Mandeville Primary School

SEN information report

February 2025
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Mandeville Primary School's SEN information report provides information for parents, carers and those who support children with SEND (Special Educational Needs and Disability).

This is an inclusive school and we ensure that all pupils are included in every aspect of school life. We aim to encourage all children, regardless of their SEND, to make the best possible progress and we seek to remove the barriers to learning and participation that can hinder and exclude individual pupils, or groups of pupils. At Mandeville we believe learning should be a rewarding and enjoyable experience for everyone. Our teaching aims to equip children with the knowledge, skills and understanding necessary to make informed choices about the important things in their lives and to take responsibility for their own learning.

The Special Educational Needs Co-ordinator (SENCo) with responsibility for all aspects of SEND is Mrs Laura Williams. The class teaching teams work closely with the SENCo to ensure that the SEND of children in their class are planned for effectively and reviewed regularly.

Mandy Abley is the school governor for Inclusion who oversees the school's work for children with SEND to ensure the quality of provision is regularly monitored.

How does the school know if children need extra help and what should I do if I think my child may have SEND?

The SEND Code of Practice states that 'a child or young person has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

We believe that early identification of needs is both an essential and positive process, resulting in prompt action to address individual difficulties. If you have a concern about your child you should speak to the class teacher as soon as possible.

Children can be identified as needing SEN support in a number of ways:

- By parents and carers raising a concern about their child's behaviour or progress
- By your child voicing that they are experiencing difficulties or need further support
- Through a referral from a GP, a Health Visitor, a paediatrician, the Speech and Language service, the Educational Psychology service or other specialist advisors.
- By class teachers and other staff who identify pupils who are not making good progress in their learning

If a parent or the class teacher has a concern about a child, a meeting will be arranged to discuss the concerns. If further input and advice is needed, an additional meeting with the SENCo can be arranged.

How will school staff support my child?

All children – The teaching teams will deliver excellent Quality First Teaching. This includes differentiation, a range of teaching methods and access to a variety of resources. Teachers use a range of strategies to assess each and every child's knowledge and understanding and adapt plans to build on this to ensure progress.

Some children – If children are identified as having gaps in understanding or at risk of falling behind age-related expectations, short-term additional provision may be put in place. These are likely to be small group sessions with a Teacher or Teaching Assistant on a suitable evidence-based intervention. The impact of this additional provision is monitored by the SENCo.

SEN support – a small number of children may be identified as requiring more specialist input. If the school believes a child may have a special educational need, parents will be informed and SEN support will be put in place. An SEN support plan may be written which includes essential information about your child's needs, the advice received, the outcomes that the child is working towards and the detailed steps to be taken both by the school and you at home. This support plan will be reviewed by the class teacher with you as often as is necessary but at least once per term as part of the 'Assess, Plan, Do, Review' approach. Where a child has an identified special educational need, staff will work with appropriate external agencies (e.g. speech and language therapists, educational psychologists, school nursing team, occupational therapists etc.) as necessary.

How will I know how my child is doing?

All children - Class teachers, supported by the Senior Leadership Team (SLT) and SENCo, regularly and rigorously review children's progress. There are Parent Consultation evenings in each term, dates for which are in the school diary. If a longer appointment is needed, this can be booked at the office. Meetings with the SENCo can also be arranged on these evenings if you wish to discuss any further concerns you may have. At the end of Key Stage 2 (Year 6), children will be formally assessed against national Age Related Expectations using Standard Assessment Tests (SATs) and teacher assessment in accordance with national requirements. In addition, the children in Year 1 are assessed using the Phonics Screening Test and in Year 4 with the mulitplicaiton check. These results are submitted to the Local Authority (LA) & Department for Education (DfE). Analysis is discussed with Governors and LA advisers each autumn term. If your child requires additional arrangements for tests, this will be discussed with you in advance.

SEN support - The progress of children receiving SEN support will be discussed in an additional meeting with the class teacher and/or SENCo each term. If they have an SEN support plan or one page profile, this can be accessed on 'Provision Map'. With your

consent, we may make a referral to an outside agency. The relevant agency would then provide support and advice both for you and the school about how best to support your child to make progress.

