

# Mayfield Primary School SEND Information Report (2023-24)

This is the Mayfield SEND Information Report – a document that sits alongside our Trust’s SEND policy adopted by our school. Since the introduction of the SEN Code of Practice (2014), the governing bodies of maintained schools must publish information on their websites about the implementation of the governing body’s policy for pupils with SEND. This report will be updated annually.

This report is additional to the school’s SEND policy, which sets out some of the legal requirements and duties of school in meeting the needs of pupils with SEND.

## How does school identify Special Educational Needs and Disabilities (SEND)?

- A child has SEN, 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, or
  - has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.
- Some children may join Mayfield Primary School with an already identified special educational need or disability. When this happens, we work closely with the child’s family and the professionals who know them best to help them to make a settled and happy start to their life at Mayfield.
- For other children, a special educational need or disability may arise at some point during their school life. When this happens, school will follow a ‘graduated approach’ to meeting their needs, which will be explained in the next section.
- Most identified SEND will fit into one of these 4 groups: **communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs.**
- If a member of staff feels that a child may have SEN or a disability, they will follow the ‘graduated approach’ outlined below.

## What is The Graduated Approach to SEN and Disabilities?

- Where a member of staff (usually the child’s class teacher) has concerns about a child’s progress, the first step will be to adapt their teaching and provide some additional support within the classroom to try to meet their needs. This is known as providing high quality first teaching.
- If there are still concerns, the member of staff may next speak to the Special Educational Needs Co-ordinator (SENDCo), which is Mrs Tyson, for some advice.
- At this point, school will meet with you as parents / carers to discuss our concerns and plan the next steps in supporting your child at school and at home. Where appropriate, this meeting will also involve your child as their views should form part of the planning.
- This is the beginning of the ‘graduated approach’.
- Once the next steps have been identified, it may be decided that additional support will be put in place to try to meet your child’s needs. Some of the interventions which may be used can be found in the ‘What Interventions Do School Use?’ section.
- Your child will be given a Support Plan and a provision map to show what support / intervention they are receiving.
- Parents / carers will be invited back at a later date to review the support and intervention with their child and other professionals.
- At all points throughout the SEND process, we aim to ensure that families are involved, consulted and included within all decision making.

## What should I do if I think that my child has a Special Education Need (SEN) or disability?

- If you think that your child may have SEN or a disability, please feel free to come and discuss your concerns with school.
- The best people to talk to first would be your child's class teacher, your child's Key Stage lead (EYFS: Miss Alderson / KS1: Mrs Davies / KS2: Miss Davys), Mrs Tyson (SENDCo) or Mr Couper-Barton (Headteacher).

#### **What interventions do school use?**

- At Mayfield, we use a variety of interventions to support our children. These interventions are often led by our highly skilled teaching assistants (TAs). Interventions are often used to develop the pupils' English and Maths skills.
- Interventions may take place with children individually (1:1) or in a larger group of children (usually no more than 6 children).
- Some interventions we regularly use are:
  - English  
Wellington Square, ALS (additional literacy support), WELLCOMM, Time to Talk and NELI (speaking and listening), Word Wasp, 1:1 English tuition,
  - Maths  
Power of 2, RM Maths, Stern, Springboard, 1:1 maths tuition,
  - Social and Emotional Skills  
Meet and Greet, Dinosaur School, Reflection Time, Lego Therapy, Social Stories,
- Our Pastoral Team also provide opportunities for the development of social skills through tailored individual interventions.

#### **How is the curriculum changed to meet the needs of SEND pupils?**

- Mayfield is an inclusive school where we aim to meet the needs of all children to enable them to achieve their full potential. Children with SEND access the full curriculum along with their peers.
- All teachers ensure that lessons are well planned to meet the needs of all children. This is often called differentiation. Lessons, tasks and activities can be adjusted where appropriate to meet the learning needs of children with SEND. This could be through pre tasks to prepare children for future learning, post-tasks to consolidate learning, additional scaffolding, specific planned activities to address needs, more support from the teacher or teaching assistant or through the use of resources, such as a spelling bank or number line.
- We identify training which can improve the knowledge and skills of our teachers and TAs and help them to provide the children with the best possible support, where appropriate.
- Staff have received training to support children with a range of SEND including autistic spectrum disorder (ASD), dyslexia, speech, language and communication needs (SLCN) and social, emotional and mental health challenges.

#### **How does school assess pupil progress?**

- Teachers / teaching assistants continually assess pupils during lessons; checking that they understand what is being taught and using this information to adapt their teaching.
- Some methods of assessment which teachers regularly use include asking questions, observing children working, reading the children's own comments in their books or marking work.
- Pupils find out about their own progress through verbal feedback and written comments in their book, appropriate to a child's age or ability.
- Pupils are 'formally' assessed each term and their progress is carefully tracked by school. Each class teacher meets with members of the Senior Leadership team, at least termly, to review and discuss the progress of every child, and their next steps.

