



Special Educational Needs and Disabilities Provision Offer

Introduction

At Mugginton Church of England Primary School we are determined to provide a rich curriculum and the very best support and guidance for all of our pupils. We encourage our pupils to be respectful, to treat others as they would like to be treated and to be the best person they can be.

Some pupils require additional support before they are able to access our curriculum and make progress in their learning. Additional support can be necessary for a variety of reasons and can be described as a 'Special Educational Need and Disability' (SEND). When a child is identified as having a Special Educational Need, extra provision can be provided to support your child in school.

A child with SEND might experience a need such as:

- ✚ A physical difficulty
- ✚ A sensory difficulty, such as impaired sight or hearing
- ✚ A learning difficulty
- ✚ An emotional, behavioural or social need
- ✚ A medical or health problem including anxiety
- ✚ A speech difficulty
- ✚ A difficulty with a specific subject area – often Literacy or Mathematics

Mugginton Church of England Primary School Policies

This policy has been written in accordance with the Christian ethos of our school, our recognition of British values, an awareness of our position in the Global community and taking account of all current Safeguarding and Child Protection guidance.



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Special Educational Needs and Disabilities Provision Offer

What should I do if I believe my child has a Special Educational Need?

Communication is key. If you believe your child has a SEND, please discuss your concerns with your child's teacher first. After a discussion about how your child is getting on in class, you can decide together some strategies to provide additional support in the classroom. This will be monitored closely by the class teacher and progress will be shared with the Special Educational Needs Coordinator (SENCO) and Headteacher.

The SENCO at Mugginton Church of England Primary School is Mr Joseph Green

If your concerns remain after a period of time, the SENCO will arrange a meeting with you and the class teacher to offer more focussed advice and guidance. The SENCO may decide that your child needs to be placed on the SEND register so an 'Individual Education Plan' (IEP) can be drawn up and further support provided. This is done in collaboration between the parents, class teacher and SENCO. Support may be provided through additional 'intervention' groups with Teaching Assistants or through outside professional agencies such as Derbyshire Support Service for Special Needs (SSSEN). If further additional support does not result in progress, specific targets will be set, specific outside agencies will be informed and regular (at least termly) meetings will be held to monitor provision and progress. Regardless of the level of SEND, we recognise the vital importance of a collaborative approach between school and home.

Individual Education Plan (IEP)

If we agree that your child should be added to the SEND register, we will draw up an IEP with focussed targets to support their progress. The targets will be agreed with you and the 'voice' of your child will also be taken in to account – SEND provision is not a process which is 'done to' children, but done with them. The IEPs are 'provision maps' which show what pupil-specific support is given to each child on the SEND register. It identifies who is delivering interventions, the resources to be used, when and how often additional support is given and the agencies/specialists involved. Finally, a description of how the target can be achieved is written, ideally with a quantitative, measurable outcome measure. The targets will be reviewed termly at an IEP meeting between the SENCO, parents and class teacher. This provides the opportunity to celebrate the achievements and progress made by your child and to discuss 'next steps' to continue to support your child in school.

Graduated Response to Individual Pupil (GRIP) Funding

A child with more significant SEND may require more specialist support or more frequent one-to-one support. Derbyshire's 'Graduated Response to Individual Pupils' (GRIP) offers additional SEND funding to schools which can be accessed quickly after application and is for a one-year duration. This money can be used to give pupils access to specialist services such as SSSEN. More information is available at:

http://localoffer.derbyshire.gov.uk/getting_support/grip/.



Education, Health and Care Plan (EHCP)

A child who needs more support than is available through school SEND support can have an application for an Education, Health and Care Plan (EHCP) made for them. Applications are made via the Local Authority and are for children up to the age of 25. An EHCP identifies education, health and social needs and sets out the additional support necessary to meet those needs.

