



Special Educational Needs Information Report

September 2017

Introduction

At Maundene School we strive to support **all** children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Contact details

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Maundene School please contact us using the details below.

Inclusion Manager/SENCO: Mr. M Harris

Contact: Tel: 01634 864721 email: office@maundene.medway.sch.uk

Dedicated SEN time: 4 days

Home School Support Worker: Miss. K Bennett

Contact: Tel: 01634 864721 email: office@maundene.medway.sch.uk

SEN Governor: Mrs. C Prescott

Contact: Tel: 01634 864721 email: office@maundene.medway.sch.uk

What kinds of Special Educational Needs provision are made at the school?

All staff and Governors at Maundene School strive and work hard to ensure our school is an Inclusive school. We share a mutual ethos of every child matters therefore we aim to address each child's needs and support their development in the most appropriate way possible to ensure we celebrate effort as much as achievement. Our school's SEND Policy document is available on the school website or via the School Office, detailing our philosophy in relation to SEND.

We refer to the term "Special Educational Needs" if a child:

a. *Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.*

b. *Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.*

The difficulty or disability may relate to:

- **Communication and interaction** - *Autistic Spectrum Disorder, Asperger's Syndrome, Selective mutism, Speech and or Language difficulties.*
- **Cognition and learning** – *Moderate Learning Difficulties, Specific Learning Difficulties [Dyslexia, Dyspraxia].*
- **Social, Emotional and Mental Health** – *Attention Deficit/ Hyperactivity Disorder, Oppositional Defiance Disorder.*
- **Sensory or Physical conditions** – *Hearing/Visual impairment, Sensory Processing Disorder/difficulties.*

Special Educational Provision is *additional to or different from* which is made generally for most children in school.

Assessment is an ongoing core process throughout the school. It is a check that each child is making **adequate progress** against the national expectations set for each year group from Foundation Stage through to Year 6. If a child is not making the expected progress, then we identify a need and determine the reasons why.

Adequate progress is defined as that which:

- Closes the attainment gap between the child and children of a similar age
- Prevents the attainment gap growing wider
- Is similar to their peers starting from the same attainment baseline, but less than the majority of their peers
- Matches or is better than the previous rate of progress
- Ensures a child has full access to the curriculum in line with their peers
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

What are the school's policies with regards to the identification and assessment of children with Special Educational Needs?

Maudene School's Assessment Policy (available via the School Office) outlines the range of assessments regularly used throughout the school.

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If a child is not making the expected progress, then additional and different assessments tools may be required to determine the reasons why.

To help us ascertain a better understanding of a child's learning difficulty, we may use:

- Salford Sentence Reading and Comprehension Test
- Neale Analysis of Reading Ability
- Meares - Irlen Assessment (or Intuitive Overlays)
- Maths Screening Assessment

Sometimes, more specialist assessments are needed to gain a deeper understanding of a possible difficulty. When this is the case, the following assessments may be used:

- **The Dyslexia Screening Test**
Used to test children who may have dyslexia or dyscalculia traits/signs following concerns raised by class teachers or parents.
- **The British Picture Vocabulary Scale (BPVS)**
To look at the child's internal language – the words they know & understand. We use this test if we are concerned about a child's comprehension skills. This may also be used as part of a package of tests if there have been concerns about a child's lack of progress or a parent has raised specific concerns.
- **Aston Index**
This package of tests are used to highlight any issues a child may have with any of the following:
 - Spoken language
 - Reading & Spelling
 - Laterality
 - Visual Discrimination
 - Fine Motor Control
 - Auditory Memory
- **Non-Verbal Reasoning Test**
Used to ascertain a child's ability where there may be a problem with a child's language.
- **Speech and Language Link**
Used to test a child if there is a concern raised regarding spoken language and understanding of language.

