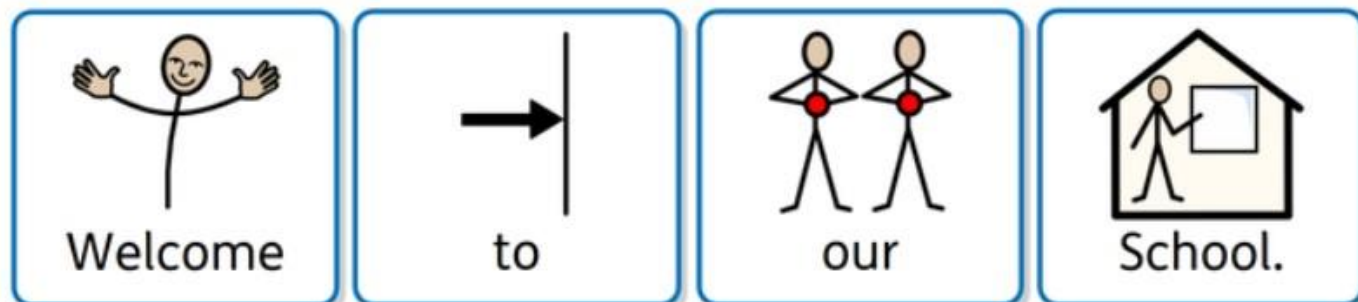


# SEND INFORMATION REPORT 2024-25

## MAPLE INFANTS' SCHOOL



Welcome to our Special Educational Needs and Disabilities (SEND) Information Report, which is part of Achieving for Children's Local Offer for learners with SEND in Kingston. All governing bodies of maintained schools have a legal duty to publish information on their website about the school's policy for pupils with SEND, which is written in line with the Special Education Needs and Disabilities Code of Practice: 0-25 years 2014.

At Maple Infants' School, we are committed to working together with all members of our school community. We welcome your feedback and future involvement in the review of our report, so please do contact us:

**Head Teacher:** Mrs Claire Barwell

**SENCO:** Mr Oliver Wood

**Inclusion Manager:** Miss Helen Funnell

**SEND Governor:** Mr Richard Healy

All can be contacted via the school office:

Tel: 020 8399 3341

Email: [office@maple.rbksch.org](mailto:office@maple.rbksch.org)

(alternatively, the SENCO's direct email address is [senco@maple.rbksch.org](mailto:senco@maple.rbksch.org))

*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 SEND to be treated fairly. Admissions authorities:*

- *must consider applications from parents of children who have SEND 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 SEND 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*

## What types of SEND are provided for at Maple Infants' School?

At Maple Infants' School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs or a Disability. We will always endeavour to make any reasonable adjustments possible to include pupils and parents in our school.

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.

The broad categories of need which are outlined in the SEND Code of Practice 2014 are as follows:



**Communication and interaction** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others

**Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Maths

**Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing

**Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment. Some children with SEND may have needs in more than one of these areas.

We currently provide for a number of children who have a range of needs that fall into these categories.

## How do we identify children and young people with SEND?

Through communicating regularly with parents and any previous education settings, we hope to work together to identify any SEND early and take appropriate action to support pupils. 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.

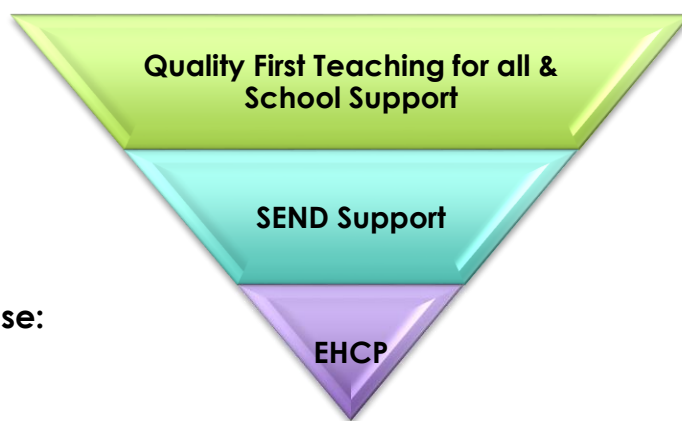
There is a **graduated response** to identifying and providing for pupils with additional needs which is outlined in the next section.

Every child has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents/ carers. Children who are not making expected progress can be given access to appropriate interventions or additional support in class.

If difficulties persist, and again in consultation with parents, the advice of specialist agencies is normally requested. This could include, for example, the Speech and Language Therapy Service (SALT), Educational Psychology Service (EPS) or Child Adolescent and Mental Health Team (CAMHS). Advice and strategies from these services can provide specific and focussed strategies for our school to implement, which will enable children to make the most of their learning journey.

