

**MASEFIELD PRIMARY SCHOOL****SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT****2019-2020**

(Regulation covered by statement indicated in brackets)

**General Information/Frequently Asked Questions****What should I do if I think my child has a Special Educational Need or Disability?**

If you are worried that your child may have a Special Educational need, the first person to talk to is your child's class teacher. At Masefield, we pride ourselves on listening to our parents and really getting to know our children. The class teacher will listen to your concerns and will discuss some strategies they can put in place to support your child. If necessary, they will ask you to speak to the SENCo (Mrs Rachel Atkins). From there, Mrs Atkins, will arrange to check your child's current assessment data, liaise with staff members and then contact you to share feedback and next steps, as well as any action (if any) that needs to be taken in order to support your child further.

**What is the school ethos/approach to SEN and Disability?**

(Reg 3c: In general, how do school approach the teaching of pupils with SEN/D?)

Our main ethos around SEND is that all teachers are the teachers of all children. We believe in "quality first teaching", ensuring that all children have high quality, differentiated teaching to support them, whether they do or do not have SEND. Such high quality teaching allows us to identify SEND early and ensure that children receive the support they need to make progress. At Masefield, we believe that it is the responsibility of all members of staff to ensure that the children in the class progress. We believe that all children have a right to access everything that the school has to offer and to be able to reach their full potential. It is down to all of us as a team to ensure that we do everything we can to make sure this is the case for all of our SEND children.

At Masefield we meet regularly to review the quality of teaching for our children and to put into place intervention strategies for any children at risk of under achieving. This means that, where appropriate, we may need to review strategies and improve teacher's understanding of specific needs.

## What is the school ethos/approach to SEN and Disability? (continued)

This is usually done via staff meetings or through specialist advice. The class teacher is responsible for implementing any strategies that will support children within their class that will support them in achieving their targets.

## How will I know how my child is doing in school?

(Reg 3b: School arrangements for assessing and reviewing the progress of children/young people with SEN)

There are many opportunities for parents to get involved in school life and stay informed on how your children are doing. During each term, we hold parent conference meetings. You will get the opportunity to discuss with your child's class teacher and they will inform you of how your child is doing. At the end of the year, a longer report will be provided to let you know how your children have been getting on throughout the year. If your child has some form of SEND you will also be invited to learning plan review meetings three times a year (December, February and May) where you will have a further chance to discuss your child's needs and progress. In addition to this there are many chances throughout the year where parents are invited into the school. This might be after a school or class play or performance, special art or science days or 'stay and play' sessions in the Early Years.

If your child requires a multi-agency meeting, this will be arranged with appropriate paperwork and all agencies will be invited to attend. Parents are always informed of any decisions made at meetings if they are not present themselves. Finally, all class teachers, the SENCo and SENCo Support will make themselves available upon request to discuss any issues or worries you might have. If you would like to speak to the SENCO you can arrange this through your child's class teacher or by asking for an appointment at the school office. It is really important to us that any concerns or worries are addressed promptly so please don't hesitate to contact us.

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

(Reg 3g: in particular the development of their social and emotional skills)

At Masefield, we pride ourselves on looking after the whole child. We have dedicated staff in school focused on caring for children's well-being. This includes:

- Key workers - to make contact and support vulnerable children

## What support will there be for my child's overall well-being? (continued)

- Access to a school counsellor - who takes time to speak to children one-to-one or on a small group basis to discuss any issues the children may have or unwanted feelings
- Nurture Groups - to develop self-confidence and self-esteem for those who need it
- All children also receive teaching on the Social and Emotional Aspects of Learning (SEALs) as a standard part of the curriculum. The ethos of support is embedded into school life.
- Subsidised school trips - to promote learning outside of the classroom.

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

(Reg 7: School arrangements for consulting the parents of children and young people about, and involving them in, the education of their child)

As mentioned previously, there are several opportunities planned throughout the year at parent conference meetings and Learning Plan review meetings for parents to take part in detailed discussions about your child's education and how you feel we can best support your child.

