



Muswell Hill Primary School

Special Educational Needs and Disability (SEND) Policy & SEN Information Report

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1.School Vision & Values

At Muswell Hill Primary we have worked hard to create a successful, high achieving, happy, inclusive community. One we are proud of and one which enables us to work in partnership with others, celebrate our successes and empower our children to be the best versions of themselves. Our community is where friendships thrive and where children are encouraged to discover a world of possibilities in a challenging yet supportive setting. Here at Muswell Hill Primary School, we embrace the joy of learning every day, through our strong, rich, broad curriculum.

Muswell Hill really is an extraordinary school.

Muswell Hill is underpinned by the values:

Creativity Integrity Resilience Respect Curiosity

To all our pupils, this is our commitment:

At Muswell Hill Primary School, the staff and governors are working every day so that by the time you leave us:

1. You will love learning new things, feel ready for the future and want to keep on learning.
2. You will understand how you learn best, learn from your mistakes and how to persevere.
3. You will know what it feels like to be motivated to be good at something, and to have achieved your very best.
4. You will understand just how incredible you are! You will believe in yourself and have the confidence to follow your dreams.
5. You will have grown as healthy and strong as you can, and you will know how to look after your body and your mind.
6. You will know friendship and will have learned how to get along with other people.
7. You and your family will be supported and cared for if you struggle or meet obstacles during your time with us.
8. You will feel part of your community, proud of your school, and inspired to make a difference.
9. You will leave Muswell Hill with lots of good memories and be the best version of yourself.

Aims/Mission: *Everyone belongs here, everyone has a voice and everyone is heard*

2. Aim of our policy

The aim of the policy is to communicate with parents, children, the community and the local authority, how we identify, assess, make provision for and monitor the progress of pupils with special educational needs, including liaising with outside agencies where further specialist support is required.

This policy complies with the statutory requirements laid out in the *Special Educational Needs & Disability (SEND) Code of Practice* (2014: 3.66) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- The Children and Families Act 2014 (part 3 SEND Code of Practice)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions
(April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document
(Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

Links with other policies and reports

- SEND Policy and Information Report
- Behaviour Policy
- Bullying and Harassment
- E-safety
- Complaints procedure
- Data Protection
- Whistleblowing Policy

3. Overall aims & Objectives

The following principles underpin our practice and ensure that our vision for all pupils in the school is carried out.

Within the school curriculum (which includes the National Curriculum) we aim to:

- Set suitable learning challenges for every pupil
- Respond to pupils' diverse needs, through creating the best possible learning environment
- Minimise potential barriers to learning and assessment for groups and individuals
- Involve parents and pupils in developing a partnership of support, enabling them to have full confidence in the policies of the school
- To identify and provide for pupils who have special educational needs and additional needs
- To deliver our statutory obligations as outlined in the *SEND Code of Practice 2014*
- Ensure that the responsibility of meeting the special educational needs of pupils is seen as a collective responsibility and this is reflected in all areas of school life, including all aspects of policy making and planning
- Encourage children to be able to express their views and to actively participate in all decisions about their education
- Work with parents as partners in their child's education
- To educate pupils with special educational needs alongside their peers in the classroom for the majority of the time. However, we acknowledge that there will be times when an individual pupil's needs require some withdrawal sessions for a specific purpose
- To ensure the early identification of special educational needs, followed by an effective, relevant, graded response, based on careful assessment, planning and monitoring
- Acknowledge the support that other professionals are able to make and seek an inter-agency approach to meeting our pupils needs
- Ensure that all interventions with pupils with special educational needs are recorded and evaluated

- To maintain good relationships with Nursery, Secondary and Special schools to ensure the smooth transition of pupils from one phase to the next
- To continually monitor and evaluate the effectiveness of the special educational needs provision in the school
- To ensure that there is regular training for all staff
- To provide a SENCO who will work with the SEND Policy
- To provide support and advice for all staff working with pupils with special educational needs

