for enquiries to the Local Offer Content Manager: [020 8547 4722](tel:02085474722)

Parents without internet access should make an appointment with the SENCO for support to gain the information they require. We will publish information on our website about the implementation of the governing body or proprietor's policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014.

16 Annual review of the report:

This information report will be reviewed on an annual basis in the autumn term of each academic year. This academic year the review took place on 19th December 2017.

Appendix 1:

What are the different types of support available for children with SEND at Maple Infants' School?

Class teacher input via excellent targeted classroom teaching (also known as Quality First Teaching)

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class;
- That all teaching is based on building on what your child already knows, can do and can understand;
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical 'hands on' learning;
- Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support your child to learn. All children in school are entitled to this as a part of the school's commitment to excellent day to day classroom practice.

Specific small group work

This type of support is available for identified children who have specific gaps in their understanding of a subject/area of learning. This specific small group work, within what are called intervention groups in school, may be:

- Run in the classroom or in a small group room;
- Run by a teacher, or most often a teaching assistant, who has had training to run these groups.

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make more progress.

Specialist groups run by the school

The school runs a number of specialist intervention groups to support children with specific needs. These groups are as follows:

- Read Write Inc. 1:1– to support children who need additional support with their reading (particularly their understanding of letters and sounds – phonics) and writing.
- Year group intervention groups (focusing primarily on developing children's maths and English skills and knowledge)
- Speech and language groups

For your child this would mean:

- He/she will engage in group sessions with a particular focus to help him/her to make more progress in a specific area of their development.

Specialist intervention by outside agencies

The school accesses specialist support from outside agencies to help understand, assess and provide for the needs of pupils who have specific or complex Special Educational Needs. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and school-based intervention groups.

Such specialist support may be from:

- Local Authority central services such as the Educational Psychology Service or services such as the Education Service for Sensory Impairment (for children with a hearing or visual need);
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher/AHT Inclusion (or you will have raised concerns) as needing more specialist input instead of, or in addition to, quality first teaching and intervention groups;
- You will be asked to come to a meeting to discuss your child's progress and to discuss the possibility of involving specialist outside agencies;
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or an Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with staff in school (and often directly with identified pupils) to help to try and understand a child's needs and make recommendations, which may include:
 - o Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better;
 - o Support to set better targets which will include their specific expertise;
 - o A group run by school staff under the guidance of the outside professional e.g. a social skills group;
 - o Group or individual work with an outside professional.
- The school may suggest that your child needs some agreed individual support in school and will tell you how the support will be used and what strategies will be put in place.

Specified Individual Support

This is usually provided via an Education Health and Care Plan (previously known as a Statement of Special Educational Needs). This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. This type of support is available for children whose learning needs are:

- Severe, complex and lifelong;

- Requiring significantly more support in school than the school can provide from within its own resources.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Educational Psychology Service;
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child;
- After the school have sent in the request to the Local Authority (with a lot of information about your child) they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support it is already providing along with the involvement of outside agencies;
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need significantly more support in school to make good progress. If this is the case, an Education, Health and Care Plan (EHCP) will be drawn up. If this is not the case, they will ask the school to continue with the support it is already providing and also to set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHCP will outline the amount of additional top up funding your child will receive from the LA and will outline what support and strategies should be put in place. It will also have long and short term goals for your child. The additional funding may be used to support your child in whole class learning, run individual programmes or run small groups including your child.