Education, Health and Care Plans – The progress of children with EHC plans is formally reviewed at the Annual Review with all school staff and external professionals involved with the child.

EHM – The parents of any children involved in a Families First assessment will be offered additional meetings under the early help module (EHM) system. This can be used when there are multiple agencies (such as medical professionals, behavioural support etc,) involved with a family. It can be helpful to bring professionals together to identify needs, plan actions and evaluate impact.

Children Looked After (CLA) – the carers and parents of any children currently CLA will be invited to a termly Personal Education Plan Meeting (PEP).

How will provision be matched to my child's needs?

All children - Quality First Teaching in the classroom is the key ingredient to support your child's learning. The class teacher is the leader of the provision for all children in their class and will constantly review and monitor your child's progress. We recognise that there is a continuum of SEND requiring a continuum of provision and that your child's needs may change over time, be long or short term and may take a variety of forms. Support for individual children therefore varies considerably according to their needs but is always set in the context of:

- the school's commitment to promoting self-esteem and skills for developing independence
- the school's consistently high expectations for individual progress and achievement for all
- the need of all children to access a broad and balanced curriculum through engaging learning opportunities
- the school's commitment to staff development so that they are equipped to meet the needs of children in the school

The provision in place for individuals is recorded on 'Provision Map' and is regularly reviewed and updated by the class teacher and SENCo. The class teacher and the SENCo work closely together to review both individual and class provision to ensure that it is precisely matched to need, barriers to learning are identified and tackled and the impact of additional provision is maximised. Teaching teams take part in Pupil Focus Conferences termly with a member of the Senior Leadership Team to discuss the progress of all children in their class. The SENco is present for these where necessary.

SEN support - A systematic approach of assessing, planning, implementing and reviewing is integral to the process of precisely meeting the needs of children with SEND as part of the Code of Practice. Parents and children are involved with the teaching teams and SENCo at each step of the cycle. A pupil profile may be written with the child and shared with parents that outlines their strengths, needs and strategies that help. Children who are supported by external professionals may have personalised targets to work on. Additional provision is delivered by a teacher or teaching assistant and specific targets may be recorded in an SEN support plan, accessed through 'Provision Map'. At the end of every intervention cycle or at the end of the term, the impact of the additional provision will be measured and assessed and next steps will be discussed.

EHC Plans – provision for children with an EHC Plan is decided by the Local Authority and outlined in the plan. Specific targets are given and these will be re-assessed at regular intervals. Advice from external agencies will also be implemented.

What support will there be for my child's overall wellbeing?

Support is provided by our teaching teams including the Class Teachers and Teaching Assistants whose roles include the pastoral care of the children in their classes and year groups. Our Mandeville Values are integral to the functioning of the school and accessible for all children to understand. We use Zones of Regulation with all children to give them strategies to cope with, articulate and manage their emotions and feelings. In Year 6, children follow the Penn Resilience Programme designed to develop specific strategies to support coping with difficult personal or social situations. This is followed by .Breathe, a mindfulness practice which enables children to manage and regulate their emotions.

Mandeville is lucky enough to have Molly, our school dog, who is integral to supporting the well-being of all staff, pupils and families in our community. Children will see her on the gate in the morning and on the playground at break-time. Where appropriate they may bring Molly work to show her, have reading opportunities with her or take part in her care, including dog walks.

The school offers nurture group which is specifically designed to support children developing their social interaction and other skills. The school also provides identified children with play therapy/counselling. Family support is also offered through our link school family worker and DSPL7. Appropriate additional provision is identified and planned as part of termly 'pupil focus conferences' between teaching teams and a member of the Senior Leadership Team in which all children and their attainment and progress are discussed. The school has a Wellbeing and Mental Health Policy which covers in more detail what support we offer.

The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people. If your child has medical needs, an individual care plan will be written jointly with you to ensure that the school has a full understanding of your child's needs and that they are planned for. This plan is reviewed at least annually and can be accessed through 'Provision Map'.

What specialist services and expertise are available at or accessed by the school?

The SENCo has a network of support within the trust and is supported by the SEND lead for the Spiral Partnership Trust who provides advisory and practical support as needed.