If appropriate, we will support families through the application for an Education, Health and Care Plan (EHCP).

## What is the process for our SEND journey and what additional support is available?



### Our graduated response:

All children in our school receive Quality First Teaching. This means their class teacher sets learning activities matched to their level of ability and gives them an appropriate level of challenge.

Some children may take part in targeted focus activities within their classroom or in an intervention space but are not identified as having SEND and are not placed on the SEND Register. This could include, for example, activities such as: additional reading; before school phonics club; support at play times; targeted activities to support mathematics or literacy activities.

**This is called**

**School  
Support**

**and for your child this would mean:**

- The teacher has the highest possible expectations for your child and all the children in their class.
- All teaching is built 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 strategies such as; using technology; practical learning through making or exploring;
- Specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress which may be run in the classroom or another appropriate space around the school.

If a child has been identified by the SENCO/class teacher as needing some extra specialist support in school, advice from an appropriate agency is sought. Pupils with an identified Special Educational Need will be placed on the school's SEND register, with parental consent.

**This is called**

**SEND  
Support**

**and would mean:**

- You will 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 Educational Psychologist. This will help the school to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional may work with your child to understand their needs and make recommendations as to the ways in which your child is given support in school.

If your child has a diagnosis of a condition such as Autism or is already known to a service such as the Speech and Language Service, they may be included on the school's SEND register.

If your child is still struggling in school and is not making progress and the school have made all reasonable adjustments, the SENCO will discuss a request for a more complete assessment of needs. This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual support. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child may also need continued specialist support in school from health or educational professionals not based in school.

- The school (or you) can request that the local authority begin the assessment process for an EHCP after consultation with all involved. This is a statutory process, which sets out the amount of support that will be provided for your child when it cannot be reasonably provided within the resources of the school.
- This process can take up to 20 weeks and a panel of professionals will assess the application and make a decision as to whether or not to proceed with an EHCP
- Further details can be found [here](#)

All children who are on the school's SEND register (including those with an EHCP) will have regular reviews and follow the cycle of: **assess, plan, do, review**.

## **How do we approach teaching children with SEND?**

All children receive Quality First Teaching. In addition to this, specific resources and strategies can be used to support children individually and in groups where necessary, as described through our graduated approach. The planning and teaching will be adapted, on a daily basis if needed, to meet children's learning needs and the support staff (employed through the funding we receive to the school known as 'notional SEND funding') under the direction of the class teachers, may adapt planning/activities to support the needs of your child where necessary. Where appropriate, targets may be set by using advice from other professionals. The class teacher will always remain responsible for working with the pupil on a daily basis and for their daily provision in school.

## **How do we consult with parents of children with SEND and involve them in their child's education?**

**PARENTS  
AS PARTNERS**

We want to work in partnership with parents. If you have concerns about your child's progress, in the first instance, you should speak to your child's class teacher. You do not need to wait until parents' consultation meetings. All members of staff will be happy to meet with you at a mutually convenient time. If you continue to be concerned that your child is not making progress, you may speak to the SENCO. If your child is identified as having additional needs, the school will set up a meeting to discuss this with you in more detail and to plan any additional support your child may need, listen to any concerns you may have and to discuss with you any referrals to outside professionals to support your child.

Children with identified SEND will have regular review meetings where parents and carers have the opportunity to discuss progress and any intervention plans with the class teacher, SENCO and, if relevant, any agencies involved.

## **What support do we have for you as a parent of a child with SEND?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will usually be discussed with you and the person involved directly, or where this is not possible, in a report. Regular review meetings to discuss personal progress targets & support plans are offered to parents of children with SEND.

A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

We pride ourselves on being a welcoming school and we encourage you to contact us if you have any worries or concerns regarding your child.

If you feel you require help at home with your child, we can signpost you to other agencies that support many families in the local area.

## **How do we consult with children with SEND and involve them in their education?**



At Maple Infants' School, we understand how important it is for children to have a say in their education. Wherever possible, we encourage children to share their thoughts and feelings appropriately either through talking to an adult, using photographs or PEC cards. We believe children and families should be at the heart of SEND planning and we share ideas together at review meetings.

## **How do we assess and review the progress towards outcomes agreed and evaluate the effectiveness of provision made for children with SEND?**

Your child's progress will be continually monitored by his/her class teacher and will be reviewed by the Head Teacher, SENCO and class teacher at termly Pupil Progress Meetings. We use a range of assessment tools in school to help us track progress.

