



Drapers' Maylands Primary School

Special Educational Needs and Disabilities Report

School Ethos for SEND

At Drapers' Maylands Primary School, children are at the heart of all that we do. Through excellent teaching and exciting activities, all children are able to access a rich and stimulating curriculum which feeds a love of learning. All children are encouraged to have a keen spirit of enquiry about both people and places, challenge themselves and to be confident about themselves as learners.

At Drapers' Maylands Primary School, we listen to the children. We respect their thoughts, ideas and theories, remembering they are capable competent beings who enjoy working with adults to be better learners. We believe every child deserves to enjoy school, be valued for their contributions to the school environment and be successful.

Our core values are:

- Respect
- Trust
- Determination
- Tolerance

These values ensure that all children are confident individuals, respectful of themselves, others and the learning environment, responsible members of the school community, resilient learners and demonstrate tolerance for challenge and difference.

We are committed to enabling all pupils to participate fully in all aspects of school life and the wider community.

At Drapers' Maylands Primary School, we take a whole school inclusive approach to pupils with Special Educational Needs and/or Disability (SEND), recognising that all children should have equal access to a rich and stimulating curriculum. We aim to achieve this through:

- Delivering quality first teaching;
- Providing a learning environment that is happy, Safe, stimulating and successful;
- Forging close links between parents/carers and the school;
- Setting appropriate learning challenges;
- Identifying and overcoming potential barriers to learning and participation in school life as early as possible;
- Developing and maintaining high levels of self-esteem for all pupils;
- Supporting children to work independently and be resilient as learners;
- Communicating children's needs appropriately throughout the school; and
- Making effective use of all the support services available to us.

i. What is a Special Educational Need (SEN)?

At Drapers' Maylands Primary School, we recognise that a child or young person has a Special Educational Need (SEN) if s/he has a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the 'Special Educational Needs and Disability Code of Practice: 0 – 25' (June 2014), the school accepts that 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 educational facilities of a kind generally provided for others of the same age in mainstream post – 16 institutions.**

At Drapers' Maylands Primary School, we make provision in accordance with the Code of Practice which relates to Part 3 of 'The Children and Families Act' (2014). Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

The school is committed to working in partnership with the child, parents, carers and outside agencies to identify needs.

In line with the Code of Practice, we have a Special Educational Needs Co-ordinator who is responsible for supporting every child with a special educational need. The school's SENCO is Karen Porter, Acting Vice Principal. She works every day and is contactable in person, by phone or e mail.

Contact details

Telephone number: (01708) 371331 extention 2

E mail: senco@drapersmaylands.com

ii. Identification and Early Intervention Information on the kinds of SEN provision made in the school.

At Drapers' Maylands Primary School, the support offered to children with SEND is different for every child. This provision is designed by the relevant staff members working alongside the child, the child's family and, where appropriate, outside agencies, for example a Speech and Language Therapist or an Educational Psychologist.

At Drapers' Maylands Primary School, we offer many different forms of **additional provision**. This can include: additional in-class support, additional out-of-class support, one-to-one support, flexible groupings (including small group work), access to specific resources, mentoring, counselling and access to a wide range of outside agencies. Additional provision is overseen by the school's SENCO and is designed and implemented by an excellent team of teachers, ably supported by a fantastic group of Teaching Assistants. As with individual targets, the most important point is this: **additional provision depends on the needs of the child.**

Interventions

Each child's progress is carefully checked by the class teacher and Principal. Sometimes, it will be decided that there are gaps in a child's understanding/learning and therefore s/he need some extra support in the form of an intervention to help make the best possible

progress. A 'Whole School Provision Map' is in place which records each child who receives additional support.

We use a range of interventions to support all pupils. These are carefully monitored to ensure they help accelerate the child's progress.

A child with SEND will have a One Plan which is outcome focussed. The content of the One Plan is decided in conjunction with the child and their family. For some children, outcomes will be connected to learning. For other children, outcomes may relate to social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues, e.g. fine motor control, etc. The most important point is this: desired outcomes depend on the needs of each individual child.

The effectiveness of all interventions is monitored by the SENCO who reports this information to the Principal and the Governing Body termly.