Our Teaching Assistants have a wealth of experience and training in behaviour management strategies and emotional support. We have identified SEN TAs with specialist training in speech and language, specific learning difficulties and emotional literacy and all staff have received training in Executive Functioning, Autism, ADHD, Zones of Regulation and Sensory Processing.

In line with current Herts guidelines, the school has a universal Behaviour lead, Autism lead and Mental Health lead. Spiral Partnership Trust provides support from an Educational Psychologist.

The school is able to access a large amount of support from external agencies within Hertfordshire – behaviour and special school outreach support, specialist advisory teacher support for a range of SEND and for Early Years and health professionals.

With close links to DSPL7 and the St Albans Plus Local Partnership, the school has access to School Family Workers, counselling services, a range of therapies through NESSie and support with Families First Assessments where necessary.

What training have the staff supporting children and young people with SEND had or are having?

We ensure that all members of our teaching teams receive the development they need in order to provide high quality teaching and learning for all children, including those with SEND. Teachers who have children with low incidence SEND in their class, such as hearing impairment, attend specific training sessions run by the specialist advisory teams.

Regular staff meetings are focussed on an area of Continuous Professional Development (CPD) and we identify further training and development needs on an ongoing basis and annually via Performance Appraisal. Training is refreshed regularly so that staff have the skills and knowledge to meet the needs of the children they are supporting. All staff have Safeguarding training which is updated regularly and the Headteacher and the Deputy are the Designated Senior Leader (DSL) and the Deputy DSL for Safeguarding concerns. There are a number of trained first aiders and an established set of protocols for managing medical needs which are reviewed regularly.

Recent INSET sessions have focussed on:

- Executive Functioning
- Sensory processing
- Positive Regard
- Developing an inclusive classroom

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

- At the beginning of the school year, 'Meet the teacher' sessions are held before or after school where information about supporting learning at home is given.
- Parents and carers receive a class newsletter each term and are encouraged to talk to the class teacher regularly about ways to support learning at home. At the end of each topic of learning, children in Years 1-6 present an 'Express' to their parents & carers.
- 'Marvellous Me' is used to communicate with parents and celebrate learning children have done
- Purple Mash is our online learning platform which children and parents can access at home to complete learning activities
- Home-learning is often adapted to a child's individual needs and a home-school book may be used if this is found to be useful to support communication.
- Each year the school provides a number of briefing sessions or workshops for parents in a variety of areas. These may include Reading with your child, Phonics, Maths mastery, e-safety, supporting children with anxiety and Zones of Regulation.
- Parent Consultation Meetings are held each term to keep you fully informed about your child's progress
- Parents are involved in meetings with external professionals and advice on supporting learning is often included in their reports.

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

All children - Apart from Parent Consultations once each term, teachers have an 'open door' policy where parents are welcome to speak to them before or after school to pass on a message or some essential information. Alternatively, a meeting can be planned if a longer discussion is needed and parents can speak to the teacher directly to arrange this or contact the school office. Once a half term, a 'Heads and Parents' meeting is held where parents can raise questions or issues with the Head Teacher.

SEN support – SEN support meetings with the class teacher and/or SENCO take place termly in addition to Parents Evening. These are used to discuss what has gone well and what the next steps should be as parts of the 'Assess, Plan, Do, Review' cycle and this may be used to write an SEN support plan. Parents are always informed of any meetings with professionals and external agencies and are present at meetings where appropriate.

EHC Plans – Parents of children undergoing statutory assessment are consulted with and involved at every stage of the process. Annual reviews of the EHC Plans are conducted.

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

No child will be excluded from any activity, inside or outside of the classroom, because of a special educational need. Reasonable adjustments will always be made when necessary to ensure this is possible.

We endeavour to ensure that school trips are accessible to all children. An assessment of any risk will be carried out with the parent and the necessary precautions taken. Teachers carry out pre -visits for school trips to ensure they run smoothly. Additional adult support will be deployed where necessary and activities can be adapted to meet the needs of pupils.

How accessible is the school environment?

- The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary.
- The building is wheelchair accessible and has disabled changing and toilet facilities.
- We are committed to supporting all children to fully access the curriculum. If your child needs any specialised equipment we will seek advice from the appropriate medical and health professionals.
- The school has a number of staff members who speak a number of languages and we are happy to use interpreters as necessary to ensure that we can communicate effectively with parents whose first language is not English.