SEN Objectives for 2019-2022

- **Support all teachers to become teachers of pupils with SENDs**
- **Increase the progress and attainment of vulnerable groups including disadvantaged, LAC, BAME & pupils with SEND**
- **Develop a universally inclusive and communication-friendly school environment**
- **Develop specialist knowledge of supporting pupils with complex needs e.g. Downs Syndrome**
- **Continue to support pupils to be effective self-regulators**
- **To establish a Pupil Inclusion Team (Leadership)**
- **-Create an inclusion space in which to deliver same-day intervention and a calm space for regulation breaks**
- **Develop internal assessments to monitor attainment of pupils with SEND in Years 1,3,4&5 for those working below ARC.**

4. How we identify pupils with SEN and how their needs are assessed

The process of identifying a pupil's special needs is part of a collaborative process between school, a pupil's parents and the pupil themselves. At Muswell Hill School, this forms part of the whole-school approach to monitoring the progress of pupils and putting the appropriate provision in place.

Through half-termly assessment and tracking we record all pupils' progress and class teachers communicate concerns early on with parents and carers.

If concerns remain:

- Pupil Progress Meetings will be used to ensure additional provision is made for pupils

- Where progress continues to be slower, the Inclusion Manager and class teacher will work with parents and carers to assess if the pupil has a special educational need and should be placed on the SEN register with a 'My Plan'. Additional advice may be sought from external agencies
- Where a child's needs are deemed to be more complex and/or progress continues to be slow and their attainment is significantly behind that of their peers, a Team Around the Family meeting will be held involving the family, school and external agencies.

The Code of Practice (2014) States that:

6.15 A pupil 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.

Based on the above definition, at Muswell Hill Primary School, a pupil is defined as needing 'SEN Support' when he/she requires support over and above that normally provided in the classroom through high quality classroom teaching practices or, following short term research-based interventions, the gap between them and their peers does not close, or progress made is significantly slower than that of their peers starting from the same baseline.

Where a pupil has more complex needs that cannot be provided for from the school's notional budget, on a long term basis, the school may request make a request to the local authority for the pupil's needs to be statutorily assessed and may lead to the LA issuing an Education, Health and Care Plan (EHCP).

The Code of Practice (2014) identifies four main areas of need. We take into account that some pupils will have difficulties in more than one area:

1. Communication and Interaction, including:

- Autistic Spectrum Disorder (ASD)
- Speech, Language and Communication Needs (SLCN).

2. Cognition and Learning, including:

- Specific Learning Difficulties, e.g. Dyslexia, Dyspraxia (SPLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and multiple learning difficulty (PMLD)
- Global developmental delay

3. Social, Emotional and Mental Health Difficulties (SEMH), including:

- Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD), attachment disorder
- Other behavior may include, for example, 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, substance misuse, eating disorders or physical symptoms that are medically unexplained.

4. Sensory and/or Physical needs, including:

- Physical Disability and Complex Medical Needs (PD)
- Visual impairment (VI)
- Hearing Impairment (HI)
- Physical impairment (PI)
- Multi- Sensory Impairment (MSI)

Some of the other areas that may impact on progress and attainment include:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all)
- settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality

- Health and Welfare

The Code of Practice (2014) States that:

6.15 A pupil 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.

6.16 Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

6.18 this can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

6.19 the first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN.

6.20 For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

6.21 persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties,

difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

6.22 low progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

5. Roles & Responsibilities

The governing body, in co-operation with the head teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs and evaluating its implementation and impact. It has appointed a representative (the SEND Governor) who takes a particular interest in this aspect of the school's provision.

The SEND Governor is Mrs Hilary Plant and the Inclusion Manager/SENDCo responsible for the day-to-day implementation of the school's SEN policy, is Ms. Doy Owino-Townsend. If you would like to talk about our provision for children with special needs, please contact Doy at admin@muswell-hill.haringey.sch.uk.

SEND provision at Muswell Hill School is co-ordinated by the Inclusion Manager and the Inclusion Team, made up of members of the school's Senior Leadership Team.

The Inclusion Manager, with the support of the Head Teacher, and Governing Body, takes responsibility for:

The SENCO/Inclusion Manager will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN 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 headteacher 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 SEN up to date

The SEND governor will:

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

The headteacher will:

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

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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

In the case of those adults who work mostly with children with special needs, their line manager is the Inclusion Manager. Other support staff are managed by a member from the leadership team who supports that particular year group or phase leader.