➤ **Phonological Assessment Battery (Phab)**

A practical measure for identifying children with significant phonological difficulties. The Phonological Assessment Battery (PhAB) is designed to assess phonological processing in individual children. It is a practical measure that identifies children who have significant phonological difficulties and need special help in processing sounds in spoken language. PhAB comprises six standardised tests, all designed to sample different aspects of phonological processing:

- The Alliteration Test – assesses a child’s ability to isolate the initial sounds in single syllable words.
- The Naming Speed Tests – assesses a child’s speed of phonological production.
- These tests include the Picture Naming Test and the Digit Naming Test.
- The Rhyme Test – assesses a child’s ability to identify the rhyme in single syllable words.
- The Spoonerisms Test – assesses whether a child can segment single syllable words and then synthesize the segments to provide new words or word combinations.
- The Fluency Tests – assesses a child’s retrieval of phonological information from long-term memory.
- The Non-Word Reading Test – assesses a child’s ability to decode letter strings.

➤ **Strengths and Difficulties Questionnaire (SDQ)**

The SDQ is a brief behavioural screening questionnaire which highlights potential difficulties in 5 possible areas, these are:

- Emotional symptoms
- Conduct problems
- Hyperactivity difficulties
- Peer relationships difficulties
- Prosocial behaviour difficulties

➤ **Boxall Profile**

The Boxall Profile is an observational tool which focuses on identifying children’s developmental needs and the levels of skills they possess to access learning. It supports staff in developing greater observational skills and deepens understanding of children’s difficulties.

➤ **Stirling Children’s Wellbeing Scale**

This questionnaire measures a child’s emotional wellbeing and confidence.

These assessments may also be used to plan targeted intervention programmes for the child and also contribute towards creating a benchmark for measuring the impact of subsequent interventions.

What are the school’s policies for making provision for children with SEN whether or not they have an Education, Health and Care Plan?

How will the school evaluate the effectiveness of provision for children with SEN?

Provision for children with additional needs is evaluated in a variety of ways:

- use of a provision map to measure progress and achievement
- evaluation of Individual Education Plans 3 times a year
- use of assessment information/progress rates etc. pre- and post- interventions
- use of attainment and progress data for children with SEN across the school as part of whole school tracking of children’s progress
- use of pupil/parents interviews/questionnaires
- monitoring by SENCo

What are the school's arrangements for assessing and reviewing the progress of children with SEN?

Maundene School assesses and reviews the progress of all children by using the following methods:

- Each child's Individual Education Programme (IEP) will be planned by the class teacher. It will be differentiated accordingly to suit the child's individual needs. This may include additional general support from the teacher or teaching assistant.
- If a child has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the child can be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be reviewed regularly by all involved, to assess the effectiveness of the provision and to inform future planning. These interventions will be recorded on the child's provision map. This is a record of the interventions, timings, cost and impact of the intervention. If you have any queries related to the interventions, please do not hesitate to contact the class teacher.
- Pupil Progress Meetings are held at least five times per year following data input. These are meetings where the class teacher meets with the Head teacher/Deputy Head teacher and SENCo to discuss the progress of the children in their class. This shared discussion may highlight any potential difficulties so further support may be planned. This is when IEPs and their effectiveness is discussed.
- Occasionally a child may need more expert support from an outside agency, such as the Children's Therapy Team or a Paediatrician. Referral forms are completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. These will be included as part of the child's IEP.
- The Governors of Maundene School are responsible for entrusting a named person, Mr Harris, to monitor Safeguarding and Child Protection procedures. In a support and challenge role, the Governors ensure the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

What is the school's approach to teaching pupils with special educational needs?

The SEN Code of Practice 2014 recognises 'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (p14).

At Maundene School our priority is to ensure all children, including children with SEN, have access to outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual children.

We also recognise some children will require educational provision which is '*additional to*' or '*different from*' this. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review':

- **Assess:** The class teachers and if necessary the Inclusion Manager or professionals from external agencies, assess the needs of the individuals.
- **Plan:** We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.
- **Do:** We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
- **Review:** We evaluate the impact of the support provided and consider whether changes to the support need to be made.

How will the school adapt the curriculum and learning environment for children with SEND?

The curriculum and learning environment will be matched to my child's needs when:

- A child has been identified with special needs or disability, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants (TAs) may be allocated to work with the child for some 1-1 or small focus group, to target more specific needs.
- Appropriate specialist equipment may be given to the pupil e.g. writing slopes, pen/pencils grips or easy-to-use scissors.
- Reasonable Adjustments are put in place to not put a child at a substantial disadvantage as soon as is reasonably possible.