If you, the school and/or a medical profession believe your child may require an EHCP, a request can be made to the Local Authority to carry out an assessment. Once this assessment is carried out – usually by an Educational Psychologist – the LA must issue a draft EHCP or reject the application within a 20-week period. If your child is allocated an EHCP, it is likely that additional funding will be made available to meet the objectives of the plan. More information on EHCPs is available here:

<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

How does school plan and monitor SEND Provision?

The school plans and monitors SEND provision closely using the following model:

- 1) **Assess** – It is vital to establish the child’s ‘starting point’ so provision is appropriate and progress can be accurately measured. Assessment can be made through observations, work scrutiny, discussion with the child and with key adults, test data, specialist observation and externally validated tests such as the ‘British Picture Vocabulary Scale (BPVS).
- 2) **Plan** – Based on the assessments, discussion with you and with your child, targets will be set. These will be reviewed and adjusted according to the child’s progress. Targets can be set across a range of academic areas or for personal, social, behavioural or emotional needs.
- 3) **Do** – A range of strategies will be used to help your child achieve their targets. They may be supported one-to-one by an adult or work as part of a small group to practise basic skills and consolidate classroom learning. Specialist, agency support is available for children with more significant SEND and is almost always on a one-to-one basis outside of the classroom.
- 4) **Review** – Targets are reviewed weekly by class teachers and support staff. Children discuss their targets with their teachers informally on a weekly basis and termly reviews are arranged with parents and the SENCO. However, parents are welcome to request earlier meetings if required.

Monitoring by the SENCO

In addition to advising and supporting colleagues, a main role of the SENCO is to monitor closely the day-to-day and longer-term provision for all pupils on the SEND register. Monitoring takes place in a number of formal and informal ways; some of the most common are:

- ✚ Carrying out pupil and parent discussions and questionnaires.
- ✚ Discussing progress with class teachers, teaching assistants and support agencies/specialists.
- ✚ Monitoring closely all progress and attainment data – particularly quantitative data linked to IEP targets.
- ✚ Updating and amending the Provision map (Individual Education Plan) every half term.

What training and experience do our staff and SENCO have?

The SENCO has 5 years of experience in the role of SENCO at two primary schools. He is a qualified ‘Mathematics Specialist Teacher’ and is completing a PhD in reading acquisition and intervention. Our staff frequently attend training courses provided by the Local Authority and private providers



and are aware of the Safeguarding and Health and Safety responsibilities of working with children. Two of our three Teaching Assistants are qualified Higher Level Teaching Assistants and all staff, including mid-day supervisors have first aid training.

What outside specialists and agencies might work with my child?

The Educational Psychology Service. (Our Educational Psychologist is Dr Naomi Anderson.)

Their role is to advice on EHCP provision and assessment, to train staff, liaise with the SENCO, class teachers and with parents.

Derbyshire SSEN. (Our SSEN teacher is Mrs Barbara Redmond.)

SSEN run interventions for pupils, train support staff and assess pupils with SEND.

Agencies school may refer to or request advice from:

- ✚ Child and Adult Mental Health Services (CAMHS)
- ✚ Multi Agency Teams (MAT)
- ✚ Grief and Loss support and counselling services
- ✚ Occupational Therapists and Physiotherapy Support
- ✚ Sensory and Physical Support
- ✚ Family Support Workers
- ✚ Speech Therapy

What support is there for my child's emotional and social wellbeing?

All staff including teachers, teaching assistants and midday supervisors build strong relationships with the children to support their emotional and social needs. Our greatest strength is our family ethos and warm, nurturing environment. Our behaviour policy revolves around 'treating others as you would like to be treated' and 'making it right' if you make a mistake.

Our Safeguarding and Child Protection system is robust and understood by all. Issues are reported straight to the Designated Safeguarding Lead, Joseph Green or our Deputy Designated Safeguarding Lead, Mrs Christine Tunnicliffe.

We have a clear behaviour policy centred around 5 'Golden Rules'. These emphasise our school values and ethos – whilst maintaining our outstanding behaviour and safety.