We also ensure that parents/carers are involved at every stage of the SEN process and speak to them regularly about the needs, concerns and aspirations that their children have. We contact parents regularly to update them on the SEN process and any progress that has been made to support your child. Parents of children with SEN are invited to multi-agency meetings where necessary and their opinion, as well as that of the child, is of the utmost importance.

Furthermore, we hold events throughout the year where parents can come in and discuss how core subjects like English and Mathematics are taught. This is your chance to learn how best to help your child at home and give your thoughts and opinions on the methods used. At Masefield we always value parents' opinions so will be happy at any point to discuss your child's learning with you.

## How do Masefield Primary School involve children and young people in their education and in the decision making process?

(Reg 8: School arrangements for consulting and involving children and young people in their own education)

In accordance with the **Special Education Needs Code of Practise: 0 to 25 years, 2015** and **Part 3 of the Children and Families Act, 2014** Masefield Primary School will:

- Establish and keep a record of students with Special Educational Needs which specifies at which stage of SEND they are classified (SEN Support, Statement or EHCP)
- Record the necessary steps we need to take in order to ensure that needs of pupils are met
- Implement personalised interventions, relevant to specific children, which are assessed regularly using the cycle of assess-plan-do-review
- Assess children on a termly cycle, ensuring that they are meeting targets set for them. If they are not, intervention is put into place and reviewed
- Children with SEND are encouraged to be involved in their learning plan which includes relevant information to them - such as how adults can support them individually.
- All children with a Statement/EHCP are invited to contribute to their annual meetings or transfer review meetings to ensure their needs, concerns and aspirations are listened to.
- If children do not feel comfortable attending the meeting in person, their views are pre-recorded and presented to all agencies at the meeting.

## Who, outside of school, can I turn to for advice and support?

(Reg 11: Contact details of support services/groups for parents of pupils with SEN, for example parent partnership)

At school we are always happy to help and listen but sometimes you may want impartial advice from outside of school. This might be about services available in the Local authority, transition to secondary school or other issues that may come up.

## Who, outside of school, can I turn to for advice and support? (continued)

Parent Partnership is a national organisation who has local knowledge about services available in this area as well as national laws and guidance. You can contact the local branch on:

### **Bolton Information and Advisory Service (Formally Parent Partnership)**

Lowndes Street Nursery  
Bolton  
BL1 4QB  
Telephone: 01204 848 722

## Where can I find information about Local Authority provision for children and young people with SEN?

(Reg 13: Details of where the Local Offer is published)

Bolton Council has published a Local Offer. This details all the services available within the area to support a family or child with SEND. This includes health, social and care information as well as education and is a great place to go for information. To access the local offer just use the web address below.

[www.localdirectory.bolton.gov.uk](http://www.localdirectory.bolton.gov.uk)

## How should complaints regarding SEN provision be made and how will they be dealt with?

(Reg 9: Detail the arrangements made by the Governing Body relating to the treatment of complaints)

If there are any issues arising around your child's education please feel free to contact school via your child's class teacher or the SENCO so that we can try to deal with the issue quickly. If your concerns remain once speaking to the SENCO, you are more than welcome to speak to the Head Teacher (Miss Gemma Yapp) in order to discuss your concerns further. Should it be necessary for actions to be taken further, we ask that you follow the school's complaints procedure which is outlined in the schools prospectus and is also available on our website.

The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required and are available through the Local Offer set out by the Local Authority.

### How do I get a copy of the school SEN policy?

A copy of the school SEN policy is on the school's website [www.masefield.bolton.sch.uk](http://www.masefield.bolton.sch.uk)  
Alternatively, a copy of the SEN policy will be made available, on request, from the school office.

### Who do I contact for further information?

(Reg 4: Contact details of the SENCO)

For further information or support please feel free to contact Mrs Atkins. They can be contacted via your child's class teacher or the office on 01204 333714.

