

Mundella Primary School: Information Report 2022/23

Introduction

All Sheffield Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress and achieve their potential in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. At Mundella Primary School we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress.

Definition of Special Educational Needs and Disability

The Code of Practice (2015) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

What is the Local Authority Local Offer?

- The *Children and Families Bill* became enacted in 2014. Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
 - The Sheffield Local Offer can be accessed at:
<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>

What is the SEND Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.

What kinds of special educational needs might the children at Mundella Primary School have?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

Communication and interaction

Children and young people 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

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 and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. 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 and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and

young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and keeping the Special Education Needs/Disabilities Coordinator (SENDCo) updated as necessary.
- Working on targets/ SEND Support Plans (SSPs), and sharing and reviewing these with parents each term and planning for the next term. Personalised teaching and learning for your child as identified on school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCo - Miss Emma Copeland

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve their potential.

The Headteacher - Mr W Smith

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor - Mrs Rebecca White

Responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.

School contact telephone number - 0114 2551348

Our Special Educational Needs Register (SEND) Register

Our school SEND register has three levels

Monitored - This may be children with a diagnosed need, or undiagnosed needs that generally have their needs met at a quality first teach level with a few adjustments. The SENDCO will check across the year with the child (if appropriate) and class teacher how these children are getting on and if the support in place is meeting the child's needs. If further support is required, the SENDCo will speak to parents and discuss whether the child may need to be placed on the SEND register.

School Support - These children are on the SEND register with personalised targets and usually involvement from external professionals. The SENDCo will have termly meetings with the class teacher and families to discuss how the child is progressing and what is in place to meet the child's needs.

EHCP - An Education, Health and Care plan (EHC plan) is a legal document which describes a child or young person's aged up to 25 special educational needs, the support they need, and the outcomes they would like to achieve. An EHCP is for any child or young person that has a significant and complex Special Educational Need or Disability. An EHCP is required when a child's needs cannot be met by the usual support that is available to them in their school or setting. Children with an EHCP will have the termly meetings with the SENDCo, class teacher and families to discuss how the child is progressing and what is in place to meet the child's needs. One of these meetings will be an annual review of the EHCP, to ensure that the document is still fit for purpose.

What are the different types of support available for children with SEND in our school?

a) Class teacher input via excellent targeted classroom teaching (Quality First Teaching).

Monitored

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- The SENDCo would check with the class teacher how your child is getting on.
- That all teaching is built 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. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be:

- Run in the classroom or outside.
- Run by a teacher or a Teaching Assistant (TA).

b) Specialist groups run by outside agencies e.g .Speech and Language therapy

SEN Support (K)

This means they have been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Autism Team or Education Psychology Service (EPS).
- Health services such as Speech and Language Therapy (SALT) or physiotherapy
- Outside agencies such as Fusion (Learning support service)

What could happen:

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 or Educational Psychologist. 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 your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are, severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from the services listed above.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the type of support that should be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENDCo).
- The school SEND Governor can also be contacted for support.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have

- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Sheffield LA, includes money for supporting children with SEND.

- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
 - the child's view will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development.
- Schools identify the needs of their pupils on a school provision map which for SEND pupils identifies all resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with SEND in this school?

School provision

- Teaching Assistants working with individual children or small groups
- School clubs/ After school club
- Home- school link worker
- ICT support
- Volunteers and parent helpers work with small groups to support learning

Local Authority Provision delivered in school

- Autism Team Service
- Educational Psychology Service
- Visual support
- Service for Deaf and Hearing Impaired Children
- Attendance and inclusion
- MAST

Health Provision that could be delivered in school

- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS

How are the teachers in school helped to work with children with SEND and what training do they have?

The SENCO's job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND topics such as Autism Spectrum Disorder (ASD) and Speech and language difficulties. There are also staff trained in Makaton and Communication in Print for children with communication difficulties and social stories for children with ASD. Some staff members are also trained in de-escalation strategies and positive handling techniques.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Team.
- The SENDCo has the National Award for SEND Coordination and has worked as a SENCo for 7 years.

How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- If your child is a level 1 (working below) on our tracking system, a specialist toolkit will be used to inform teachers planning and insure and gaps in learning are being covered.

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed formally every term in reading, writing and numeracy.
- If your child is in Year 1 or above, a more sensitive assessment tool can be used, which shows their attainment in more detail.

- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children may have personal targets which will be reviewed, and a future targets made.
- Teachers meet with SENDCo on a termly basis as part of SEND pupil progress meetings.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Any children working at a level 1 (working below) on our tracking system, will have their progress tracked using the Toolkit.

What support do we have for you as a parent of a child with a SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets will be reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- We host coffee mornings
- We tweet and share information in our newsletters about any useful websites, groups or events you can attend

How is Mundella Primary School accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- The school has wheelchair access and a lift to access the first floor.
- There are disabled toilets.
- We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra curricular activities are accessible for children with SEND.
- We use Makaton to aid communication

- We use communication in print symbols

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving child to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. Targets will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school and in some cases staff from the new school will visit your child in this school.

What Emotional and Social Development support do we have for a child with a SEND?

We recognise that pupils with SEND may well have Emotional and Social Development needs, that will require support in school.

- The Emotional Health and Well being of all our pupils is very important to us.
- We have a number of staff who have achieved a diploma in Trauma with Trauma informed Schools UK
- We are a Healthy Minds School
- We have a member of staff who works with pupils on an individual basis to support their Emotional Health and Well being, as appropriate.
- We have a robust Child Protection Policy in place; we follow National & LA Guidelines.
- We have a robust Behaviour and Discipline Policy in place.
- The Head teacher, Assistant Head teachers and all staff continually monitor the Emotional Health and Well being of all our pupils.
- We have a nurture group for pupils who require extra support.

