



## Mayfield CE Primary School

### Our offer to children with Special Educational Needs and Disabilities (SEND)

At Mayfield Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our children, whatever their needs and abilities. All children are valued, given a sense of worth and helped to develop confidence in their abilities and strengths throughout their time at Mayfield. Support is provided for all children who require additional or different provision to help them achieve success. These children may be those on the Special Educational Needs and Disabilities (SEND) register or from groups that are nationally recognized as vulnerable to underachievement such as Looked after Children (LAC), those eligible for free school meals (FSM), Gypsy, Roma Travellers (GRT) and those from ethnic minority groups (EM).

All our teachers are teachers of Special Educational Needs and a variety of circumstances make many children vulnerable to underachievement at some stage in their schooling. We recognise that it is the teacher's responsibility to meet the needs of all the children in their class through their classroom organization, resources used, teaching styles and differentiation through partnership with teaching assistants, Special Educational Needs and Disability Coordinator (SENDCo) and outside specialist support.

This document sets out the offer we make to those children and their families.

#### **1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

The school identifies that a child needs extra help through

- Information obtained from your child's pre-school or previous school.
- Home visits by the class teacher.  
We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible.
- The class teacher or Special Educational Needs coordinator (SENDCo) visiting the feeder pre-school/school to observe your child and speak to the key staff.
- Information from other people who have worked with your child. For example, speech and language therapist.

All this information will be used to plan for your child. Once your child is in school we will monitor their progress and development. If we have concerns we may ask other professionals to advise.

If you think that your child may have special educational needs.

- You should first approach the class teacher who will then go to the SENDCo for further discussion and assessment. The teacher will discuss with you any support that they think is needed that is additional and different to what would be offered as part of our usual practice.

Your concerns will always be taken seriously. Your views are very important.

## **2. How will the school support my children's learning?**

- The needs of your child will be met within the classroom, supported by high quality teaching including differentiated planning, which takes into account the needs of each child.
- The progress of all children is reviewed every term and tracked on the school's information management system (SIMS).
- The Head teacher meets every term with the class teacher to discuss the progress of all the children in the class. Any child identified as underachieving is given appropriate support.
- A wide variety of interventions are used for group and individual support and they are tailored to suit the individual needs of the child.
- Children's abilities are base-lined before an intervention and the impact at the end of the support is measured and reviewed.
- The SENDCo will work closely with the class teacher to produce a plan for your child's specific provision and set appropriate targets. The provision map will be reviewed every two terms and the effectiveness of the interventions assessed.
- Sometimes the SENDCo will seek support from outside agencies, such as Language and Learning Support Service (LLSS), Dyslexia Specialists or the Educational Psychologist (EP). The school has direct access to these professionals through a provision which is bought in from the county.
- The Senior Leadership team (SLT), which consists of the Head teacher, 3 senior teachers and the SENDCo, oversees the monitoring.
- The Governing Body ensures that a broad and balanced curriculum is delivered. They are responsible for monitoring how well policies and plans are being implemented. They ensure that the SEND funding is used well and that all the pupils are given the help they need to make good progress.

- There is an SEND governor who meets with the SENDCo several times a year.

### **3. How will the curriculum be matched to my child's needs?**

- The class teacher differentiates for the needs of every child in their class through their planning and delivery of the curriculum. All learning is matched to the individual needs of the children.
- Regular tracking and assessment means that the class teacher can analyse the progress of each child.
- Pupil Progress meetings are held termly with the Head Teacher, SENDCo and Class Teacher to review the progress of all children and discuss suitable teaching programmes and any additional support needed.
- Children work in a variety of groupings both inside and outside the classroom. For example, mixed ability groups, similar ability groups or small supported groups. Where necessary, a child will receive individual support, usually from a teaching assistant.
- A wide variety of teaching strategies are used to deliver the curriculum to allow for the children's preferred learning styles.
- It is recognised that all children benefit from dyslexic friendly resources and all the classrooms are 'Dyslexic Friendly'. Resources include the use of visual timetables and prompts around the school, boards with buff backgrounds, word mats, clear labelling of equipment with supporting pictures and appropriate ICT support.

### **4. How will both you and I know how my child is doing and how will you help me to support my child's learning?**

- The school has an open door policy allowing parents to meet at a mutually convenient time with the Class Teacher, SENDCo or Head Teacher.
- Parents Evenings are held twice a year where children's progress is reviewed and future targets discussed.
- Interim reports share levels and end of year targets in literacy and maths with parents.
- At the end of each term there is an open afternoon where parents are invited to come in to the school and child's classroom to share their Learning Journey and achievements.
- An annual SEND review is arranged in school for children with a statutory assessment. All key workers associated with the provision for your child is invited to attend.