The school environment is accessible as:

- Ramps into school make the building accessible to all.
- Two toilets adapted for access suitable to those with additional physical needs, including wheelchair users.
- Doors which can allow to all access to the main entrance of the building with internal doors which also facilitate access.
- We have an up-to-date Accessibility Plan, which is available via the School Office.

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

A child will be included in activities outside the classroom, including school trips by:

- Risk assessments being carried out and procedures put in place to enable all children to participate.
- When deemed necessary, if an intensive level of 1:1 support is required, school staff will accompany the child during the activity. This will be negotiated between school and parents to support the highest level of learning independence. There may be occasions when the risk assessments deems it in the best interest of the child's well-being/safety that a parent is asked to support the child on a trip.

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

The school will support any child's overall well-being through:

- Members of staff, such as the class teacher, Home School Support Worker and SENCo, being readily available for children who wish to discuss issues and concerns.
- Social skills groups are run by various Teaching Assistants with suitable experience.
- Children who find lunchtimes difficult are able to join the lunchtime club 'Oasis' run by the Home School Support Worker or a Midday Meal Supervisor.
- Structured playtimes and lunchtimes are arranged to provide the opportunity to experience positive playtimes; feeling safe and enjoying the company of their peers.
- The school also have access to counsellor in school should a child need more intensive and specialised support.

Children with medical needs

- If a child has a specific medical need then a detailed Care Plan is compiled with health professionals, usually the School Nurse, in consultation with parents/carers, SENCo, appropriate teachers, teaching assistants and appropriate administrative staff. These are discussed with all staff involved with the child, if necessary, on a need-to-know basis.
- All staff receive annual EpiPen training delivered by the school nurse.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medi-Care plan is in place to ensure the safety of both child and staff member

How will the school prepare and support a child when joining Maundene School or transferring to a new school?

Maundene School understands what a stressful time moving schools/classes can be therefore many strategies are in place to enable the child's transition to be as smooth as possible.

These include:

- ❖ Meetings between the previous or receiving schools prior to the child joining/leaving.
- ❖ Children attend a Transition Day where time is spent with their new class teacher.
- ❖ Additional visits are also arranged for children who need extra time in their new class/school.
- ❖ The Inclusion Manager or HSSW is always willing to meet parents/carers prior to their child joining the school.
- ❖ Secondary school staff visit children prior to them joining their new school.
- ❖ Mr Harris meets the SENCos from the Secondary schools to pass on information regarding children with SEND.

- ❖ Where a child may have more specialised needs, a separate meeting is arranged with Mr Harris, the secondary school SENCo, the parents/carers and where appropriate, the child.

What training do staff receive and specialist agencies secured to support children with SEND?

At Maundene School, we believe having knowledge develops understanding which ultimately improves teaching practice and provision for children. All staff have received training regarding different areas of SEN, these have included sessions on:

- How to support children with a diagnosis of dyslexia.
- How to support children on the autistic spectrum.
- How to support children with emotional needs.
- De-escalation techniques for challenging behaviour and Positive Handling.
- Some Teaching Assistants have also received training in Language for Learning which enables them to deliver Speech and Language programmes.
- Additionally, we have Teaching Assistants who are able to support children with fine and/or gross motor skills problems. They deliver BEAM (gross motor) and Fizzy (fine motor) as appropriate. They often have specific training from Occupational Therapists technicians.

Maundene School has access to a vast range of specialist services to support the school, families and children. The agencies used by the school include:

- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- CAMHS (Child & Adolescent Mental Health Service)
- CAST (Child & Adolescent Support Team)
- Chalklands Behaviour Outreach
- Children's Advice and Duty Team for Child Protection
- Community Paediatricians
- Danecourt Outreach
- Educational Psychologist
- Inclusion Team
- Learning Support Solutions
- MAGIC (Medway Autism Group & Information Centre)
- Marlborough Outreach Team (Autism and communication support)
- Medway Hospital (Paediatricians)
- Occupational Therapy
- PASS (Physical & Sensory Service) to support children with hearing/visual Impairment
- School Nurse
- Social Services
- Speech and Language Therapy
- SureStart Centres

An Educational Psychologist is allocated to each school. S/he would normally only work directly with children who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at the ISR (In School Review). In School Reviews are meetings held three times a year between school staff and other professionals. The aim of an ISR is to gain an understanding of, and try to resolve, a child's difficulties.