## Need specific information

	<b>COGNITION AND LEARNING</b>	<b>COMMUNICATION AND INTERACTION</b>	<b>SOCIAL, EMOTIONAL AND MENTAL HEALTH</b>	<b>SENSORY AND/OR PHYSICAL</b>
<p><b>Masefield Primary school policy for the identification of needs</b> (Reg 2)</p> <p><i>At Masefield we believe in early identification of needs so that support can be put in place as quickly as possible.</i></p>	<p>To support this, baseline assessments are made as soon as children join us in the Early Years. Regular assessment is also carried out half termly throughout school. This means that any children falling behind in their learning can be quickly identified. Further investigations can then be made using more specific assessments or expert assessment when necessary.</p>	<p>Communication is vitally important to being able to access the curriculum. Throughout the whole school, although particularly in the Early Years, the class teachers and support staff very carefully monitor children's communication development. We have links with local Speech and Language Therapists who we will refer to with parent's consent for further, more detailed assessments where necessary.</p>	<p>Social and emotional needs may present at home as well in the educational setting. At Masefield, we think it is very important to communicate with parents, particularly if there are any concerns around a child's social or emotional development. Any children that may be vulnerable to social, emotional and mental health needs are closely monitored and discussions held with parents. Furthermore, staff will monitor the characteristics of all children and will notify relevant staff or parents of changes in a child's behaviour within school.</p>	<p>There are standard health tests in the Early Years and Year One around sight and hearing where any issues will be picked up. In addition, where concerns are raised by either class teachers or parents we are able to refer to the local School Nurse for further health assessment.</p>
<p><b>How Masefield assess whether a child/young person has SEND</b> (Reg 2)</p>	<p>As mentioned above children are regularly assessed throughout their school life. Where concerns arise further assessments may be carried out such as those listed below.</p> <ul style="list-style-type: none"> <li>•Screening /diagnostic tests</li> <li>•Reading and spelling</li> </ul>	<p>As mentioned above children are regularly assessed throughout their school life. Where concerns arise further assessments may be carried out such as those listed below.</p> <ul style="list-style-type: none"> <li>•Information from outside agencies e.g. Ladywood , focus learning support, Speech and language therapists and</li> </ul>	<p>As mentioned above children are regularly assessed throughout their school life. Where concerns arise further assessments may be carried out such as those listed below.</p> <ul style="list-style-type: none"> <li>•Information from outside agencies e.g. Ladywood, Behaviour Support, Child and Adolescent Mental Health</li> </ul>	<p>As mentioned above children are regularly assessed throughout their school life. Where concerns arise further assessments may be carried out such as those listed below.</p> <ul style="list-style-type: none"> <li>•Information from outside agencies e.g. Ladywood, School Nurse/ Health Visitor, Sensory Support Service and</li> </ul>