- For some of our SEND pupils, parents / carers are invited to a review meeting each term, where their child's progress is discussed in more detail and targets are reviewed and updated.
- Any parent / carer of a child with SEND can request a termly review meeting if they feel that this would be beneficial and should contact our SENDCO, Mrs Tyson, if they wish to discuss this further.

#### **What extra equipment and resources do school use to support pupils?**

- Some children benefit from the use of additional or specialist equipment and resources. This may include: a visual timetable, a separate workstation away from other distractions, the use of pictures and symbols to aid communication.
- In addition to this, school regularly use iPads, iPods and a range of computer-based resources with all children throughout school. Some of these activities, games and apps are specifically designed for children with SEND such as Clicker 8.

#### **How does school work with other services?**

- School work closely with a variety of other agencies to support children with SEND.
- The Quality and Effectiveness Support Team (QEST) work with school to provide training for staff and provide support for specific children.
- Where there are concerns about a child, a referral can be made to: the doctor (CPS), the speech and language therapy service (SALT), occupational therapy (OT), the educational psychologist (EP), the Early Help team (social, emotional, and mental health).
- Where staff feel that a referral to another agency should be made, parents / carers will always be consulted first and asked to give their consent.
- Parents / carers are welcome to discuss referrals with the SENDCO, if they feel that there is a service which they would like their child to be assessed by.

#### **What extra-curricular activities are available for pupils with SEND?**

- As an inclusive school, we ensure that all children are given the opportunity to attend extra-curricular activities.
- Some of the clubs on offer include: morning sports club, after school sports clubs, and film club, for example.
- We provide a range of educational visits throughout the year to enhance our curriculum. Visits are accessible to all children, including those with SEN or disabilities. Additional measures, including Risk assessments, are put in place where required.

#### **How does SEND funding work?**

- Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupils' need from this.
- If the cost of providing additional support for a child's needs is more than £10,000 per year, then the child may be eligible for an Education Health and Care (EHC) Plan assessment. More information about EHC Plans can be found in section 8 of the Trust's **SEND** Policy.
- Where a child does have an EHC Plan, parents / carers will be included in deciding how the additional funding should be spent. Parents / carers will also be offered a 'personal budget', allowing them to have input into how the funding may be spent.

#### **Where can pupils with SEND get extra support?**

- At Mayfield, we value the views of all children. An annual survey is conducted amongst the Key Stage 2 children to gain their views about school life.

- If a child feels wants to talk to an adult in school, they are encouraged to speak to a member of staff they are comfortable talking to, i.e. their 'trusted adult'. This could be their class teacher, a teaching assistant, the SENDCo, our pastoral support assistant and Headteacher or Deputy Headteacher, for example.

#### **Where can parents / carers get extra support?**

- Oldham's parent / carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. [pointoldham.co.uk](http://pointoldham.co.uk)
- Parents / carers can also find a list of services and support for SEND through Oldham Council's 'local offer'. This can be accessed at the following web address: [https://www.oldham.gov.uk/info/200368/children\\_with\\_disabilities](https://www.oldham.gov.uk/info/200368/children_with_disabilities)
- Parents / carers are always welcome to discuss SEND concerns with school staff.

#### **Who are the key adults at Mayfield that I could speak to about my child?**

- Class teachers / teaching assistants
- SENDCo – Mrs Tyson
- Attendance and Safeguarding – Mr Humphries
- Pastoral Support Assistant- Mrs Stanley
- Key Stage leads (EYFS: Miss Alderson / KS1: Mrs Davies / KS2: Miss Davys)
- Deputy Head Teacher – Mrs S Davies
- Head Teacher – Mr M Couper-Barton

[\(info@mayfield.oldham.sch.uk\)](mailto:info@mayfield.oldham.sch.uk) 0161 624 6425

#### **What should I do if I am not satisfied with a decision or what is happening for my child?**

- Your first point of contact should always be the school – this will very likely be the class teacher or teaching assistant in the first instance, followed by other staff that may include our pastoral support assistant, Key Stage Lead, SENDCo or Headteacher / Deputy Headteacher. Most concerns and questions can usually be discussed and positively addressed in this way. If you are not satisfied that your concern has been addressed, please speak to the Headteacher, Mr Couper-Barton. Where concerns remain, you should follow Cranmer Education Trust's Complaints procedure, outlined in the policy on Mayfield's website.
- We aim to work collaboratively with parents / carers to ensure that any concerns or issues are dealt with quickly and harmoniously.
- If your concern is with the local authority, contact the Senior Children's Complaint's Officer, contact details as follows:
  - Tel: 0161 770 1129
  - [cypf.complaints@oldham.gov.uk](mailto:cypf.complaints@oldham.gov.uk)
- The [Parent Partnership Service](#) provides independent, individual information and advice for parents / carers of children with special educational needs. Visit [http://www.oldham.gov.uk/pps/info/12/about\\_the\\_service](http://www.oldham.gov.uk/pps/info/12/about_the_service) for more information.