In order to help understand the child's educational needs better, the psychologist will generally meet with the parent/carer and give feedback once assessments of the child have been completed.

S/he will offer advice to the school and parent/carers on how to best support the child in order to take their learning forward.

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

The school's resources are matched to the children's special educational needs by:

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- Additional provision allocated after discussion with the class teacher at Pupil Progress Meetings or, if a concern has been raised by them at another time during the year.
- Concerns being raised on completion of assessments used, indicating further support or resources need to be allocated to the child.
- Individual Pupil Premium payments used to support a child's learning.

The decision about how much support a child will receive is made:

- When the child joins the school, support is allocated on the information provided by the feeder school. Usually, in consultation with year groups, teaching assistants may be allocated to individuals or small groups, to support in class or in other focus groups tailored to the child's needs.
- During their school life, if further concerns are identified due to the child's lack of progress or well-being then other interventions will be arranged.

What are the school's arrangements for consulting and involving parents of children with SEND?

At Maundene, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure their child's needs are identified properly and met as early as possible. In order for parents to play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

How will I be involved in discussions about and planning for my child's education?

Parents will be involved in the planning for the child's education as all parents are. This may be through:

- Discussions with the class teacher as the first point of contact
- Parents' evenings
- Discussions with Mr Harris or other professionals
- Parents are encouraged to comment on their child's IEP with possible suggestions which could be incorporated

How will I know how my child is doing?

Parents will know how their child is doing because:

- Parents will be able to discuss the child's progress at Parents' Consultation Evenings.
- Parents may have brief discussions with the class teachers at the end of the school day, if they are available. However, appointments can be made to speak in more detail to the class teacher, in the first instance, to discuss concerns by visiting the School Office. They may arrange a follow up appointment with Mr Harris, if necessary.
- IEPs (Individual Education Plans) are reviewed three times per year in October, February and June. The IEPs will be given to parents during Parents' evening or sent home. Parents may wish to make an appointment to review the targets and discuss the new targets set. Parents/carers are encouraged to contribute input to be included on the IEP.

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

Maundene School will help parents to support their child's learning by:

- The class teacher may suggest ways of supporting my child's learning through messages, parents' evenings or additional meetings arranged when necessary.
- Mr Harris, may meet with parents to discuss how to support their child. He may, alongside the class teacher, discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- Having liaised with, and informing parents of, the outside agencies or the Educational Psychologist, suggestions and programmes of study can then be used at home.

Who should I contact for further information?

At Maundene School, we are committed to working in partnership with parents and carers to meet the needs of the children in our school.

If you have any questions or concerns, we ask parents to contact the following:

- **Class teacher** - If you were to have a question or concern about the provision for your child with SEN, in the first instance, we would encourage you to contact your child's class teacher.
- **Inclusion Manager** - Should you wish to discuss your concerns further; you could contact the Inclusion Manager by making an appointment at the School Office.
- **Headteacher** - If you still have concerns regarding the provision for your child, then please contact our Headteacher who will investigate your concern.
- **Chair of Governors** - In the unlikely event your concern is not resolved, then please make contact with our Chair of Governors in line with our 'Parental Complaints' policy and procedure, available via the School Office or website.

Other agencies:

Medway Council Local Offer

The information in this report feeds into Medway Council's Local Offer which details support, opportunities and services available to children and young people in their area who have SEND.

This can be accessed at:

<http://www.medway.gov.uk/childrenandyoungpeople/medwayslocaloffer.aspx>

Family Information Service

The Family Information Service is a service which is run by Medway Council to provide families with information on a range of services including health, education, financial, legal and family issues as well as leisure and social activities. Visit <http://www.medwayfisd.com> or call **01634 335566**

Parent Partnership Service

The Parent Partnership Service can also provide information, support and advice service to parents or carers about their child's special educational needs.

Visit <http://www.iassnetwork.org.uk/> for more details.

Special Educational Needs and Disability Code of Practice

The Special educational needs and disability code of practice: 0 to 25 years can be found on the link below

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf