

Malin Bridge Primary School

Special Educational Needs and Disabilities (SEND) Information Report

Important: this document can only be considered valid when viewed on the Trust or School website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

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Malin Bridge Primary School

Chorus Education Trust



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What is a SEND Information Report?

Our SEND Information Report provides details about how we support children and young people with special educational needs and disabilities (SEND) in our school and forms part of the local offer.

The aims of our policy and practice in relation to special educational needs and disability in this school are to:

- Encourage the participation of children, their parents or carers, and young people in decision making;
- Focus on the early identification of children and young people's needs and early intervention to support them;
- Collaborate between education, health and social care services to ensure the best possible outcomes for all pupils;
- Ensure that pupils with SEND have access to high quality provision to meet their learning needs and other identified areas of need;
- Maintain a focus on inclusive practice and on removing barriers to learning;
- Support pupils as they reach transition points in their education.

The relevant school policies which underpin this SEND Information Report and can be viewed on our website are:

- SEND Policy
- Anti Bullying Policy
- Managing Childrens and Young Peoples Identified Health Needs
- Safeguarding and Child Protection Policy
- Accessibility Plan

If you want to know more about our arrangements for SEND, read our SEND policy:

<https://www.chorustrust.org/policies>

Who is the SEND Team?

Our Special Educational Needs Coordinator (SENDCo) is Mrs Sarah Collingham and Ms Lauren May

They are contactable via: SEND@malinbridge.chorustrust.org

What types of SEND does the school provide for?

Malin Bridge Primary School recognises that a child or young person has a special educational need if they:

- Have a significantly greater difficulty in learning than the majority of others the same age

- Require provision different from or additional to that normally available to pupils of the same age
- Have a disability which prevents them or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream school

This is defined in the Special Educational Needs and Disability Code of Practice: 0-25 years (2015). The school makes provision in accordance with the SEND Code of Practice (2015); The Equality Act (2010); The Special Educational Needs and Disability Regulations (2014) and the Children and Families Act (2014).

There are four broad areas of special educational need defined in the SEND Code of Practice (2015). These are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or physical needs**

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Our school currently provides additional support for a broad area of needs including:

- General and Specific Learning
- Social, Emotional and Mental Health
- Autism
- Speech, Language and Communication
- Visual and Hearing
- Attention differences
- Some medical needs.

How will the school know if my child needs SEND support?

Early identification of SEND and early intervention are the key to ongoing success for our pupils.

Teachers can refer a SEND concern to the SENDCO through the school's SEND Hub. Referrals are triaged and next steps are actioned. Next steps could involve reasonable adjustments being made within the classroom, a referral to an outside agency, a parental meeting or further assessment in school.



What should I do if I think my child has SEND?