6. A graduated approach to SEND – assessing & reviewing pupils' progress towards outcomes

The school curriculum planning process is based on the principle that all pupils are entitled to have a curriculum which is relevant to their needs, builds on their strengths and enables progression at an appropriate rate and level. This is taken into account in the ways in which the curriculum is designed and delivered, the tasks which are set for pupils, methods of recording which are required and the activities which are set for pupils. Attention is also given to the balance between independent and supported learning and wherever possible this should be relevant to pupil needs, although the resources available may constrain this process.

At Muswell Hill Primary School, high quality classroom teaching is the first step in responding to children who have or may have SEND.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Any additional intervention or support works in conjunction with (not in place of) high quality teaching. This high quality teaching is regularly and carefully reviewed. Where necessary, measures to improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered, may be put in place.

We follow the **ASSESS – PLAN – DO – REVIEW** cycle. Before implementing any provision, there will be thorough assessments to ensure that the provision is the most suitable for the need and the desired outcome. The provision will be implemented and then the

outcomes reviewed according to the specific criteria. For a more complex level of need we will also draw on the expertise of external agencies and professionals such as:

- Educational Psychologists
- Speech and Language therapists etc

Any referrals require the consent of parents/carers. We strive to work closely with parents/carers. A holistic approach works best when all those close to the pupil are involved and committed to ensuring the best possible outcome.

Additional support for pupils with learning needs:

Pupils will be offered SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well-differentiated curriculum offer for all pupils in the school. These pupils will be given targets that are reviewed termly on a SEN support plan. The whole-school provision map will be used to monitor and track progress of all our vulnerable pupils.

Additional support for pupils with communication & interaction needs:

When pupils are identified as having communication and or/interaction needs we are able to work with the Speech and Language Therapy Service in school. Individual targeted work is set by the therapist and work is supported in school in partnership with parents. Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. 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 with Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Additional support for pupils with social, emotional and mental health needs:

Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need. Children and young people may experience a wide range of social and emotional difficulties, which are noticeable 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 (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD). Children's individual needs will be supported through a range of approaches, e.g. support from teacher/support staff; work with the safeguarding and welfare officer; signposting and referring to the correct agencies.

Additional support for pupils with physical, sensory and/or medical needs:

When pupils are identified as having physical, sensory and/or medical needs we are able to work with the agencies and professionals involved in partnership with parents. Individual targeted work is set by the therapist /nurse and work is supported in school. An Individual Health Care Plan may be necessary and will be written in partnership with Version: 04/09/2018 health professionals, parents and the pupil. 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, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. For children with VI or HI needs, advice and support will be accessed from the relevant agencies in the LA. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers Medical: Some children in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a EHCP which brings together health and social care needs, as well as their special educational provision. Children

identified as having medical conditions will have a medical plan in school, to ensure that all necessary arrangements are in place to maintain their health and well being

7. In-service training (INSET)

We are constantly seeking to improve the areas of competence and expertise of teaching and non-teaching staff across all areas of SEND, through internally and externally organised staff development activities. Wherever possible and appropriate the school will be represented at courses and conferences, particularly where these relate to the areas of need of pupils currently attending.

8. Partnership with parents and carers

The needs of children with SEN are best met by a partnership of all those involved: children, parents, carers, teachers and support staff. This partnership is sustained through regular contact and all parents are encouraged to make use of the many formal and informal opportunities for this. Review meetings are held termly for pupils with Individual Education Plans. We recognize the valuable role parents play in identifying difficulties their children are experiencing. Parental concerns and requests for advice, assistance and support are given very serious attention. Members of the leadership team are available to respond to parental anxieties. The school is committed to informing parents of concerns about the development and progress of children at the first opportunity. We have links with the local authority parent partnership services where information and support is provided to parents on their rights, roles and responsibilities in relation to SEND.

