

An overview of the school

Mayespark Primary School is a maintained four form entry primary school of over 850 pupils from Nursery to Year 6. We have a culturally diverse school community with many different languages, backgrounds and faiths.

We have recently opened our Additional Resource Provision (ARP) which caters for children with Autism who are in Year 1 to Year 6. The children in the ARP have access to small group intervention such as, 'Attention Autism' sessions, sensory room sessions, individual Speech and Language therapy, Occupational Therapy and Physio therapy. The staff work on the outcomes of the children's Educational Health Care plans (EHCP) as well as developing their skills to integrate into the mainstream classroom. The children who attend the ARP are fully included in all aspects of school life with an expectation that they spend at least 25% of the time in an allocated class.

We pride ourselves in being a fully inclusive school and endeavour to support all children regardless of their needs and abilities. We have a range of SEND pupils for whom we have a selection of resources and support to give them the best learning experience possible.

Equality Mission Statement:

At Mayespark Primary we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

We believe that our diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

Identifying children's additional needs

How will the school know if my child needs additional help and how will the school share information with me?

At Mayespark Primary we work within the statutory requirements and guidelines of the SEND Code of Practice (2015). We take a graduated approach in ensuring early identification of children with SEND. We have a very successful identification procedure where SEND children are flagged up in pupil progress meetings with class teachers. In addition we have a concerns form for pupils who join the school mid-year, this includes various strategies for staff to try before referral.

We are a listening school and concerns can be raised by staff, parents and pupils. These concerns are shared and discussed with parents/carers and an outcome focused pupil centred plan of action is put into place with the Inclusion Leader and/or the SENDco.

We like to listen and talk to parents of pupils already identified with SEND who are joining our school, so that we can offer a smooth and easy transition for both pupils and parent/carers. As part of the transition process, we liaise closely with pre-schools, Educational Psychologist, Early Years Services, or any other outside agencies involved with the child. The information gathered will help the school to decide on what additional support and resources need to be put into place.

At Mayespark Primary School we support children in many different ways and pride ourselves in developing independent and confident learners. We are firm believers in promoting key social and life skills which will enable our pupils to be more skilled in managing routines and challenges independently. We aim to achieve this through our curriculum and quality first teaching thus removing barriers to learning through over dependency on adult support.

The interventions currently in place have been endorsed by research based evidence to be of good quality and effective. The support we currently have available at Mayespark Primary includes:

- 1:1 LSA support
- Small group work
- RWI Phonics
- Colourful semantics
- Language for thinking programme
- Fine and gross motor skills groups
- Occupational and Physio therapy groups- under the guidance of therapists.
- Numicon and using concrete apparatus
- Social Skills Groups
- Life Skills Group
- Speech and Language Therapy groups- under the guidance of therapists.
- Speech, language and communication through music
- Attention, Autism (look, listen and do) group.
- Art Therapy
- Sensory Room

In some cases where the pupil does not make adequate progress from the support, we will seek further advice from specialists. Pupils and parents are fully involved throughout the process. Regular review meetings are held to discuss progress with professionals and parents/carers.

Dedicated contacts at the school

Who should I contact if I have any questions or concerns about my child's SEND?

The first point of contact is the class teacher who will listen to concerns and will be able to offer general SEND advice and strategies for your child. The SENDCO (Miss Ibrahim) and the Assistant Headteacher, Inclusion Leader (Mr Muquith) have the overall responsibility for SEND and can be contacted by telephone, email or in person.

Involving pupils and parents/carers in planning support

How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?

- Planning and review meetings
- Advice on how to support learning at home
- Regular contact between home and school, e.g. home/ school book, email or text
- Individual pupil/ teacher conversations
- Mentor, e.g. adult or peer mentoring
- Parent Support Advisor
- Termly SEND Coffee Mornings

Our Assistant Head Teacher for Inclusion is available every morning and evening on the playground.

The school also employs a Speech and Language Therapist and an Art Therapist.

Range of support available to my child

What different kinds of support are available to children with SEND?

- Curriculum adaptations/differentiation
- Specific teaching interventions
- Support for behaviour
- Support for health needs
- Groupings of pupils
- Specific individual support
- Specialist teaching groups
- Support for communication needs/ assertive technologies
- Art Therapist and Speech and Language Therapist
- Access to the Sensory room, weekly Life-Skills sessions and allocated iPad sessions

Measuring children's progress

How will the school know how well my child is doing and how will they inform me about this?

We offer a very transparent open door policy; you can make an appointment with the class teacher, SENDco or Inclusion Leader if you wish to discuss the progress your child is making.

All pupils are tracked both as a group and as individuals. We measure progress through age related expectations (ARE – on insight manager as well as B Squared). In addition we have IEP targets and provision maps to set, review and measure progress. This is monitored regularly by class teachers, outreach teachers, SENDco and Inclusion Leader. Parents/carers are informed regularly through reports and meetings with teachers and support staff.

Support and training for school staff

Have any staff received specialist training in SEND?

We identify training needs and keep our staff up to date with their skills. We have a detailed training plan which is set up by our Inclusion Leader (Assistant Headteacher) and CPD Leader (Deputy Headteacher). We seek advice from the Educational Psychologist, Speech and Language Therapist, Occupational therapist, Physio therapist, Early Years Advisory Service and the S.E.a.T.S.S (Specialist, Education and Training Support Service) team. Our staff receive training off-site at various training centres in addition to the in-school weekly SEND training.

Accessibility of the school

How is the school accessible to children with SEND?

Our school is on two floors and in two buildings. The main building has a lift which can be used by SEND children if needed with assistance from an assigned adult. In the event of a fire, evacuation chairs are used by trained staff to assist SEND children out of the building safely. In the main building there is a hygiene room with disabled toilet facilities on the ground and two disabled toilets on the first floor. In the annex we have a disabled toilet on the ground floor.

Inclusion

How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?

At Mayespark Primary School we ensure that all children have access to the same opportunities by making reasonable adjustments and adaptation where needed. Our SEND children are encouraged to take part in off-site learning, residential visits, after school clubs, etc. We take safety very seriously and implement this through careful risk assessments. We ensure that staff are trained to keep children safe through all eventualities. We have weekly 'life-skills' sessions for some of our SEND children to enable them to become independent in their homes and out in the community.

Careful provision mapping enables us to track the provisions all SEND children are accessing and helps the school to identify areas for further development.

Starting or changing schools (Transitions)

How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?

At Mayespark Primary we understand that any kind of transition can be daunting and difficult for some SEND pupils and their parents/carers. We carefully plan the process with outside agencies, teachers, new schools, pupil and parent/carers to ensure that the transition is as easy as possible. We encourage parents to visit different schools so that they are able to make an informed decision on a preferred school. We assist and arrange pre-visits to secondary schools/ special schools where necessary. We also develop transition booklets for SEND pupils and their families to share with their new school.

Support and training for parents/carers

What support and training within the school is available to parents and carers?

- Parent/ learning support groups
- Termly SEND Coffee mornings with parents
- Parent groups run by the Educational Psychologist and other outreach services.
- Parenting courses and ESOL courses