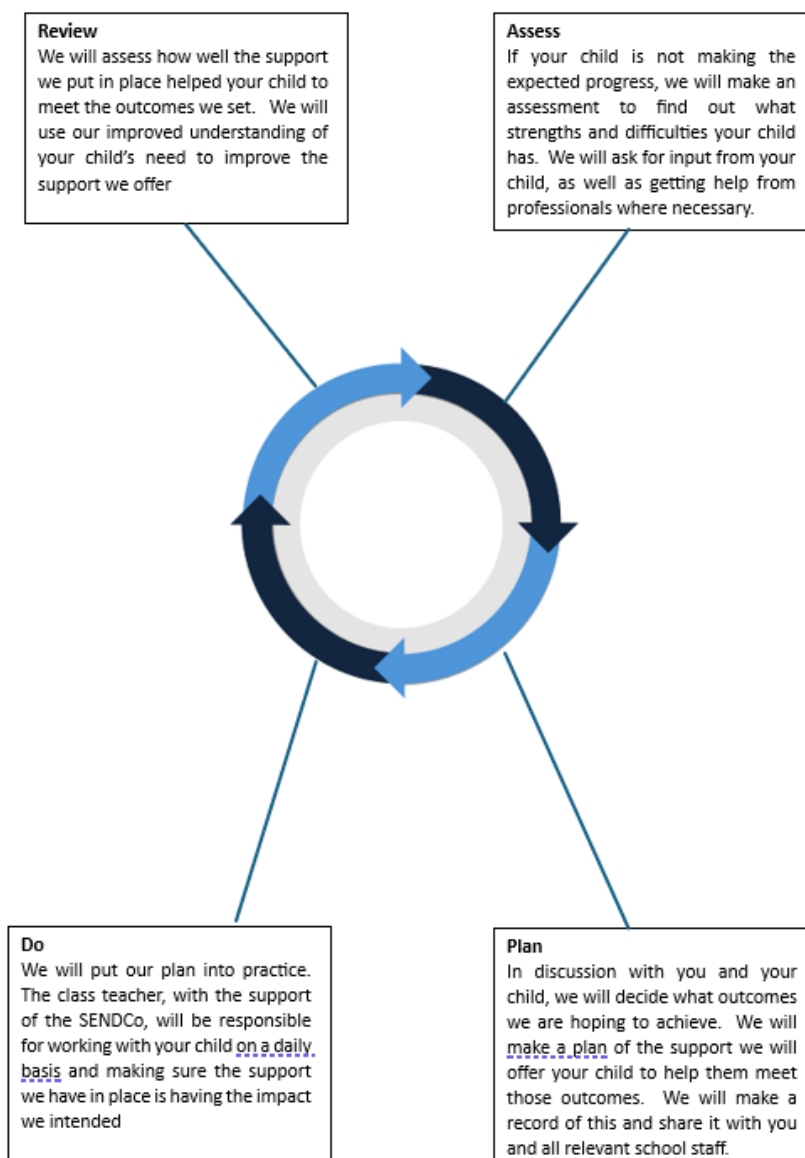
Concerns can be reported to the SENDCo in a number of ways. Parents can email the SENDCo on the above email address, they can request a meeting with the SENDCo or discuss their concerns with their child's class teacher.

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEND support
<p>If you think your child might have SEND, the first person to tell is your child's teacher.</p> <p>You can contact the class teacher via email or calling the school office.</p> <p>You can also contact the SENDCo direct – SEND@malinbridge.chorustrust.org</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>If we decide your child needs SEND support, we will discuss this with you and your child will be added to the school's SEND register.</p>

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs

The graduated approach is a 4-part cycle of assess, plan, do, review. This approach is captured in a SEND Support Plan which is reviewed on a termly basis.



As part of this process every child with SEND will have a SEND Support Plan that describes your child's strengths, needs, outcomes and provision to meet those needs. Parents/carers and child's views are integral to this process and this is reviewed termly.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

The SENDCo and your child's class teacher will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact SEND@malinbridge.chorustrust.org

How will my child be involved in decisions made about their education?

Where possible, we encourage your child to be as involved as possible in decisions made about their education and support.

We may seek your child's views by asking them to:

- Discuss their views with a member of staff
- Complete a survey

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their outcomes each term through
- Reviewing the impact of interventions after 10 weeks

- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How does the school adapt the curriculum and learning environment for children and young people with SEND?

Most children at our school will have their special educational needs met through excellent classroom practice. This is called Quality First Teaching (wave 1 provision). Teachers set high expectations for every pupil, whatever their prior attainment. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Such planning will mean that most pupils with SEN and disabilities will be able to study the full national curriculum.

Where the class teacher identifies that quality first teaching is not meeting the child's specific learning needs, additional observations and assessments are undertaken and discussed with the SENDCo. If required, the child is given Additional School Intervention Support (wave 2 provision) which is 'different from and in addition to' our differentiated curriculum. After discussion with parents/carers and where appropriate the child, a SEND Support Plan would be developed with individual targets and strategies to work towards achieving them. This would mean additional work in a small group or on a one-to-one basis to carry out specific interventions to support a child to meet their individual needs. The SENDCo works alongside class teachers and support staff to oversee SEN provision and monitor the progress of any child requiring additional support.