9. Transition arrangements and links to other schools

Transitions from class to class are very carefully managed. Teachers are given time to hand over their classes to the new teacher, including those children on the SEND register. This handover includes lengthy discussion times, as well as any relevant paperwork. The Inclusion Manager/SENDCo is available for any further discussions where needed. Transition to secondary school is also carefully managed. Where possible there is a meeting with the Year 6 teachers at Muswell

Hill Primary School and the Year 7 teacher/Head of Year of the new school to discuss each child. Where possible, there is also a meeting with the SENDCo of the new school and the SENDCo at Muswell Hill Primary to discuss each pupil on the SEN register. Where this is not possible, telephone discussions will take place between SENCOs.

Muswell School is interested in keeping abreast of information regarding developments and provision made in other schools, including special schools, and wherever possible to support and complement these. The school currently has strong links with TreeHouse, a school specializing in supporting children with autism.

The records of all pupils transferring to other schools, for whatever reason will be passed on promptly to the receiving confirmation of the school, along with any other information, which would appropriately support the new placement. Parents/carers are entitled to access any such records or information.

10. Allocation of resources

All schools in Haringey receive funding for pupils with SEN in three main ways:

- The notional budget that covers teaching and curriculum expenses as well as the cost of the SENDco;
- Extra provision funded by top-up, from the local authority's high needs block.
- Specific funds that are allocated to pupils with statements of SEN or Education, Health and Care Plans (EHC).

11. Evaluation of the SEND policy and information report

At Muswell Hill Primary the quality of provision offered to all pupils is regularly and carefully monitored through:

- Monitoring of classroom practice by the SENDCo, phase leaders, subject leaders of learning and members of the leadership teams;
- Analysis of pupil tracking data both for individual pupils and cohorts;
- Value added data for pupils identified as having SEN;
- School self-evaluations;

- Annual report to the governing body, which contains the required information about the implementation and success of the SEN policy;
- Regular audits and samples of parental and children's views;
- The School Development Plan, which is used for monitoring provision in the school;
- OFSTED inspections;
- Parental & pupil views.

Our governing body is also involved in monitoring and evaluating our provision.

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. For further information please see links to the Local Authority's local offer.

<https://www.haringey.gov.uk/children-and-families/local-offer>

12. Storing and managing information

Please refer to the *Freedom of Information, General Data Protection Regulation, E-safety* and the *Safeguarding Policy* regarding information management and confidentiality.

13. Raising concerns about SEND provision

Complaints about SEN provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

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

Parents & carers should follow the complaints policy and also refer to the 'How to raise a concern' on the school's website

[http://muswellhillprimary.co.uk/wp-content/uploads/2013/08/Complaints - Guidance- Notes - to- Parents - 20141.pdf](http://muswellhillprimary.co.uk/wp-content/uploads/2013/08/Complaints-Guidance-Notes-to-Parents-20141.pdf)

In the event of a formal complaint, parents are advised to contact the Head Teacher or a governor, if they prefer. The Haringey Parent Partnership Service is also available to offer advice:

<https://markfield.org.uk/haringeys-send-information-advice-support-service/>

SEN Information Report 2019-20

This report provides an overview of the progress of pupils with Special Educational Needs & Disabilities (SENs) during the academic year 2019-20.

SEND profile 2019-20

- In July 2020, there 66 pupils on the SEN register. 58 at SEN Support and 8 with Education, Health & Care Plans (EHCP)
- Pupils with SENDs made up 16% of the pupil population
- Broad areas of need:
 - Cognition & Learning
 - Communication & Interaction
 - Social, Emotional & Mental Health
 - Sensory and/or physical needs

Main area of Need	Specific SENDs	Number of pupils	%
Cognition & Learning	<ul style="list-style-type: none"> • Specific learning difficulty eg. Dyslexia (SpLD) • Moderate Learning Difficulty (MLD) • Profound and Multiple Learning Difficulty (PMLD) 	21	31%
Communication & Interaction	<ul style="list-style-type: none"> • Speech, Language & Communication Needs (SLCN) • Autistic Spectrum Disorder (ASD) • Developmental Language Disorder (DLD) 	19	29%
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder (ADHD) • Eating disorders • Attachment disorders • depression 	21	31%
Physical &/or sensory	<ul style="list-style-type: none"> • Physical Disability (PD) • Hearing Impairment (HI) • Visual Impairment (VI) 	5	8%

- | | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> Multi-sensory impairment (MSI) | | |
|--|--|--|--|

- Some pupils with have needs in more than one area.