The SEND 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

A child on the SEND register may have a support plan which will be reviewed regularly.

In addition to regular reviews, the progress of children with an EHCP will be formally reviewed at an Annual Review with the child, parents and all adults involved with the child's education. The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in, including personal and social development.

Regular book scrutinies and lesson observations through routine monitoring, will be carried out by subject leaders and members of the Senior Leadership Team to ensure that the needs of all children are met and that the provision in place is suitable for their needs. Provision across the school is regularly reviewed to take into account the needs of pupils and the availability of staff to provide support and intervention.

At Maple Infants' School we use the **Assess, Plan, Do, Review** cycle.



### **At whole-school level:**

- The Senior Leadership Team review each year group's strengths and needs in the summer term. This enables the school to plan staffing and resources effectively for the next academic year. The SEND needs of each year group are identified by SEND type to ensure that appropriate interventions and support are put in place.

### **At year group level:**

- We track and monitor the progress of all children at termly pupil progress meetings involving all teachers and the Senior Leadership Team
- Children already identified at SEND support are a key focus of discussion to ensure that progress is being made and which interventions and assessments are needed.
- Concerns may be raised at these meetings and plans are put in place and documented for intervention groups and further assessments.
- We monitor the progress of all children receiving additional support to ensure that the provision we are putting in place is effective and impactful.

### **At individual child level:**

- When the school identifies that a child requires additional support they will be placed on the SEND Register with parental consent.
- Parents will be involved in discussions around their child's needs and they will be informed if their child is placed on the SEND Register.
- A SEND Support Plan is drawn up identifying strengths and barriers to learning, supportive strategies and current targets (intervention plans break these down further).

## **How do we support transition arrangements for pupils?**



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

### **If your child is joining us from another school we can:**

Arrange visits to any previous settings; provide taster sessions; create transition books and share photographs and information for children and families.

### **If your child is moving to another school we can:**

Share information; hold a planning/transition meeting with the SENCO from the new school; pass on records as soon as possible; create transition books and arrange visit days.

### **When moving classes in school we will:**

Share information; continue support plans if appropriate; ensure specific needs are planned and provided for as part of the review process.

### **If pupils move to St Andrews' & St Marks' Junior School, we can:**

Support enhanced transition between the two buildings; facilitate extra visits; allow time to get to know new teachers and teaching assistants; create a transition book or photos. The SENCOs from both schools will meet to discuss the needs of children moving from Y2 to Y3 and SASM's SENCO may be invited to any SEND reviews in the summer term.

## **What are the arrangements for the admission of pupils with a Disability?**

We will comply with the Equality Act 2010 when admitting children with disabilities. We will seek, whenever possible, to provide support and make adaptations to the environment to enable children to attend. Further information can be found in our Accessibility Plan which is published on our website.

## **What actions are taken to ensure pupils with SEND or a Disability are treated fairly?**

All staff within our school are committed to providing the best teaching for all children, including children with SEND or a Disability. In order to achieve this, differentiation for individual pupils with SEND is expected when required. The learning environment may also be adapted to scaffold learning or improve physical access. Steps to prevent disabled pupils being treated less favourably than other pupils are outlined in our schools Accessibility Plan, which sets out our Governors response to the Equality Act 2010 (link above).

In order that children who have a disability may be catered for, any necessary arrangements will be discussed in full consultation with parents and any other agencies involved. It may be necessary in some cases for specialised equipment to be purchased, support staff to be employed, and minor adaptations to be made to buildings and furniture and this may take some time to implement.



## How is Maple Infants' School accessible for children with SEND or a Disability and how will equipment/facilities be secured?

The curriculum is adapted to meet the needs of all our children. Class teachers make sure pupils have learning activities that are appropriately challenging regardless of any SEND. Children have access to pencil grips, coloured overlays, writing slopes, sensory resources, personal workstations, visual timetables, move 'n' sit cushions and more. If it is appropriate, some children benefit from a highly personalised timetable.

The school building is accessible for wheelchairs and walking frames and there is a lift to the first floor (some outer door thresholds are not as accessible for wheelchair users, but there are alternative entry/exit points).

Arrangements can be made if visiting professionals require a space to work with a child on an individual basis e.g. Occupational Therapist. We also have 'break out' spaces for 'quiet time' which children who may have sensory needs can access if required.

There are three disabled toilets (one for children in the main building, one for children and/or adults in the 'new' building and one for adults within the staff facilities – this also includes a baby changing unit). The school has a small medical room where medical procedures can take place.