Examples of additional school interventions at Malin Bridge:

- Handwriting Intervention
- Fine Motor Skills Intervention
- Time to Talk
- Sensory Breaks
- Zone of Regulation
- Lego Therapy
- Speech and Language Therapy

A child who, despite having extra provision is still struggling to make significant progress, may be identified as requiring specialised support (wave 3 provision). Where appropriate, other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process. This level of intervention is for pupils with more complex and/or enduring difficulties and may include:

- Speech and Language Therapist involvement

- Educational Psychologist involvement
- Occupational Therapist involvement
- Paediatrician involvement
- School Nurse or Health Visitor involvement
- SEND team - Assessments and monitoring to ensure appropriate intervention and access to learning

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEND support plan for them.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s)

All pupils are encouraged to take part in sports day and school plays.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

Children who access the IR also are allocated a class in the mainstream school. They integrate into the school for particular lessons. Careful consideration is given to children in the IR so that they can also access year group trips and residentials with additional support.

How does the school support pupils with disabilities?

To ensure that pupils with disabilities can access Malin Bridge School and that they are treated equally, we have taken the following steps:

- The school has a rich curriculum that teaches our children to respect everyone no matter their differences. Personal development and citizenship lessons are taught across the school.
- Weekly assemblies support the ethos of the school and teach children about a variety of differences.
- Staff receive regular training on disability awareness and inclusive practises to promote empathy and understanding.
- The school ensures accessibility through facilities such as ramps and disabled toilets.

The school's accessibility plan is available to download from www.schoolname.chorustrust.org/policies and includes details about how we:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Whole school approach to Zones of Regulation.
- Group and 1:1 Zones of Regulation.
- Mental Health Practitioner support in a group, 1:1 basis or working with parents
- Group Lego therapy.
- Personal Development curriculum throughout the school.
- Quiet room at lunchtimes.
- School involves health and social care professionals, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.

What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask the current teacher to write the SEND support plan for the following year.
- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed.
- Hold a transition event for an afternoon for children to meet their new class teacher.
- Use transition booklets with photographs of staff and the new classroom.
- Arrange additional classroom visits if required.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENDCo of the secondary school will be invited into our school for a meeting with our SENDCo. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Attending transitional events in their new school
- Learning how to get organised independently
- Additional visits and sessions at the school

What support is in place for looked after and previously looked after children with SEND?

Mr Green, our Designated Teacher for Looked-After Children, will work with Mrs Collingham our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC Plans are consistent and complement one another.

How does the school make sure the admissions process is fair for pupils with SEND or a disability?

We have robust policies and practices to support the admission of pupils with SEND or a disability:

All admissions materials are available in accessible formats upon request, such as large print, and we provide assistance to families who may need help completing the application process.

We offer pre-admissions meetings with prospective families to discuss the specific needs of pupils with SEND or disabilities, ensuring that appropriate provisions are in place from day one.

When needed, we conduct individual assessments to understand the requirements of the child and develop a personalised SEND support plan.

We strictly adhere to statutory guidance regarding Education, Health and Care (EHC) Plans:

Any prospective pupil whose EHC Plan names Malin Bridge Primary School is given priority and will be admitted to the school before places are allocated to other applicants.

We work closely with the local authority and families to ensure that the needs outlined in the EHC Plan can be fully supported where possible.



What should I do if I have a complaint about my child's SEND support?

We follow the Chorus Trust Complaints Policy for the handling of all complaints, including those from parents/carers of pupils with special educational needs and/or disabilities. This is available to download from www.chorustrust.org/policies

What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Sheffield's local offer. Sheffield City Council publishes information about the local offer on their website:

<https://www.sheffielddirectory.org.uk/localoffer/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://sheffieldsendias.org.uk/>

Local charities that offer information and support to families of children with SEN are:

<https://www.sheffield.gov.uk/schools-childcare/family-hubs>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)