- Every child who has a statutory assessment has an Individual Provision Map, which is shared with parents and reviewed every two terms.
- We provide opportunities for parents to discuss any intervention programme with the SENDCo or class teacher. Any child who receives support extra to the class-differentiated lessons is placed on a class provision map. Specific and measurable targets are agreed with the child and supporting adult. The provision map is reviewed every two terms and the child's progress and effectiveness of the provision assessed.
- Structured conversations are held twice a year with the SENDCo for children on the SEND register or who are considered as vulnerable. These meetings give the chance for parents to share their concerns in an informal friendly atmosphere. Agreed outcomes of how the school is going to support your child and your parental involvement are decided upon.

The school will help you to support your child's learning by providing

- Opportunities for parents to make contact through reading records and home/school books.
- Visual timetables sent home with the child to promote discussion about school.
- Providing activities that can be shared with your child at home linked to a particular intervention or Thrive Assessment (see question 5).
- Setting of appropriate homework, which you can engage in with your child. These include differentiated online activities, which are interactive and fun, yet educational for your child.

#### **5. What support will there be for my child's overall well-being?**

- Upon starting school evidence is gathered for all children relating to any special circumstances or medical issues. Information is made available to all relevant staff.
- All staff receives regular first aid and epipen training. A school nurse is available to give advice and nominated first aiders are onsite to deal with medical issues or emergencies (please refer to Health and Safety Policy).
- The school has a system of sanctions and rewards for behaviour management for all children.  
(Refer also to Positive Behaviour, Anti-bullying and Inclusion Policies)
- A number of strategies to support the social and emotional development of every child are in place, including peer mediators, play leaders and buddies. We also have a member of staff trained in the 'Thrive' approach, which supports children who feel insecure and lack confidence at school.

- 'Thrive' assessments are carried out with children who have been emotionally thrown off track and identified as having social difficulties in school. These assessments take place in consultation with parents and result in an action plan, which supports teachers, TAs and parents in providing suitable practical activities to support the child's social and emotional well-being.
- We encourage every child to put forward their views about how they feel about school, friendships and their learning. Evidence indicates that giving the child a strong 'Pupil Voice' raises their self-esteem and thus their confidence to do the best they can in all areas linked with school.
- Outside agencies and specialists are consulted about individual children that we identify as having a need that cannot be supported solely by the daily school provision.

## **6. What specialist services and expertise are available at or accessed by the school?**

We work in partnership with a range of specialist agencies. These include the

- Education Psychology Service (EPS)
- Learning and Language Support Service (LLSS)
- Education Support, Behaviour and Attendance service (ESBAS)
- Child and Adolescent mental health Service (CAMHS)
- FEGANS - a counseling service available for children to talk to a person who is not part of the school environment. The service also supports parents who are struggling with managing their child and provides parenting courses.
- Occupational Therapist (OT)
- ASD monitoring service
- Mobility specialists
- SALT, Behaviour support,
- Traveller Education Team

## **7. What training are the staff supporting children with SEND having?**

- We have a rolling programme of training and support for staff based on the needs of the pupils within the school. Recent courses include *Personalised Learning for Reading, 'Speed Up!' writing, Clicker 6, Jump Ahead, Behaviour management, Speech link and Language Link, Phonics and Maths support.*

- Staff are sent on more individualized training if they are supporting a pupil with a more specific need.
- Most staff has had training in Dyslexia Awareness and all classrooms are 'Dyslexic Friendly' environments.

## **8. How will my child be included in activities outside the classroom including school trips?**

We make sure that activities outside the classroom and school trips are available to all.

- Risk Assessments are carried out for all school visits and residential trips and a suitable number of adults are made available to accompany the pupils. On occasions an individual member of staff will be assigned to support a small group or individual child if the risk assessment indicates that this is necessary.
- Parents and carers are invited to accompany their child on a trip if this helps them to be included.
- The destination of each visit takes into account the individual needs of all the children in that group. Reasonable adjustments will be made where required (please refer to Disability Policy). Financial support may be available to certain vulnerable groups.
- After school clubs are available to all pupils, vulnerable pupils are given priority and adjustments will be made to support their participation.
- Health and safety audits are conducted to ensure that the school provides a safe environment for all pupils.