	<p>tests(Dec/June)</p> <ul style="list-style-type: none"> <li>•NFER non verbal reasoning tests (Year 3)</li> <li>•Information from outside agencies e.g. Ladywood, focus learning support and Educational Psychologist (EP)s</li> <li>•Reports or observations</li> <li>•Records from previous schools, etc.</li> <li>•Information from parents</li> <li>•National Curriculum results</li> </ul>	<p>Educational Psychologist</p> <ul style="list-style-type: none"> <li>•Reports or observations</li> </ul>	<p>Service and Educational Psychologist</p> <ul style="list-style-type: none"> <li>•Reports or observations</li> <li>•Boxall profile.</li> </ul>	<p>Educational Psychologist</p> <ul style="list-style-type: none"> <li>•Reports or observations</li> </ul>
<p><b>Type of SEN provision made throughout Masfield</b> (Regs 1 &amp; 3e)</p>	<p><b>Pupils with an Education, Health &amp; Care Plan</b> Receive all the support mentioned below, plus: Advice from EP / Specialist teacher Reduced/ increasingly individualised timetable 1:1 support in or out of class as necessary.</p> <p><b>Pupils who do not have an Education, Health and Care Plan</b> Lunch time readers Additional 1:1 reading KS2 reading buddies IEP time with Teacher / TA Small group sessions - English and Maths In class support from TA Learning mentors</p>	<p><b>Pupils with an Education, Health &amp; Care Plan</b> Receive all the support mentioned below, plus: Advice from EP / Specialist teacher Reduced/ increasingly individualised timetable 1:1 support in or out of class as necessary.</p> <p><b>Pupils who do not have an Education, Health and Care Plan</b> Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words Increased visual aids / modelling Visual timetables Use of symbols</p>	<p><b>Pupils with an Education, Health &amp; Care Plan</b> Receive all the support mentioned below, plus: Advice from EP / Specialist teacher Reduced/ increasingly individualised timetable 1:1 support in or out of class as necessary.</p> <p><b>Pupils who do not have an Education, Health and Care Plan</b> Whole school behaviour policy Whole school rules Whole school reward and sanctions systems Circle Time PSHCE focused work Restorative practice. Social and Emotional Aspects</p>	<p><b>Pupils with an Education, Health &amp; Care Plan</b> Receive all the support mentioned below, plus: Individual support in class during appropriate subjects e.g. Science, PE and lunch time <b>Pupils who do not have an Education, Health and Care Plan</b> Flexible teaching arrangements Staff aware of implications of physical impairment Pencil grips Brain gym Improved accessibility of building Moving and handling training Additional fine motor skills practice</p>



	<p>Target groups in class/ additional time  Cut away groups during lesson inputs to meet individual needs  Differentiated curriculum planning, activities, delivery and outcome  In-class TA support  In-class targeted teacher support  Increased visual aids / modelling etc  Visual timetables  Use of writing frames  Access to ICT  Team teach / modelling  Basic skills</p>	<p>Structured school and class routines  Environmental clues  In class support with focus on supporting speech and language  Use of ICT - e.g. iPads  Small group or 1:1 support for language  Social skills group  Speech and Language support / advice  Advice from EP / Specialist teacher</p>	<p>of Learning (SEAL)  In class support for supporting behaviour targets, access, safety  Additional Teacher / TA group support  Individual behaviour charts  Small group or 1:1 support for social skills  Individual counselling  Individual support or mentoring  Social skills training  Anger management  Advice from EP / Specialist teacher  Time-out</p>	<p>In class support for supporting access, safety  Physiotherapy programme  Occupational therapy programme  Advice from EP / Specialist teacher  Advice from sensory support service.  Larger print, environmental adjustments where necessary.  Particular seating arrangements.</p>
<p><b>How Masefield school evaluate the effectiveness of the provision made</b>  (Reg 3a)</p>	<p>All additional interventions are evaluated termly using pupil progress results. In addition learning plan reviews provide an opportunity to monitor how effective provision has been for individual children with their parents input. We also use "raw scores" from tests completed and analyse the impact intervention has made on these.</p>	<p>All additional interventions are evaluated termly using pupil progress results. In addition learning plan reviews provide an opportunity to monitor how effective provision has been for individual children with their parents input. Where children are undergoing specific Speech and language input, therapists regularly visit school to evaluate progress and the effectiveness of programmes delivered in</p>	<p>All additional interventions are evaluated termly using a Boxall Profile and class observations as well as academic progress. In addition learning plan reviews provide an opportunity to monitor how effective provision has been for individual children with their parents input.</p>	<p>All additional interventions are evaluated termly using a class observations as well as academic progress. In addition learning plan reviews provide an opportunity to monitor how effective provision has been for individual children with their parents input. Support services regularly come into school to support assessment of the effectiveness of the provision and provide further advice.</p>

