



Mandeville Primary School's SEND Information Report

2017-18

Welcome to Mandeville Primary School's SEND Information Report. On these pages you will find information on the support we provide for pupils with Special Educational Needs and Disabilities (SEND).

Mandeville Primary School fully endorses the SEND Code of Practice (2015) core principles:

All children and young people are entitled to an education that enables them to make progress so that they

- *Achieve their best*
- *Become confident individuals living fulfilling lives, and*
- *Make a successful transition into adulthood, whether into employment, further or higher education or training.*

Special Educational Needs and Disability Code of Practice 0 to 25 years 2015

Mandeville Primary School is fully committed to the inclusion of pupils with SEND providing that the school is compatible for the child's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other pupils in the school and is an efficient use of the Local Authority's resources.

Our Special Educational Needs Coordinator (SENCO) is Francesca Slot; she can be contacted by telephone on 0208 986 5249. If your child has a Special Educational Need or Disability and / or you would like more information, please contact Francesca Slot.

What kinds of SEND are provided for at Mandeville Primary School?

We provide for a wide range of Special Educational Needs and Disabilities, divided into four broad areas. We recognise that pupils often have needs that cut across these areas and their needs may change over time:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or physical needs

How does Mandeville Primary School work with families of pupils with SEND?

Mandeville Primary School works in partnership with parents, which enables pupils with SEND to achieve good outcomes. We recognise that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

We have high aspirations for all our pupils, including those with SEND. In keeping with the principles of Person Centered Planning* pupils with SEND are integral to the decision-making process affecting them. We recognise that young people are entitled to the same quality and level of information, advice and support as their parents / carers. Pupils' views, opinions, wishes and feelings are always considered. Class Teachers actively discuss and set targets with pupils on the SEND register. For those pupils with a Statement / Educational Health Care (EHC) Plan their views will be sought before any Annual Review meetings and where appropriate for at least part of the meeting they will be invited to attend. We aim to provide as much information and support as necessary to help pupils achieve the best possible outcomes, preparing them effectively for their next stage of education.

* Person centered planning is a process for continual listening and learning, focusing on what is important to someone now and in the future, and acting upon this in alliance with family and friends.

How will families know if pupils with SEND are making progress?

All parents can contact the school at any time to request an informal update on their child's progress. All parents are also invited to a termly consultation meeting with their child's Class Teacher and an annual written Report is sent home. In addition to this, parents of pupils with a Statement / EHC Plan will have an Annual Review with the SENCO.

Throughout the course of any academic year parents may well be requested to attend meetings to discuss progress; at times with multi-agency professionals in attendance.

How does Mandeville Primary School identify and assess pupils with SEND?

We have a clear approach to identifying and responding to SEND. All teachers at Mandeville Primary School are responsible for identifying pupils with SEND, and in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

- On entry to the school every pupil's attainment is assessed in order to ensure continuity of learning. This may flag up pupils who require additional class based interventions and/or further assessment.
- We have detailed exchanges with feeder nurseries. Information gained is used to shape the pupils' curriculum and pastoral provision in the first few months. This ensures that pupils have opportunities to demonstrate knowledge and understanding to provide a thorough and holistic assessment.
- The school regularly gathers information from within the school about every pupil's progress, alongside national data and expectations of progress. Academic data is updated six times a year and shared with pupils and parents as appropriate. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:
 - be significantly slower than that of their peers starting from the same baseline
 - fail to match or better the pupil's previous rate of progress
 - fail to close the attainment gap between the child and their peers
 - widen the attainment gap
- Pupils may also be identified via pastoral and academic tracking meetings with Mandeville Primary School staff and in some cases within Multi-Agency Professionals meetings where attendance and behaviour data are considered.
- Where teachers decide that a pupil is making less than expected progress despite verified high quality, differentiated teaching, they will consult parents and carry out further class based assessments. A period of additional class based interventions will then follow.
- If, despite class teacher intervention the pupil continues to make less than expected progress, the SENCO is consulted.
- The SENCO is then responsible for investigating and where necessary assessing the pupil to determine if the pupil has special educational needs, noting areas that are barriers to learning which may require support.
- The identification and assessment of SEND includes an early discussion with the pupil and their parents. These early discussions with parents enable school staff to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the pupil and the next steps.
- We expect and encourage pupils and parents to participate as fully as possible in the assessment, planning and reviewing process.
- With parental agreement, the school will liaise with outside professionals if they are already involved with the pupil.
- For higher levels of need, the SENCO will draw on more specialised assessments from external agencies and professionals.

