



The School SEND Information Report for May Park Primary School

This should be considered alongside Excalibur Academies Trust SEND policy which is found on www.excalibur.org.uk

At May Park Primary School, we believe in providing every possible opportunity to develop the full potential of all students. Our aim is that all students with special educational needs and disability participate in activities compatible with the efficient education of other students and the efficient use of resources. All children will have the right to a broad and balanced curriculum including extra-curricular activities, where appropriate, and full access to the curriculum offered. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their children's education.

1. Aims

Our SEND Information report aims to:

- Explain the school's vision and values for supporting pupils with SEND
- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Explain the Local Offer for SEND and detail where parents can find further information and support

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO, Samantha Williams, is contactable by telephone: 0117 9030075 or by email on swilliams@maypark.excalibur.org.uk or by appointment through the school office.

They will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Principal

The principal will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4.5 Resource Base leader

The resource base leader is responsible for:

- The strategic and operational running of the resource base
- Liaising with parents and professionals involved with children in the resource base
- Monitoring and reviewing the progress of children in the resource base

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and Interaction**, for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties
- **Cognition and Learning**, for example, dyslexia, dyspraxia, moderate learning difficulty, Global Developmental Delay
- **Social, Emotional and Mental Health** difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- **Sensory and/or Physical Needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Teachers will follow a Graduated Approach (see 5.4 for further information) with support from the SENDCO/Behaviour Leads to implement interventions and track progress

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Parents will be involved in setting appropriate, realistic targets alongside their child, the class teacher and SENDCO as appropriate.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Through pupil progress meetings, the class teacher and SENDCo and/or leadership team will identify pupils who are struggling to make progress against the academic and social curriculum appropriate to their age. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

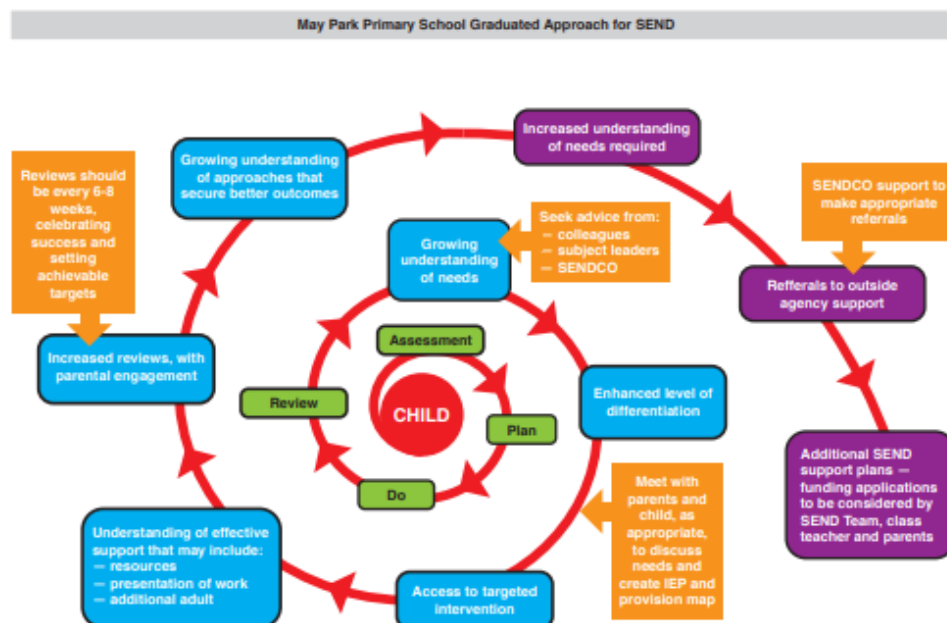
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- The pupil voice is heard
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. Pupils may be issued with an individual education plan or an individual behaviour plan depending on their primary need.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the Graduated Approach and the four-part cycle of **assess, plan, do, review**. The Spiral Model (adapted from NASEN Spiral of Support) is used to guide teachers in next steps in order that any issues with learning and progress are detected quickly and action can be taken.



The class teacher will work with the SENDCo and/or subject leads to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's summative and formative assessment and experience of the pupil

- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly:

- Individual plans (Pupil Profile, Individual Provision Map, SEND Support Plan, EHCP as appropriate) will be reviewed once per term with parents; plans will be updated with progress and next steps in collaboration with the pupil and their parents/carers.
- For pupils with an EHCP, the termly reviews will evidence progress towards yearly targets and will contribute to the Annual Review.
- For pupils with identified High Needs, the termly reviews will evidence progress towards targets and will contribute to the termly reviews which will be recorded on the SEND Support Plan
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required
- Records of outcomes from outside agency referrals will be shared with the class teacher, support staff and SLT.
- Teachers and Support Staff can request support from SENDCo and/or Pastoral Team via the online form Request for SEND/Pastoral Support

5.5 Supporting pupils moving between phases and preparing for adulthood

Please read in conjunction with the Transition Policy

All relevant information held regarding a pupil will be shared with the school, college, or other setting to which the pupil is moving. Parents/Carers and pupils will be made aware of the information that will be shared. All CPOMS and SIMS data is passed over when a receiving school confirms attendance.