		school.		
<p><b>How Masefield school adapt the curriculum and school environment for pupils</b> (Reg 3d)</p>	<p><b>Curriculum</b> Differentiated curriculum planning, activities, delivery and outcome In-class TA support In-class targeted teacher support Increased visual aids / modelling etc Use of writing frames Access to ICT <b>Environment</b> Increased visual aids / modelling etc Visual timetables</p>	<p><b>Curriculum</b> Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words In-class TA support In-class targeted teacher support Increased visual aids / modelling etc Use of writing frames Access to ICT <b>Environment</b> Structured school and class routines Environmental clues Increased visual aids / modelling etc Visual timetables</p>	<p><b>Curriculum</b> Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words In-class TA support In-class targeted teacher support Increased visual aids / modelling etc Whole school behaviour policy Whole school rules Whole school reward and sanctions systems Circle Time PSHCE focused work Individual support or mentoring Social skills training Anger management <b>Environment</b> Increased visual aids / modelling etc Whole school rules</p>	<p><b>Curriculum</b> Differentiated curriculum planning, activities, delivery and outcome Flexible teaching arrangements Staff aware of implications of physical impairment <b>Environment</b> Larger print, environmental adjustments where necessary. Particular seating arrangements. Improved accessibility of building Moving and handling training Pencil grips</p>
<p><b>How the school ensure the inclusion of pupils with SEN in activities outside of the classroom</b> (including</p>	<p>All children have the opportunity to join in all activities inside and outside of school where possible.</p> <p>During school trips additional support staff will attend to ensure that children with learning needs are able to join in</p>		<p>All children have the opportunity to join in all activities inside and outside of school where possible. During school trips additional support</p>	<p>All children have the opportunity to join in all activities inside and outside of school where possible. During school trips additional support</p>

<p>school trips and after school clubs) (Reg 3f)</p>	<p>and experience activities outside the classroom to their fullest.</p>		<p>staff will attend to ensure that children with learning needs are able to join in. Additional measures around incentives and reward schemes may be used where necessary.</p>	<p>staff will attend to ensure that children with learning needs are able to join in. Where a significant physical need is present parents may be invited to come along on trips to ensure that all needs can be met whilst out of school.</p>
<p><b>What specialist skills/expertise do school staff have?</b> (Reg 5)</p> <p><i>At Masefield we are constantly assessing the needs of our staff and act upon any training gaps we identify in order to ensure our staff are trained in any situation to support all children in our educational setting.</i></p>	<p>All teachers and Support staff have regular training on how to provide quality first teaching to all children and effective differentiation and deployment of support staff.</p> <p>All staff also have phonics training and TAs working with identified children have additional training in delivering Literacy and Numeracy interventions (eg, Reciprocal reading,).</p> <p>In addition the SENCO Support (Mrs Atkins) has completed the National Award in Special Educational Needs.</p>	<p>All staff have a basic level of ELKLAN training and several members of staff throughout the Academy Trust are also trained to level 3 or 4.</p> <p>All staff are trained in using KAGAN strategies to support collaborative learning.</p>	<p>All staff, including lunchtime staff, have had training from the Behaviour Support Service.</p> <p>Staff have also completed "Team Teach" which promotes positive handling, should it be necessary in a given situation, in order to maintain the safety of all members of the Masefield community.</p>	<p>There are 16 members of staff with First Aid training ready to intervene with any physical needs.</p> <p>Epilepsy and Asthma training have also been provided to all staff. Where specific sensory or physical needs occur advice and training is given as needed by specific services such as physiotherapy, occupational therapy and sensory support services.</p>
<p><b>What training are the staff teaching and</b></p>	<ul style="list-style-type: none"> <li>• SENCO - NASENCO award</li> <li>• Phonics training - all</li> </ul>	<ul style="list-style-type: none"> <li>• ELKLAN - all level 1</li> <li>• ELKLAN - members of the Academy Trust</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour training from BSS - all staff.</li> <li>• Team-teach</li> </ul>	<ul style="list-style-type: none"> <li>• First aid</li> <li>• Epilepsy awareness</li> <li>• Asthma awareness</li> </ul>