How does Mandeville Primary School meet the needs of pupils with SEND?

High quality teaching

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants (TAs) or Learning Support Assistants (LSAs) or Specialist Teachers. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. High quality teaching of all pupils, including those with SEN, is a whole-school responsibility. This requirement has been strengthened in the SEND Code of Practice 2015.

We understand that additional intervention and support cannot compensate for a lack of good quality teaching.

- All Mandeville Primary School pupils have access to a broad and balanced curriculum, with targets that are deliberately ambitious.
- The school regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. In addition, the SENCO carries out regular learning walks to ensure that high quality teaching for pupils with SEND is in place across the curriculum.
- Teachers are able to access detailed advice on all pupils with SEND via the school's intranet.
- There is regular advice and training delivered by the SENCO or other specialist SEND staff for colleagues at all levels. The aim of this advice and training is to improve teachers' understanding of the SEND most frequently encountered and to develop their skills in identifying pupils with particular barriers to learning.
- Where necessary outside agencies deliver bespoke training, for all staff.
- Staff are able to observe outstanding teaching of pupils with SEND as part of normal staff development opportunities.

Increased levels of provision and support

However, in spite of high quality, differentiated teaching, it may become evident that some pupils need increased levels of provision and support.

- In consultation with parents and their child, the desired outcomes, including expected progress and attainment, are agreed.
- A decision is then made as to whether this can be provided by adapting the school's core offer or whether something different or additional is required.
- All teachers and support staff who work with the pupils are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school's information system.
- A clear date for reviewing progress is agreed, with clear actions set out for the parent, pupil and teaching staff.
- Where it is agreed, in consultation with parents, that a pupil has a SEND this decision is recorded in the school records.
- Class teachers remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the class teacher, they still retain responsibility for the pupil. Teachers are expected to work closely with any TAs, LSAs or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCO should support class teachers in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all pupils. The views of the pupils and their parents are integral to this process. This is in line with the SEND Code of Practice.
- The SENCO working with class teachers, may revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupils.
- A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate school staff. The record will be given to the pupil's parents.
- If a pupil continues to make less than expected progress, despite support and intervention, the school may involve specialists, both in-house and from outside agencies.
- The school will provide an annual report for parents on their child's progress, as part of the normal reporting process.

For those pupils with the highest level of need it may be appropriate for the SENCO to request an EHCP assessment. Pupils and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHCP assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

As part of the EHCP Assessment the school may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual pupil exceeds the national threshold.

What provisions are available at Mandeville Primary School to meet the needs of pupils with SEND?

The school's notional SEND Budget is used to commission a range of services, including Speech and Language therapy, Educational Psychology and pastoral care to support pupils:

Provision	Details	Target pupils
In class support from a TA	Support the personalisation of lessons. Ensure that target pupils meet their lesson objectives.	Pupils on the SEND register who are identified as 'School Support' who require additional staff support to meet lesson objectives.
In class support from a LSA	Support the personalisation of lessons. Ensure that target pupils meet their lesson objectives.	Those with a Statement of SEN or EHC Plan, where it is necessary in order to meet objectives.
Specialist Teachers	Specialist Teachers are employed by The Learning Trust and their time is bought in by Mandeville Primary School. They are assigned to individual pupils and the pupil's class teachers and LSAs, to provide expert strategies to support a specific need. The pupil's Statement / EHC Plan may allocate the amount of hours per annum.	Those with a Statement of SEN or EHC Plan.
Speech and Language Therapy	Speech and Language Therapists are employed by The Learning Trust and their time is bought in by Mandeville Primary School. They carry out assessments, design programmes of intervention, deliver interventions, review progress and train staff.	Pupils assessed by Mandeville staff and therapists who are presenting speech, language or communication needs.
Language Groups	Small groups of three to five pupils working on expressive and receptive language skills following The Learning Trust's 'Communication & Language Activities' two to three times a week for 30 minutes per session.	Specific pupils on the Speech and Language Caseload identified by Speech and Language Therapist.
Communication Groups	Lego Therapy which is generally run in small groups of three once a week to develop social skills vocabulary.	Specific pupils with social skills difficulties.
Learning Mentor	Weekly 1:1 or small withdrawal sessions with pupils working on Managing Emotions, Circle of Friends and Social Skills. Targeted in class support for pupils on the SEND register.	All year groups where Inclusion team and class teachers prioritise a need.
Teaching and Learning Associate	Small group/1:1 academic intervention sessions, delivered by a trained member of staff. Targeted in class support for pupils on the SEND register.	Pupils on the SEND register who are identified as 'School Support' who require additional staff support to meet lesson objectives and to make age expected progress.