<u>Year Group</u>	<u>No. of pupils with SENDs</u>
Reception	3
Year 1	10
Year 2	13
Year 3	12
Year 4	6
Year 5	11
Year 6	11

14 pupils with SEND were also eligible for the Pupil Premium Grant – **21%** (disproportionate to the % of those eligible for PPG in the school 7%)

Achievement of pupils with SEND

Key Stage 1 & Key Stage 2:

- In the absence of statutory data, it is particularly important to take into account the individual outcomes, as identified in pupils' My Plans. These individual plans are a record of the Graduated Approach to identifying and supporting pupils with special educational needs and/ or disabilities.
 - The majority of children partially achieved, the outcomes the outcomes on their My Plans. These outcomes focus on language and communication, social skills, behaviour as well as academic outcomes for pupils and are reviewed by class, teachers, parents and members of SLT at three points across the year.
 - The impact of school closure must be kept in mind.
 - Overall attendance for pupils with SEND 2019-20 is 96.77%

SEN policy & Information Report

- Last reviewed September 2019. Due for review September 2020. Extended due to school closure during pandemic.
- Combined into one document. Still contains statutory details required for each.
- Inclusion of new vision and aims for the school.
- Addition of information from the SEN Code of Practice.
- Update of and addition of relevant detail.
- SEN objectives for 19-22

Staffing for SEND

- 9 members of staff employed to support pupils with SEND. Recruitment for recruitment of additional staff, with SEND experience, planned for September 2020, based on full re-opening of school, in order to fully deliver provision for pupils with SEND.

CPD for SEND

- Whole -school Sensory processing training planned for March 2020 – unable to happen due to school closure
- 1 member of staff completed specialist training in 1st Aid mental health, helping to support early identification and support of Mental Health and Well-being needs in children.

Pupil voice

- Pupils attend the Annual Review meeting for their EHCPs and have an opportunity to contribute prior to and at the meeting.
- Inclusion Manager is due to gain pupil voice contributions
- Inclusion Ambassadors introduced – continue to introduce and imbed role Autumn Term 2020/Spring Term 2021.

Parent/carer voice

- Whole school survey, included questions regarding SEND provision at MHPS. More in-depth SEND survey to be carried out Spring 2021.

External agencies

- Speech & Language Therapy Service
- Occupational Therapy Service
- Educational Psychology Service

Are there any concerns regarding provision for pupils with SEND?

- Following the closure of schools, close monitoring of pupils with SEND who are likely to be even further impacted in terms of the academic attainment and Mental Health and Well-being. Whole-school systems are in place to monitor and address any gaps and ensure that these do not widen even further, should 'bubbles' be required to self-isolate.

2019-20 in-year data: To March 2020 for Years 1-5, due to school closure, and July 2020 for pupils in Year 6.

	Reading	Writing	Maths
Reception	1 WT 2 EXP	-	1 WT 2 EXS
Year 1	3 WB 4 WT 2 EXP 2 GDS	3 WB WT 4 3 GDS	WB 3 EXP 4 GDS 2
Year 2	2 WB 7 WT 1 EXP 3 GDS	3 WB 6 WT 4 EXP	1 WB 6 WT 4 EXP 2 GDS
Year 3	6 WB 3 EXP 3 GDS	2 WB 6 WT 6 EXP	5 WB 1 WT 6 EXP 0 GDS
Year 4	2 WB 4 EXP	3 WB 2 WT 1 EXP	1 WB 5 EXP
Year 5	3 WB 4 WT 2 EXP 2 GDS	3 WB 4 WT 3 EXP 1 GDS	5 WB 4 WT 2 EXP
Year 6	1 WB 5 WT 5 EXP	5 WB 2 WT 4 EXP	4 WB 4 WT 3 EXP