## **9. How accessible is the school environment?**

- The school can be easily accessed from the car park through the playground, all on one level.
- All classrooms are on the ground floor, so easily accessible for all our children. One class has a step upon entering and a ramp is permanently available for easy access. (Please refer also to Disability policy).
- All classrooms have resources accessible to all children and operate a Dyslexic friendly ethos.
- Visual timetables are used in all classrooms.
- Individual laptops are available to SEND children and appropriate ICT programmes used to support their learning. Where necessary, an individual laptop can be linked up to the class whiteboard.

- There is a large disabled toilet, which is fully wheelchair accessible and has shower facilities.
- The school works closely with the Sensory Needs Service and will deliver physiotherapy, speech therapy and other programmes in school as directed by the attached specialist.
- There are a number of clubs available to children of specific ages. A few clubs are by invite only, but most are available to all children regardless of need or disability. These include drama, music, dance and sports activities.
- There is a breakfast club available to all children which takes place from 8:00 am until the start of school.
- We will assist families for whom English is an Additional Language by ensuring that there is a member of staff available where necessary in meetings and in giving support in the completion of forms.

**10. How will the school prepare and support a child first joining the school or transfer to a new school?**

We recognize that transitions can be difficult for any child, but especially those with SEND. We will take every step to ensure that any transition is as smooth as possible.

From Pre-school to Reception:

- The reception teacher and SENDCo will visit the nursery providers /early years setting where possible to meet and discuss the specific needs of your child.
- Children will be given the opportunity to visit the school for story time and be invited to school shows in the summer term before starting the school in September.

When moving classes within school:

Information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the new teacher to discuss your child's strengths and difficulties and any strategies that have proved to be successful. Provision maps and targets will be shared with the new teacher.

If your child is moving to another school:

- We will contact the school SENDCo and ensure that any special arrangements or necessary support is discussed.
- We will make sure that any records about your child are passed on as soon as possible.
- We are in close contact with our local secondary schools and activities are set up in both schools including social stories, visits, workshops and holiday clubs in order to support the children transferring to key stage three.
- The SENDCo at the receiving school of children who have a Statutory Assessment will be invited to the Year 6 Annual Review where transition and specific needs can be discussed.
- Children are given the opportunity to discuss how they feel about moving schools and many secondary schools provide booklets about the new school, which we look at and discuss with the children.

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

- The school receives a notional budget every April to be used to support Special Educational Needs. This is not ring fenced, but we firmly believe that it is important to use the budget to effectively support our SEND pupils and we balance the spending according to individual needs. Provision and specialist resources to support SEND are very dependent upon the budget allocated for that year.
- The Head Teacher, SENDCo, SEN Governor and Business Manager manage the SEN budget.
- There are regular meetings to monitor the impact of interventions and SEND provision.
- The governing body is kept informed of funding decisions.

**12. How is the decision made about what type and how much support my child will receive?**

- Each child is assessed individually according to the SEN Code of Practice and Local Authority guidance. A personalised support programme will be developed where necessary.
- Additional assessments from outside agencies, such as the Educational Psychologist, Language and Learning Support Service, Speech and language

Therapist, will support us to decide what type of provision and resources are needed.

- Regular review meetings with staff who support your child are arranged to discuss your child's progress and any additional support they may need. Some pupils will also have an individual provision map, which will be reviewed three times a year.
- Pupil progress meetings are held every term with the head teacher and Class teacher to track progress and decide upon future support.

**13. How does the school know that the provision for pupils with SEN is effective?**

Teachers review and update class provision maps every two terms. Children on the SEND register are all included on these provision maps. In addition to these, children with a statement of SEND, will have an individual provision map which is updated three times each year and an Annual Review. Children with the 'new' style statement, an Education Health Care Plan (EHCP), will have a review at least once a year. Children with a School Based Plan will have at least three reviews each academic year. Parents and carers are invited to share in the review process.

**14. How are parents involved in the school? How can I be involved?**

All parents are actively encouraged to take part in the school community. This may include working in the classroom, hearing readers, sharing their skills or supporting during school visits. Please contact your child's class teacher if you wish to be more involved in the life of the school.

**15. Who can I contact for further information?**

Class Teacher [office@mayfieldcep.e-sussex.sch.uk](mailto:office@mayfieldcep.e-sussex.sch.uk)

SENDCo [stthomas@mayfieldcep.e-sussex.sch.uk](mailto:stthomas@mayfieldcep.e-sussex.sch.uk)

Head teacher [headteacher@mayfieldcep.e-sussex.sch.uk](mailto:headteacher@mayfieldcep.e-sussex.sch.uk)

Governors

School Website

ESCC

If you have a question, want to visit and look around the school or perhaps feel that your child's need may be hard to meet at Mayfield School, please contact us.

We are available to discuss your concerns and work with you to ensure we put in place the correct and most effective educational needs for your child.