Support from outside agencies

If the school feels that the involvement of another agency will help to meet a child's needs, parents will be informed and asked to give their consent. These professionals regularly support staff and children in the school. We will only contact another agency after consulting with parents.

iii. The arrangements for consulting parents of pupils with Special Educational Needs and involving them in their education.

At Drapers' Maylands Primary School, we firmly believe that parents/carers and the school should work together in partnership and that good communication between home and school is the key to this partnership. We actively encourage an 'open door policy' and we are happy to discuss any concerns at the earliest opportunity. We welcome the involvement of parents/carers in supporting children at home, in class and with specific events or trips.

Planned Opportunities to meet with parents

From making an application for a place at Drapers' Maylands Primary School to transferring to another school (i.e. secondary), parents are given regular opportunities to discuss their child's needs, progress and concerns. Planned opportunities include:

- Baseline meetings for the parents of children who have recently started in Foundation Stage
- Termly parents' evenings
- Termly pupil progress meetings for children who are not making expected rates of progress

All parents receive a written report annually at the end of the Summer Term.

Additional meetings for parents of children with special educational needs

Children with a special educational need (SEN) receive SEN Support and there are additional opportunities for parents to meet with their child's class teacher and the SENCO. Pupils who have SEN Support will have at least two additional meetings called 'One Plan' meetings. These meetings are held in October and May, with an additional planned meeting in February.

Who attends a 'One Plan' meeting?

The pupil, their parents, the class teacher and the SENCO. For some children, a 'One Plan'

meeting might not be appropriate or the child might find it a little scary. For these children, the SENCO will ask the child before the meeting what they feel they are doing well and what they would like to do even better. After the meeting, the SENCO will explain to the child the outcomes they will be working on.

What happens at a 'One Plan' Meeting?

'One Planning' places the child and their family at the centre of educational provision in conjunction with the school. This approach sees the family as the expert on their child, and a champion for their long term aspirations and outcomes. Reviews are child-centred and include:

- Children creating One Page Profiles about themselves, which offer valuable information about how they can best be supported
- Creating action plans
- Planning outcomes
- Reviewing progress against outcomes
- Discussing whether outside agency support is needed.

Education and Health Care Plans (EHC plan)

For some children whose needs are more complex, they may have an EHC plan. An EHC plan is written by the child, their parents and the professionals working with the child and looks at the child or young person's needs in education, health and care. This means EHC Plans are personalised. EHC plans are reviewed annually, through an annual review meeting which is child and family centred. All of the key people in a child's life can attend this meeting, for example, parents, grandparents, professionals, teachers, TAs, etc.

What about other professionals working with your child?

Parents will have the opportunity to discuss their child's needs with a variety of professionals who are involved in their child's education. The school works closely with external agencies, for example the School Nurse, Speech and Language Therapists, Paediatricians, Occupational Therapists, Physiotherapists, Educational Psychologists etc. Social Care input is also available where needed. We also welcome contact with professionals who are working with the child outside of school.

Parental views

Strong communication links are encouraged between parents, the class teacher, SENCO, Principal and Governing Body. Parental views are sought via termly questionnaires.

Representatives from the Local Governing Body make termly visits to the school to monitor support given to individuals and the provision for learners.

The SENCO communicates to the governors termly via the Principal report and additional information on SEN provision and the applications for EHC plans in place.

The SEND governor is Mrs Katharine Matheson, who meets with the SENCo each term following the review meetings.

The SEN Policy is available on the school website and paper copies can be made available by enquiring at the School office.

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

All pupils are able to complete a questionnaire, or meet with the SENCo as appropriate to

their age and stage of development. Their views are gathered and form part of the One Plan. Children are always encouraged to talk about their views and needs with staff.

During visits to the school, governors are able to meet with the children and gather their views through informal discussion.

In addition, pupils with SEN are encouraged to contribute to their 'One Plan' meetings, annual reviews and EHC plans. Pupils are invited to all review meetings and are aware of their individual targets and have ownership of them.

v. Arrangements for assessing and reviewing every pupil's progress towards outcomes. This should include the opportunities to work with parents and pupils as part of the assessment review.