Year 6 transitions to secondary school:

May Park works with all secondary schools to ensure that appropriate and relevant information is passed on via transition forms.

For some pupils, an enhanced transition would be available which may include:

- Communication between SENDCos of paperwork and other relevant information
- Additional visits to the receiving school
- Visits from key members of staff at the Secondary setting to the pupil in May Park
- Annual Review transition meetings
- Support resources such as visual handbooks, social stories
- Bespoke transition plans according to guidance from professionals

In year transitions to other mainstream providers and specialist settings:

When in year transitions to other mainstream or to specialist settings are planned, pupils with SEND will be supported through some or all of the following options according to their specific needs

- Communication between SENDCos of paperwork and other relevant information
- Additional visits *to* the receiving school with support from key adults
- Visits *from* key members of staff at the new mainstream or specialist setting to the pupil
- Annual Review transition meetings
- Support resources such as visual handbooks, social stories
- Bespoke transition plans according to guidance from professionals

In year transitions to from other mainstream providers and specialist settings

For pupils **with an EHC Plan**, Bristol Local Authority will send a consultation document to the school which will be carefully considered by the Principal, Governors and SENDCo. A decision will be made around whether the school feel that, with reasonable adjustments in line with the **Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014)**, they can meet the needs as set out in the Education Health and Care Plan. The school must respond within 15 days of receiving the consultation.

If a pupil **does not have an EHCP**, but is known to have special educational needs when they arrive at May Park Primary School, the SENDCo and relevant colleagues will:

- use information from the previous setting to provide an appropriate academic and/or pastoral curriculum for the pupil and focus attention on action to support the pupil within the class
- ensure that ongoing observation and assessment provides feedback about the pupil's achievements to inform future planning of their learning and/or emotional development
- involve the family in co-constructing relevant support for the pupil, implementing appropriate plans which detail and monitor the support provided in line with the Graduated Approach.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. They provide high quality provision that is 'ordinarily available' including:

- Quality first teaching differentiated appropriately for pupils with SEND
- Access to supportive concrete resources and models and images,
- A behaviour policy driven by reward for both achievement and effort.

A menu of interventions is also available, which may be selected to support pupils' education and include but is not limited to:

Communication and Language

- Intensive Interaction
- Attention Autism
- PECS
- Box Clever

- Shape Coding
- Lego Therapy
- Black Sheep interventions

Cognition and Learning

- Precision Teaching
- MeLSA designed bespoke intervention
- Phonics boosters

Social Emotional Mental Health

- Bridge Foundation Therapy
- Play therapy
- ELSA (Emotional Literacy Support Assistant)
- Lego Therapy
- Incredible Flexible You
- Social Thinkers
- Black Sheep Press interventions: Talk About...
- Social Situations
- Bespoke Pastoral support
- Bereavement counselling

Sensory and Physical

- Better Move On
- Mat Man
- Sensory Diet

For those pupils with high or complex needs, bespoke interventions may be detailed by outside agency support. These will be timetabled, delivered and assessed in accordance with the guidance

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by small group work, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Providing communication friendly environments
- Using recommended aids, such as laptops, coloured overlays, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Offering breakout spaces to assist calming
- Creating, where necessary, individualised timetables and/or curriculum in accordance with recommendations and collaboration with outside agency expertise

5.8 Additional support for learning

At May Park, we foster the aspiration that all children and young people should be supported to develop independence in all areas of their life. Additional adult support therefore, is designed to scaffold learning and support to build confidence and promote independent learning, socialising and emotional regulation.

We have 2 ELSAs with specialist knowledge in social and emotional wellbeing. The Assistant Head for Behaviour and Pastoral works with the SENDCo to signpost individual and groups of children for interventions around social and emotional wellbeing.

There are 12 LSAs, one of whom is a MeLSA (Mediated Learning Support Assistant) supporting learning from Nursery to Year 6 who are deployed to support pupils of all abilities through targeted interventions. LSAs are deployed appropriately to support pupil's with EHCPs and SEND Support Plans in 1:1, small group or whole class sessions.

There are 7 SEND LSAs that support in the Resource Base. They are ASD specialists and work under the direction of the class teachers.

Year group Provision Maps (appendix 2) are maintained by class teachers to monitor progress against targeted support and inform future targets and support.