Faith Council meetings happen termly within school to further encourage pupil voice and to discuss any concerns the children have and resolve them.

Using resources and advice from SSEN, we run intervention groups to support behaviour. Social and emotional needs are put in place when required and are tailored to individual pupils and groups.

What support is available for my child's medical needs?

All staff, including midday supervisors, have up-to-date first aid training. In addition, there is a staff member trained in anaphylaxis first aid to administer an EpiPen.

All medication is locked in a safe storage area and only designated adults have access to the medication. Medicine is administered by a trained first aider and a register of all medicines given during school hours is kept. If your child has a more severe medical need, a care plan would be drawn up (linked closely to their EHCP plan) with more specific details about how we administer medicine and manage the medical need.



How will my child be involved in their provision planning and how will their views be heard?

Our IEP pro-forma is designed with pupil-voice and pupil-accessibility at its heart. Each IEP contains space for children to record their thoughts about 'What I am good at' and 'What I find difficult'. All children review their targets within the classroom (if academic) and discuss, one-to-one, with their class teacher, SENCO or specialist teacher where applicable. Pupil interview is used frequently to take the views of our pupils into account when planning the curriculum. In addition, pupils with an EHCP plan are invited to attend all or part of progress meetings.

Records of work, academic progress and data for children given intervention support are kept and reviewed every half-term, including pupil comments about their learning.

What additional support/strategies might school use to help my child?

The provision plan will be different for each child – we are committed to the view that our children require a unique, personalised intervention – one size does not fit all. However, common intervention strategies include:

- ✚ Additional support in class, which might comprise small group work with the teacher or teaching assistant.
- ✚ Working outside of class with an adult one-to-one or as part of a small group.
- ✚ Increased use of ICT applications to supplement learning and increase motivation. Programmes to support phonics learning or key number skills are frequently used.
- ✚ Using ICT to access certain tasks – for example, using ICT to record sentences or to support spelling.
- ✚ The use of 'concrete' apparatus such as magnetic letters and cubes to reinforce basic skills.
- ✚ Differentiating tasks so children of all abilities can make progress.
- ✚ Using visual aids such as displays, key-word sheets and visual timetables.
- ✚ Using specific intervention programmes such as 'Beat Dyslexia', Read, Write Inc' and the 'Boxall Profile'.
- ✚ The use of 'talk buddies' and small group social skills and communication work.

What opportunities will there be for me to discuss my child's progress?

Termly review meetings are held with parents of pupils on the SEND register. The child's progress against their targets can be discussed and next steps agreed upon. Parents and the child are central to review meetings and the SENCO will also be present. Our open, welcoming ethos means that parents do not need to wait until the next review meeting and are free to talk about their child's progress with the class teacher or SENCO at any time.

If your child has or is awarded an EHCP plan, a more formal meeting – the Annual Review of Statement – is held once a year. Parents, specialists (including the Educational Psychologist), the class teacher and SENCO will be present to review progress and discuss whether significant amendments to the EHCP are necessary.

How does school track my child's progress?

Children's progress and attainment is measured in a number of ways. They include:

- ✚ Our Key Objective assessment system.
- ✚ Reading, Writing and Mathematics assessments, including old test papers and externally validated psychological tests such as the York Assessment of Reading Comprehension.



- ✚ Daily marking and feedback/work scrutiny.
- ✚ 'P' Scales (Pivats) for children working significantly below curriculum standards.
- ✚ Standardised assessments carried out by Specialist Teachers or Educational Psychologists.
- ✚ Feedback and evaluation within the classroom where targets are monitored frequently.
- ✚ Daily reading with an adult.

How will my child be included in all of school life if they have a SEND or medical need?