On-going assessment is used to identify children who have specific needs. The progress of each child is continually monitored by the class teacher through regular assessment of tasks, including appropriate next-step marking.

In addition:

- All children in Foundation Stage are assessed against the Early Learning Goals
- All children in Foundation Stage are screened using 'Speech Link'
- All children are screened using the Thrive Approach online tool
- From year 1 – year 6 progress is reviewed every term in reading, writing and maths.
- At the end of year 1, children's phonic knowledge is screened using the National Phonic Screening Test.
- At the end of year 2 and year 6 (Key Stages) the children complete government National Curriculum Tests (SATs).
- The SENCO frequently reviews with class teachers children who are not making expected rates of progress.

Where barriers to learning are identified, adjustments are made in the class room to ensure 'quality first teaching' for all and, where necessary and in consultation with parents, suitable interventions are put in place for individual children.

As a school, we are not able to diagnose specific conditions, but we may be able to assist with further support and signposting.

For some children, social and emotional difficulties can prevent them from learning. In these cases, we work closely with the child and their family and seek appropriate support from outside agencies. This can include support from: Emotional Wellbeing and Mental Health Service (EWMHS), Social Care, the School Home Support Worker and Local Authority services such as Early Help.

Pupils with a special educational need who are entitled to the Pupil Premium Grant (PPG) will receive interventions that meet their needs in line with the PPG statement.

The SEN budget supplements the funding for TAs, equipment and resources and training and CPD of staff.

vi. School arrangements for supporting pupils in moving between phases of education and preparing for adulthood.

At Drapers' Maylands Primary School, we believe it is important to have a comprehensive transition and induction programme.

Induction Programme

All children take part in a comprehensive induction programme which begins in the summer term before they start. This includes:

- Visits to pre-schools by the Foundation Stage teachers and where appropriate the Special Educational Needs Co-ordinator (SENCO);
- Meetings with parents/carers on notification of offer. An information pack is given and visits are arranged to the school so the children can learn the routines and meet staff and other children;
- A morning induction visit so the children can meet their key worker and an assessment of need can be carried out; and,
- A 'buddy' system where older children support the children in EYFS.

Where children have specific needs, the SENCO will meet with parents and key professionals to plan a transition programme which aims to ensure a welcoming start to their formal education.

At the end of Foundation Stage, the Foundation Stage teachers prepare the transition of pupils to year 1. Thereafter, the teachers and TAs in each year team support the transition of pupils moving to the next year group, during the summer term.

Year 6 to secondary school (you may not want this for a few years)

During the summer term, the SENCOs and key staff from secondary schools meet to discuss pupils' needs. Some Secondary schools arrange additional transition visits for pupils with SEND. At Drapers' Maylands Primary School, the SENCO devises a suitable transition programme for pupils in year 6 who have SEND. Copies of essential paperwork are transferred to secondary schools.

Information regarding the special educational needs of Looked After Children (LAC) is reported to the placing local authority termly.

At each stage of transition, pupils with an EHC plan are given a book about the forthcoming move to ensure they are prepared for this.

vii. The approach to teaching pupils with SEN and how adaptations are made to the curriculum and learning environment.

Our school has established clear, consistent, high expectations across every class for the provision of High Quality First Teaching.

This means:

- Every teacher has the highest possible expectations for their class;
- Resources are available and accessible to encourage independent learning;
- Teaching is based upon building on what a child already knows, can do and can understand;
- Different ways of teaching are in place so all children are fully involved in learning activities;
- Specific strategies (which may be suggested by the SENCO) are in place to support individuals learn;
- Lessons are well-paced, engaging and motivating.

In addition, where a child's needs are 'different from and additional to their peers' and '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 educational facilities of a kind generally provided for others of the same age in mainstream schools', a variety of additional strategies and interventions may be used, which may then lead to involvement of external professionals or advice from outside agencies. This will take place after consulting parents.

viii. The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured.

The Principal is responsible for Continuing Professional Development (CPD) and all staff (teachers and TAs) are actively encouraged to attend CPD courses.