Who can I contact for further information?

Laura Williams is the school Special Educational Needs Co-ordinator (SENCo). She can be contacted by telephone or via the school email address senco@mandeville.herts.sch.uk.

How will the school prepare and support my child to join the school, **transfer to a new school or the next stage of education?**

The school plans transition to meet the needs of the child, taking into account their age and stage of education. For children who need additional preparation for a change of class, we may plan a personalised programme. Teaching teams carry out a thorough handover for the new class team to ensure that all necessary information is shared from one year to the next and there are 'Meet the Teacher' sessions early in September each year.

Starting school in Nursery or Reception – All children will receive a home visit from their teaching team so that the child has the opportunity to meet new adults in a familiar setting. Children who are already at a setting may have an additional visit to their nursery or pre-school. Where necessary, meetings are arranged with the SENCo. All children attend a move-up morning and there is a gradual transition into starting school. This can be adapted for any individuals if needed.

Children moving from/to another school – we will contact the school's SENCo to discuss specific arrangements or support that may be necessary for your child. We will ensure that all records about your child are passed on as soon as possible.

Children moving to a new year group – information is passed to the new teaching team in advance and all teachers have the opportunity to talk through each pupil in a handover meeting. Additional meetings between the teacher and SENCo are arranged if necessary. Some children may have a social story or make a book to support their understanding or have additional transition sessions with their new class teacher.

Year 6 to Year 7 – In the final half term, all year 6 pupils have PSHE sessions focused on transition. In addition, small group or individual sessions may be carried out. Mandeville's SENCo will meet with the secondary SENCos to pass on relevant information. Secondary SENCOs are invited to attend any relevant meetings with external agencies and to any EHC meetings. Heads of Year 7 will visit pupils in school and pupils will spend some time at their secondary school. Additional visits are arranged for pupils who would benefit from this.

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

Within its overall budget, the school has an amount identified as the notional SEND budget. The school ensures that it has the most effective level of support available to meet children's needs including teachers, Teaching Assistants, specialist equipment and books. The budget is also used to provide any professional development or specialised training for staff. Where a child requires provision which exceeds the nationally prescribed threshold, additional top-up funding can be applied for through the local authority (Local High Needs Funding). Children who have an Education Health Care Plan (EHCP) are banded in order to determine the funding they will receive.

How is the decision made about how much support my child will receive?

If your child needs support over and above Quality First Teaching, the amount and type of support will be planned precisely, taking into account their needs, barriers to learning, stage of development, your views, their own views and through consultation with you. The emphasis in our school is on early identification, precise planning and targeted effective support to minimise any long term need for additional support. All resources, training and support are reviewed and changes to provision made as necessary. Parents are included and kept informed of these decisions.

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Local authorities **must** publish a Local Offer, setting out in one place, information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND, including those who do not have Education, Health and Care (EHC) plans. In setting out what they expect to be available, Local Authorities should include provision which they believe will actually be available.

Hertfordshire's Local Offer can be found at: www.hertfordshire.gov.uk/microsites/local-offer/the- hertfordshire-local-offer.aspx

DSPL7 support can be found at: www.dspl7.org.uk facebook page: @dsplseven

Glossary of terms

- Families First Assessment – early help module (EHM): a national standard for assessing needs and deciding how best to meet them through a simple process. It avoids duplication of paperwork and improves referral between agencies.
- Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.
- DSPL7: Delivering Special Provision Locally (Area 7) works with parents, carers, education settings, professionals and other agencies to ensure there is a range of SEND provision and support services available in the local community for children and young people aged 0-25.
- Graduated approach: A model of action and intervention in schools to help children who have special educational needs. The Assess, Plan, Do, Review approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.
- Low incidence SEND: The term is used to describe more profound needs that occur less frequently and may require a more specialised response
- Quality First Teaching: the effective inclusion of all pupils in high-quality everyday personalised teaching.
- Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision.
- SEN support: In the SEND Code of Practice the categories of School Action and School Action plus have been replaced by a single category called SEN Support.
- SpLD: Specific Learning Difficulty such as Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia, ADD or ADHD.