<p><b>supporting pupils with SEN having/recently had?</b> (Reg 5)</p>	<p>staff</p> <ul style="list-style-type: none"> <li>Regular staff meetings on quality first teaching</li> </ul>	<p>level 3 and 4.</p> <ul style="list-style-type: none"> <li>Kagan Structures - all staff</li> </ul>		
<p><b>What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services) (Reg 10)</b></p>	<ul style="list-style-type: none"> <li>Ladywood outreach service</li> <li>Educational Psychologist</li> <li>COG</li> <li>SNUFF</li> </ul>	<ul style="list-style-type: none"> <li>Speech and language therapy</li> <li>Ladywood outreach service</li> <li>Ladywood SpLD service</li> <li>Educational Psychologist</li> <li>COG</li> <li>SNUFF</li> </ul>	<ul style="list-style-type: none"> <li>Speech and language therapy</li> <li>Ladywood outreach service</li> <li>Educational Psychologist</li> <li>COG</li> <li>SNUFF</li> <li>Behaviour Support Service</li> <li>CAMHS</li> </ul>	<ul style="list-style-type: none"> <li>Ladywood outreach service</li> <li>Educational Psychologist</li> <li>COG</li> <li>SNUFF</li> <li>Sensory support Service</li> <li>School Nurse</li> <li>Health Visitor</li> <li>Occupational Therapy</li> <li>Physiotherapy</li> <li>Epilepsy / Asthma Nurses</li> <li>Paediatrician</li> </ul>
<p><b>How is equipment and facilities to support pupils secured?</b> (Reg 6)</p>	<p>As set out in the SEND Policy, there is an allotted fund set aside for resources and equipment to help our SEND children. Some resources are accessed through specialist services and others are ordered directly from Educational equipment suppliers. Equipment and facilities are based on the needs of the children - for example, specially adapted pens to support handwriting, roller ball mouse for the computer, toilet frames.</p>			
<p><b>How does Masefield school support pupils with SEN during transition?</b> (Reg 12)</p>	<p>The SENCO and class teachers work in co-operation with Early Years settings and High Schools in order to ensure the successful transition of pupils both into and from Masefield Primary School. On entry to Masefield from Early Years settings, the class teacher will visit settings and meet the children before they begin life in Reception. If any SEND needs are brought to the attention of the class teacher, they will pass of their concerns to the SENCO who may contact the Early Years settings in order to discuss the child's needs during a meeting. The SENCO and class teacher may also contact the parents of the child in order to gain more information about the child before they start at Masefield in September.</p> <p>When transitioning to high school, we work with Ladywood Outreach in order to support children with SEND and provide them with an opportunity for extra transition visits to their designated High School. All SEND information is sent on to the SENCO at the new school and where necessary a meeting with the SENCO at the High School may be established in order to discuss</p>			

	<p>needs further. We work closely with parents and other support agencies such as Ladywood outreach and Behaviour Support Services where these agencies are already involved with children to further support the process.</p> <p>When transitioning between classes at Masfield, there is a detailed process of hand on information between teachers alongside sessions where children get to experience their new classes and meet their new teachers. Where necessary these transition sessions are increased for certain children and parents can be involved too where it is thought transition may be difficult.</p>
<p><b>How does Masfield school support young people with SEN in preparing for adulthood, independent living and the next phase of their education, training or employment?</b> (Reg 12)</p>	<p>At Masfield, we believe that children should "believe, achieve and succeed". We focus on getting to know the children and helping them to achieve their full potential. Our learning plans provide all staff with an extensive understanding of SEN children and how we can support them to become independent. We focus on the outcomes that children can achieve and look at ways to help them do this.</p> <p>Throughout transition meetings we have completed during the 2015/2016 academic year, we focused on achieving outcomes for children with SEND and providing them with the skills they need to become more independent as they reach adulthood.</p> <p>We ensure that transition to High School runs smoothly as outlined by the information above.</p> <p>Furthermore, Masfield strives to provide all children with the best possible preparations for their futures through the standard high quality of education that we strive to deliver - this includes our SEND children. We try to ensure that they have the best of all that Masfield has to offer in terms of academic and also pastoral care so that they are all well prepared for the next stage in their school careers.</p>