Training is provided by 'in-house' experts and this year has included: Computing, Communication and Language, continuous provision, learning outside the classroom, and behaviour for learning. In addition, external specialists provide training for the Early Years Foundation Stage, the Maths curriculum using Big Maths, Read Write Inc as our scheme for reading and writing.

The SENCO attends SENCO cluster meetings, training days and keeps up-to-date with current documentation and initiatives. Key information is shared with teachers at staff and TAs at planned staff meetings.

If a child with a specific need comes to the school, we work closely with professionals who are already supporting the child and secure appropriate training.

ix. Evaluating the effectiveness of the provision made for children with SEN.

Progress is assessed and monitored termly and tracked closely by the Principal. Each half term class teachers meet with the Principal at a 'Pupil Progress' meeting. When there is a barrier to learning, parents are informed and appropriate interventions are put in place to support the individual child. The effectiveness of all interventions are monitored by the SENCO and reported to the Governing Body.

x. How pupils with SEN are enabled to engage in activities available to others of their age.

All pupils are able to access the broad curriculum, including Forest School activities and learning outside the classroom. This is supported with additional adults and following the advice of the SENCO as required.

The new school building is accessible for pupils with SEND. The MAT Special Educational Needs and Disability Policy outlines the requirements to ensure that there are equal opportunities. In addition there are also Equality and Diversity and Equality Policies in place.

xi. Support for improving emotional and social development. This should include pastoral support arrangements for listening to the views of pupils with SEN and measures in place to prevent bullying.

The systems which form part of our behaviour management ensure that the children's voices are intrinsic to the mechanisms for resolution. Children with SEN are always given more time and encouragement to ensure that they are able to communicate their thoughts and feelings by all staff. The Thrive approach is based on well-being and emotional and social development needs and further support on a 1:1 basis is available for those who have the greatest needs.

Mentoring with a familiar member of staff is used to support children and the school employs a School Home Support worker who is able to work with children and families to overcome barriers to learning.

Pupil Voice forms part of our monitoring calendar and pupils' views are often sought during the review of systems or when appropriate to address issues within school. The school Council provides a more formal pupil voice procedure for all pupils.

xii. How the school involves other bodies including health and social care, local authority support services and voluntary sector organisations in meeting pupils' SEN and supporting their families.

At Drapers' Maylands Primary School, we actively encourage the advice of outside agencies

to support any children who have specific needs. This is very much done in conjunction with parents. The SENCO and Principal meet with parents to discuss particular needs and requirements for individual pupils.

The London Borough of Havering's 'SEND Local Offer' can be found on their website:

[Havering SEND Local Offer](#)

Parents in Partnership Information Advice and Support Service (PIPIASS) also offer support to parents of children with SEN. They can be contacted on (01708) 433885 or a contact form can be completed via their website:

[Parents in Partnership Service](#)

The following support services can also be contacted:

Support Services	Contact
Havering Children and Adults with Disabilities Team Support Team	Town Hall, Main Road Romford. RM1 3BB Tel: 01708 433963
Educational Psychologist	Child and Community Psychology Service c/o Town Hall, Main Road, Romford RM1 3BD Tel: 01708 433955
Community Paediatrician, The Acorn Centre, Romford	Tel: 01708 576777 Email: enquiriesacorncentre@nelft.nhs.uk Opening times: Monday to Friday, 9am-5pm
SNAP	01277 211300 www.snapcharity.org
Speech and Language Therapy Service, The Acorn Centre	01708 576777 Email: enquiriesacorncentre@nelft.nhs.uk Opening times: Monday to Friday, 8:30am – 5pm

xiii. Arrangements for handling complaints from parents of pupils with special educational needs the provision made at the school.

At Drapers' Maylands Primary School, we actively encourage an 'open door' policy and we aim to resolve any issues swiftly and in person in order to achieve mutual agreement and understanding.

A parent's first port of call is to arrange a meeting with the class teacher. If necessary, they would then go to the SENCO, after which, the matter progresses to the Principal. In the unlikely event that the concern is not resolved, the Complaints Procedure can be read on the school's website, or a copy is available in the school office on request. As part of this procedure, the school Principal should be contacted. Ms Trudy Spillane can be contacted on 01708 371331 or via email admin@drapersmaylands.com.