



Mandeville Primary School's SEND Information Report

2021-22

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).

At Mandeville, our goal is to remove barriers to learning so that all children can achieve their full potential. Mandeville Primary School fully endorses the SEND Code of Practice (2014) 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***

Our Special Educational Needs Coordinator (SENCO) is Fran Slot; she can be contacted by telephone on 0208 986 5249, please feel free to get in touch with her if your child has a Special Educational Need or Disability and / or you would like more information.

What is Special Educational Needs and Disability (SEND)?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have 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

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.

The SEND Code of Practice 2014, outlines four main areas of need:

Area of Need	Definition
Communication and interaction	Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
Cognition and learning	Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.

	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health difficulties	Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Sensory and/or physical needs	Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) a multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning.

School Offer

In line with statutory guidelines every school in the UK provides parents and carers with information about how the school can support children's needs. The following questions and answers will identify key points and if you require further information please contact Fran Slot (SENCO).

How do we identify children's needs?

The aim is to identify children's needs as soon as possible in their learning journey.

We can do this by:

- Identifying which children are not making expected progress by tracking their attainment
- Having termly meetings with class teachers, senior leadership and key staff to discuss any concerns regarding the progress or well-being of any child
- Listening to the concerns raised by parents, carers and children

What should I do if I think that my child has Special Educational Needs?

If you are concerned that your child has a special educational need (SEN), you can speak to your child's class teacher, the SENCO or any member of the Inclusion Team who will then follow up your concerns.

Members of the Inclusion Team including the SENCO are available on the schools gates at the beginning and end of each day or you can call the school number (0208 986 5249) and ask to speak to Fran Slot (SENCO) or Natalie Richards (Deputy Inclusion Manager).

How will the school respond to my concerns?

The SENCO will arrange to meet with you and any relevant staff to discuss the concerns that you have. If your child is identified as making limited progress within any of the four broad areas of need as identified in the 'Special Educational Needs and Disability Code of Practice', then we can discuss and plan any additional support and any necessary referrals to professionals outside of school.

What does the school do to support my child's needs?

Every child at Mandeville receives **Quality First Teaching**.

This means:

- 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 with differentiated activities, teaching approaches and grouping
- Your child's teacher will monitor and track your child's progress in all areas of learning and will be aware in which areas your child needs some extra support to help them make the best possible progress

Children will receive different support, depending upon their specific needs. The class teacher will decide which strategies and resources are appropriate to support your child's needs. The SENCO will discuss additional support provided for your child when appropriate and, where outside agencies are involved, they will provide advice about how best to support your child's needs. **Here are some examples of how we may support your child:**

For children with learning needs:

- Increased adult support such as working 1:1 with a teaching assistant or working in a group with a particular learning focus
- Receiving additional support from a Learning Mentor in school
- Receiving specialist teacher support for English or Maths
- Receiving an intervention

For children with speech, language and communication needs:

- Support and planned work/interventions set by a Speech and Language Therapist

For children with social, mental or emotional needs:

- An individual support plan
- Learning mentor support

Additional provision at Mandeville involves an initial assessment of need, a planning meeting with relevant adults; a time limited intervention and an assessment of how successful the intervention has been.

What is my role as the Parent/Carer of a child with Special Educational Needs?

Mandeville Primary School works in partnership with parents/carers, which enables pupils with SEND to achieve good outcomes. We recognise that parents/carers 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.

* 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.

- You will be asked to come to meetings each term to discuss your child's progress and help plan possible ways forward.
- 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 (SALT) or Educational Psychologist (EP). 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 you, your child, their class teacher and the Special Educational Needs Co-ordinator (SENCO) to understand your child's needs and make recommendations, which may include:
 - 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
 - Support to set specific targets which will include their expertise
 - A group run by school staff under the guidance of the outside professional e.g. a Speech and Language Group.

If your child's needs cannot be met using the SEND support available to Mandeville from within the school or from seeking the support of outside agencies, you will be asked to meet to discuss the possibility of requesting an Education, Health and Care Plan from Hackney Education.

What is an Education, Health and Care Plan (EHCP)?

Children with the most complex and significant special educational needs will be considered for an Education, Health Care Plan (EHCP).

An EHCP will look at all the needs a child or young person has across education, health and care. From September 2014, Statements of Special Educational Need were replaced by Education, Health and Care Plans. This document outlines a pupil's special educational needs and will include the needs of the child across health and care too. Professionals from each area, along with parents/carers and the child, consider what outcomes are desired and what is needed to achieve them. It is a child friendly document, based around the pupil and their family.

Who will support my child in school?