We are committed to including all pupils in all of school life. All children have the right to enjoy all the experiences we offer the children, including extra-curricular clubs and outdoor learning. Thorough risk assessments are carried out prior to any out of class visit, including residential visits and we make every effort to include every child in every trip. Additional steps we may take to achieve this include bringing in extra support staff (or inviting parents), working closely with providers so activities can be tailored to meet the needs of a child with SEND and ensuring there are always qualified first-aiders in attendance.

Wherever possible, children with academic needs are supported within the classroom, to emphasise that they are an important part of our class and no different from their classmates. However, there are times when focussed small-group or one-to-one support outside of the classroom is necessary. Our planning and SEND provision always has the children's best interests (academic, social and emotional) at heart.

How accessible is the school for pupils with SEND?

We have well-qualified staff and a range of facilities in school to support pupils with a disability or a SEND need. Further information can be found in our **Accessibility Plan and Equality Policy, both of which can be found on the school website.**

How can I help my child with their SEND targets?

If you would like advice about how best to help your child, please contact school. We believe strongly that children's best interests are served by a close relationship between staff and parents and we are happy to share resources and books to help your child, if required. In addition, other ways to support your child may include:

- ✚ Reading for pleasure with your child – this might be you reading to your child or vice-versa. We can supply books if required.
- ✚ Visiting useful websites/download helpful Apps (some are listed on the school website).
- ✚ Following given agency advice carefully.
- ✚ Attending half-termly progress meetings and Annual Reviews.
- ✚ Celebrating your child's successes.

How will the school help support my child's transition to Secondary School?

Moving to a new school can be both an exciting and frightening time for all children. We appreciate that children with SEND might have additional concerns and we work closely with our neighbouring secondary schools to offer 'enhanced transition' for nervous pupils. This usually consists of secondary staff visiting our school to meet the child and extra visits and special activity days at the secondary school. If necessary, the SENCO or support staff can attend these days to offer further support.



How will Mugginton prepare and support my child if they are joining the school?

It is in all our interests that new children settle quickly and happily into life at Mugginton. With new starters in reception, we prepare in the following ways:

- ✚ Staff visit the previous educational setting or home to meet your child, to talk with parents and to talk with professionals who have worked with them.
- ✚ A range of information will be sent from the previous educational setting. This might include reports, assessment data, notes from specialists.
- ✚ 'Taster' transition visits are arranged for pupils to spend time in school and to meet their new teacher.
- ✚ Visits to school with parents can be arranged by telephone or email. This also offers the opportunity for you to meet with the Headteacher and SENCO.
- ✚ An Information Evening, led by teaching staff, is offered to the parents of new starters.
- ✚ Agencies such as 'Speech and Language' or SSEN will contact school to share information if they have worked with your child.

If your child joins Mugginton mid-way through a term or in a later year group, we will:

- ✚ Offer at least one 'taster' morning for your child and a meeting with the SENCO, class teacher and Headteacher.
- ✚ Offer further transition opportunities for children with specific SEND needs.
- ✚ Contact previous schools to discuss your child so we have the key information necessary to help your child settle quickly into life at Mugginton.
- ✚ Request copies of any IEPs or EHCPs before your child starts at Mugginton.
- ✚ Read through reports from outside agencies and previous schools before your child starts.
- ✚ Make sure that parents are familiar with key staff and have school contact details (telephone, email).

How can I access additional support for myself or for my family?

This is very much dependent on the nature of your child's SEND need. There are a range of services and organisations which can offer support and advice. Please contact school to discuss specific additional support avenues.

Who can I contact at school?

If your child is starting or has already started at Mugginton, you will have the opportunity to speak with their class teacher every morning and afternoon. If they are unavailable please speak with our bursar, Mrs Horobin, to arrange for a convenient time to come into school and meet with the class teacher.

If you would like to speak with the Headteacher or SENCO please speak with Mrs Horobin, or telephone school.

Joseph Green – Headteacher / SENCO

Telephone: 01335 360261

Email: info@mugginton.derbyshire.sch.uk