The above provisions are reviewed regularly by the SENCO to establish whether they are contributing significantly to student progress and offer value for money.

The SENCO is responsible for maintaining an individual provision map for each pupil with SEND. This clearly outlines the support put in place which is additional to or different from that which is offered through the school's curriculum. It demonstrates how any additional funding is used.

The provision map also helps the school maintain an overview of the programmes and interventions used with different groups of pupils and provides a basis for monitoring the levels of intervention and demonstrates how the additional funding is used.

How are Mandeville Primary School's resources allocated and matched to the pupil's SEND?

The SEND budget is allocated each financial year by The Learning Trust. The money is used to provide the provision and resources described in the tables above dependent on an individual's needs. Additional agreed resources may include:

- Specialist assessments, for example Dyslexia
- Specialist learning tools or materials
- Access to specialist computer equipment / programs

What additional specialist services are accessed by Mandeville Primary School to meet the needs of pupils with SEND?

Where deemed necessary and in consultation with families, Mandeville Primary School makes referrals to the following outside agencies in order to access specialist advice and support for pupils with SEND:

- Educational Psychology Services
- First Steps / CAMHS (Child and Adolescent Mental Health Services)
- CFCS (Child and Family Consultation Service)
- Occupational Therapy
- Young Hackney – pastoral, behaviour support, engagement and emotional support
- Educational Welfare Officer (EWO)
- Multi-Agency Referral Service (MARS)
- School Nurse

How does Mandeville Primary School support pupils with medical needs / physical disabilities?

- All pupils with medical needs will have a Health Care Plan created in consultation with the School Nurse, SENCO and Parents / Carers. All staff are informed about pupils on the medical register.
- Medication is administered in School in agreement with Parents / Carers and a completed Medical Consent form is signed and on file. All medication administered in school is recorded on a centralised document.
- Relevant staff have received Epi-pen training, seizure training, asthma training and Diabetes training.
- There are a significant number of staff who are First Aid Trained and can be called to administer basic first aid if required.
- Specialist Teacher time is accessed from The Learning Trust to support pupils with either visual and / or hearing impairments and their relevant staff.

How accessible is Mandeville Primary School?

We are happy to discuss individual access requirements. Facilities we have at present include;

- Low levels access to all school buildings
- Disability access to the main building via a ramp.

How does Mandeville Primary School support the transition of pupils with SEND from Nursery to Primary and from Primary to Secondary providers?

We believe that a smooth, well organised transition translates into success for all parties. Therefore, we put many strategies in place to ensure pupils with SEND entering and leaving Mandeville Primary School are prepared for this change. These strategies include:

- The SENCO visits any nursery provision where a pupil with a Statement / EHC Plan is, to meet the pupil and discuss their needs with the relevant staff members.
- Pupils and their Parents / Carers visit Mandeville Primary School before entry to discuss needs / strategies.
- The SENCO holds a Transition Meeting with Parents / Carers to discuss relevant information about secondary schools / academies and their SEND offers.
- The SENCO meets with SENCOs / relevant staff from secondary schools / academies to discuss all pupils on the SEN register.
- Where secondary schools / academies agree Mandeville Primary School staff and / or Specialist Teachers support pupils in making additional transition visits.

How does Mandeville Primary School address bullying?

Our published values makes it clear that all our pupils have the right to feel safe from bullying. We have a consistent, transparent approach which all pupils are aware of which makes it clear that bullying will not be tolerated. In some cases pupils with SEND may be more vulnerable so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

Are pupils with SEND included in activities outside the classroom such as educational visits?

All pupils with SEND are eligible and actively encouraged to participate in activities, events and educational visits. Risk assessments are written and procedures are put in place to enable all pupils the opportunity to fully participate.

Who can I contact for further information or support?

If you require further information about the wider SEND provision in Hackney, please visit the Hackney Learning Trust Website www.learningtrust.co.uk/SEND/Pages/SendReforms.aspx

For independent support contact Hackney SEND Information Advice and Guidance Service on 0207 014 7123 or email SENDIAGS@learningtrust.co.uk