If your child is identified as needing support, the following staff will be involved in supporting your child:

- Qualified and experienced teachers
- Experienced and skilled teaching assistants

The following people may also be involved depending on your child's needs (School based staff are in **grey** and form part of Mandeville's **Inclusion Team**):

Name	Role	Service Provided
Fran Slot	SENCO/Inclusion Manager	Manages support for children
Natalie Richards	Deputy Inclusion Manager	Support for families and children
Dallyn Bailey	Learning Mentor and Academic Mentor	Supports children experiencing social, emotional and mental health difficulties to access their learning. Individual, paired or group support for children in and out of class.
Tashi-Ann Page	Learning Mentor	Supports children experiencing social, emotional and mental health difficulties to access their learning.
Dee Coughlan	Teaching and Learning Associate	Individual, paired or group support for children in and out of class.
Various	Teaching Assistants	Individual, paired or group support for children in and out of class.
Bernadette Carelse	Educational Psychologist	Support and Guidance for staff/ parents /children.
Lotta Urban	Speech and Language Therapist	Support for children with Speech, Language and Communication Needs (SLCN)
Jane Beavis	Qualified Teacher of the Deaf	Support for children with hearing impairments

Melanie Norton	Qualified Teacher for Visual Impairment	Support for children with visual impairments
Thembelihle Musekiwa	School Nurse	General medical support and advice for children/parents and staff and developing care plans for individuals.
Lora Linhares-Marx	School link CAMHS clinician for Wellbeing and Mental Health in Schools (WAMHS) programme	Support for staff and parents to support pupils experiencing social, emotional and mental health difficulties
Various therapists	Occupational Therapist	Support for students with co-ordination difficulties
Various therapists	Physiotherapist	Support for students with physical disabilities

What specialist services and expertise are available at or accessed by the school?

These services are accessed depending on the level and type of need, which can change on a regular basis.

- Educational Psychologist
- Speech and Language Therapy
- First Steps (CAMHS)
- CAMHS (Child and Adolescent Mental Health Service)
- Children’s social care
- Occupational Therapy
- Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)
- Re-Engagement Unit
- PRU (Pupil Referral Unit)
- School Nurse
- Inclusion Team
- Young Hackney – pastoral, behaviour support
- WAMHS (Wellbeing and mental health in schools programme)

What opportunities will there be for me to discuss my child’s attainment? How will I know how well my child is progressing?

We would encourage you to speak to your child’s class teacher or a member of the Inclusion Team if you have any concerns about your child.

You will also have two formal opportunities at parent/carer evenings to meet with your child's class teacher to discuss your child's progress. Further opportunities to meet with the class teacher can be made throughout the year if you or the class teacher have any further concerns.

A child identified on the SEND register as receiving SEND support will also have these same opportunities with the addition of discussing and reviewing targets in the child's SEN support plan. Additional SEND support meetings may be required throughout the year especially when external professionals are involved.

If your child has an Education, Health and Care Plan (EHCP) then they will have reviews on a minimum of a yearly basis to discuss in detail their individual needs and ensure that the right provision is in place.

How will my child's views be heard?

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 where appropriate 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. For those pupils with an Education, Health and 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. Where possible, children will attend review meetings and have the opportunity to make their views known through at least termly meetings with a key adult.

How will you help me to support my child's learning?

- The class teacher may suggest strategies of how to support your child at home
- A member of the Inclusion Team may meet with you to discuss how to support your child with strategies at home
- If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home

What support will there be for my child's overall well-being?

The well-being of our school community is central to our approach to teaching and learning at Mandeville. Fran Slot is our Mental Health Lead and she works closely with the rest of the Inclusion Team to support mental health across the school. We follow the Jigsaw PSHE curriculum, which supports children's social and emotional development.

Pupils with medical needs

If a pupil has a medical need then a detailed Health Care Plan may be compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff supporting the pupil.

Key members of staff are trained to use an EpiPen. Other staff training is arranged when necessary to support any child with medical needs.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medical request form is in place to ensure the safety of both the child and the staff member.

What training have the staff supporting children with SEN completed or are currently completing?

Different members of staff have received training related to SEND - these have included:

- How to support children with speech, language and communication needs
- How to support children who have autistic spectrum disorder
- How to support children with social, emotional and mental health needs
- How to support children in English and Maths

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all children.

- Risk assessments are carried out and procedures are put in place to enable all children to participate
- If it is felt necessary, a parent or carer may be asked to accompany a child during the activity depending on the intensity of the 1:1 support

How accessible is the school environment?

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 will the school prepare my child when joining Mandeville Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as effective as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving
- At the end of the Summer Term all pupils attend a transition session in which they spend time with their new class teacher and support staff. Teachers and support staff also meet at this time of year to discuss children's individual needs with the new staff for the following year
- For children starting school in Reception, we hold information sessions for new parents to get to know Mandeville
- Additional visits are arranged for pupils who may need extra time in their new school/class
- Secondary school staff visit pupils prior to them joining the new school and there are transition visits for all pupils to attend their new secondary schools in the Summer term

- The SENCO will liaise with the relevant staff from other schools to share information regarding SEND pupils and their individual needs
- Where a pupil may have more specialised needs, the SENCO may arrange a separate meeting between the new school SENCO, Parents/Carers, pupil and other relevant professionals

How are the school's resources allocated and matched to the pupil's special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs
- The additional provision may be allocated after discussion with the class teacher at a review meeting or if a concern has been raised at another point during the term
- Resources may include deployment of staff depending on individual circumstances

Who can I contact for further information?

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the class teacher or the SENCO.

If you have any other questions, please do not hesitate to contact the school.

School contact Number: 0208 986 5249

School email address: mdvoffice@mandeville.hackney.sch.uk

Local authority offer:

The SEND Code of Practice 2014, requires local authorities and schools to publish, and keep under review, information about services they expect to be available for the children and young people with (SEND) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Hackney Local Offer can be accessed at:

[Hackney Local Offer](#)

Next review date for SEND offer: **September 2022**