For SEND LSAs, teachers will plan learning for the individual or group of children according to the targets on their IEP, SEND Support Plan or EHCP, following guidance from outside agencies and SENDCo as appropriate.

Time allocation for LSA support is determined by need and/or additional funding secured through Top Up Funding and will be recorded on Individual Provision Maps (appendix 3)

We work with the following agencies to provide support for pupils with SEND:

- Core NHS Speech and Language Therapists
- Community Paediatricians
- Community Occupational Therapy and Physiotherapy
- Educational Psychology
- Autism Team
- The Bridge Foundation Psychotherapy and Counselling
- Alternative Learning Provision

5.9 Expertise and training of staff

The SENDCO has 9 years' experience in this role and has previously worked as a class teacher. She holds the National Award for SENDCO in line with statutory requirements.

We have a team of 12 teaching assistants, including 1 ELSAs and a MeLSA.

All staff are expected to attend whole school CPD sessions which includes:

- 60 minutes weekly CPD
- 5 INSET days

In the last academic year, staff have been trained in:

- Little Wandle synthetic phonics programme (whole school)

- Autism Education Trust (AET) Autism Awareness Course (all staff)
- NASEN: Online Learning Focus on SEND (whole school)
- Attention Autism
- Shape Coding
- Lego Therapy
- Supporting Early Social Communication
- Communication Friendly Environments
- Mental Health
- TEAM TEACH
- ZONES OF REG
- Little Wandle letters and sounds revised

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Termly whole school Pupil Progress and Attainment meetings which identify where limited or no progress has been made and organises year group provision to support
- Reviewing pupils' individual progress towards their targets recorded on an appropriate plan each term in collaboration with the pupil and their parents/carers. Evidence of progress is both qualitative and quantitative.
- Reviewing the impact of interventions after 6 weeks
- Gaining pupil voice through 1:1/small group interviews and questionnaires
- Monitoring by the SENDCO and Pastoral Team
- Annual Reviews for pupils with EHC plans or SEND Support Plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Please read in conjunction with the Accessibility Policy

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are enabled to attend educational visits off site with rigorous risk assessments in place to ensure safety

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. and reasonable adjustments are made to ensure fair access to activities.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- May Park agreed values underpin pupils emotional and social development
- Pupil's with SEND are included in weekly Personal Social Health and Emotion teaching delivered and differentiated by the class teacher. May Park using the Jigsaw scheme of work
- Pupils with SEND are encouraged to be part of the school council
- May Park has a range of interventions that support emotional wellbeing; teachers and support staff refer via the online request for SEND Support Form and cases are discussed at the weekly Pastoral Team Meeting
- The SENDCo and Assistant Principal for Behaviour meet with the Schools Primary Mental Health Specialist termly to discuss any pupil concerns as well as emergency access as required.
- May Park has 2 qualified ELSAs (Emotional Literacy Support Assistant) who run both individual and group sessions.
- We buy in the services of The Bridge Foundation Counselling and Psychotherapy Service; they provide 4 weekly 1:1 therapy spaces for children, plus 2 weekly parent therapy sessions

5.13 Working with other agencies

May Park Primary works with a variety of other agencies to support pupils with SEND. Parent/Carer consent is always obtained when consulting with other agencies. Where possible any meetings between May Park and outside agencies also include parents/carers, pupils may also be invited as appropriate.

May Park has good links with Bristol SEND, Health and Social Care as well as independent and voluntary sector agencies that support families in the city. May Park works with agencies in a combination of ways including:

- Multi-agency meetings about the pupil
- Telephone communication
- Information sharing via email or structured report
- Engagement in Annual Review/Target setting
- Supporting parents to access their services
- Referrals

The agencies that May Park works with includes:

- Health: community paediatricians, school nurse, speech and language, occupational therapy, physiotherapy, CAMHS
- Bristol SEN: Educational Psychology, Bristol Autism Team, Alternative Learning Provision, Sensory Support Services
- Care: First Response, Families in Focus
- Voluntary/Independent sectors: Bridge Foundation, SENDIAS, Supportive Parents,

5.15 Complaints about SEND provision

If parents or carers have a complaint concerning provision for their child they will discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENDCo. Should the matter still be unresolved the parents should contact the Principal. If the complaint remains unresolved the responsible Director from the Excalibur Board should be involved and finally the complaint should be taken to the LA and/or Secretary of State.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

All parents/carers are provided with information regarding services which will support children, young people and their families. Such a services are:

- **Parents for Special Children**, <https://www.sendirect.org.uk/>

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.bristol.gov.uk/web/bristol-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

Please read in alongside:

- Excalibur Academy Trust SEND Policy
- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Transition Policy

Date of information report: September 2023

Date for review: September 2023