If highly specialised equipment is recommended for a child's use in school, we would discuss this need with the local authority to determine where it should be sourced. Funding for children with an EHCP usually covers the cost of such resources.

## How does the expertise and training of staff help support pupils with SEND and how do we secure specialist expertise?

The SENCO's job is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues – teachers and support staff have had the following recent awareness training:

- PDA
- Autism
- ADHD
- Mental health



Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class – recent training has included:

- Lego Therapy
- Sensory Processing
- Speech, Language & Communication interventions
- Autism friendly classrooms

## **How does the school involve other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND?**

As a school, we liaise with a variety of agencies who can help to provide specialist support to both parents and children following a referral. We have a service level agreement with AfC Educational Psychology Service and a premium level membership to SPARK (the School Performance Alliance Richmond and Kingston). The class teachers or SENCO are willing to discuss the support available to your children if it is appropriate.



These partnership services may include:

<b><i>Educational Psychology</i></b>	<b><i>Speech and Language Therapy</i></b>	<b><i>Physiotherapy</i></b>
<b><i>Occupational Therapy</i></b>	<b><i>Hearing Impaired Support</i></b>	<b><i>School Nurse</i></b>
<b><i>Visual Impairment Support</i></b>	<b><i>Disabled Children's Service</i></b>	<b><i>CAMHS</i></b>
<b><i>Behaviour Support</i></b>	<b><i>Children's Services</i></b>	<b><i>Moor Lane</i></b>
<b><i>Saying Goodbye Project</i></b>		

## **How are children with SEND enabled to engage in activities available with children who do not have SEND?**

Children with SEND are involved in all activities in our school. All activities are open to any pupil who wishes to take part. After school clubs are run by outside providers – we would encourage you to talk to the provider directly regarding your child's particular needs to ensure they can also make reasonable adjustments for their full participation.

When planning off-site visits or activities, an individual risk assessment may be completed to consider how a child's needs can be met.

## **How are pupils supported in their emotional and social development?**

We recognise that some children have additional emotional and social needs that need to be understood, supported and nurtured. These needs can show themselves in a number of ways, including anxiousness, behavioural difficulties and being uncommunicative. We encourage all children to be an active participant within the school day and we model the appropriate social skills, behaviour and learning skills with which to do this. Children have access to a wide range of activities and games during lunchtimes/playtimes. These activities are changed regularly and staff encourage participation, communication, positive play and positive friendships.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult, we sometimes offer lunchtime and playtime support groups that help promote

building relationships and social skills through planned activities and group work e.g. Lego Club.

If your child still needs extra support, with your permission, the SENCO will access further support through relevant agencies as previously outlined.

We have a Positive Behaviour Policy and Anti-Bullying Policy which further outline how emotional and social development are supported.

## Where can I find more information?

There are a wide variety of sources of information for parents available online. This includes the 'local offer' for Kingston, which will give you a great deal of information regarding the services available locally. (Click on links below)

[Maple Infants' School Website](#)

[The AfC Local Offer Website](#)

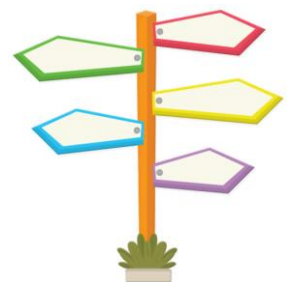
[The Department for Education guide to Special Educational Needs & Disability for Parents](#)

In addition, information can be sourced from KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS).

The Richmond-Kingston SEND Information, Advice and Support Service, managed by the national charity Kids, provides free, impartial, confidential advice and support on SEND-related issues to parents/carers and young people from the age of 16 -25. They can be contacted on 0808 164 5527; email [info@RKsendiass.co.uk](mailto:info@RKsendiass.co.uk); website <https://www.rksendiass.co.uk/>

You can find out more about SENDIASS by clicking [here](#).

Kingston also has a Parent Carer Forum - Kingston PCF is made up of local parents and carers who work to ensure children with special educational needs and disabilities and their needs are heard and understood by local services and decision makers. Part of a national network we try to ensure by feeding in the experiences and needs of Kingston parents and carers who have children with additional needs and disabilities, better, more relevant and responsive services will follow. As local SEND parents ourselves, we bring a wealth of different experiences of helping our own children and young people through life.



Their website is <https://kingstonpcf.co.uk/contact/>

## **What should I do if I have a complaint?**

In the unlikely event that you need to make a complaint, a copy of the complaints policy is available from the school office and is also published on our website [here](#). In the first instance we would always encourage parents to discuss their concerns with the class teacher, SENCO or Headteacher to resolve any issues – contact details are at the beginning of this report.