

Inspire Partnership Academy Trust

Special Educational Needs Information Report 2025 - 2026

Maundene Primary School

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Contact details

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Maundene Primary School please contact us using the details below.

Inclusion Leader/SENCO: Mrs Fiona Hampton

Contact: Tel: 01634 864721 **email:** office@inspiremaundene.co.uk

Home School Support Worker: Kelly Rixon

Contact: Tel: 01634 864721 **email:** office@inspiremaundene.co.uk

- **Aims**

The aim of the Special Educational Needs Information Report is to set out how Maundene Primary School will support and make provision for pupils with special educational needs and disabilities (SEND). This is a legal requirement as outlined in The Special Educational Needs and Disability Regulations 2014, which sets out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report. This information report also complies with our funding agreement and articles of association.

At Maundene Primary School we strive to support all pupils to enable them to achieve at school.

In order to do this, many steps are taken to support them through their learning journey.

Quality inclusive teaching is vital; however, for some pupils there are occasions when further additional support may be needed to help them achieve their targets.

High quality inclusive teaching and additional interventions are defined through dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer every pupil in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first inclusive teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.

- **The kinds of SEND that are provided for**

All staff at Maundene Primary School strive and work hard to ensure our school is an inclusive school. We share a mutual ethos of every child matters therefore we aim to address each pupil’s needs and support their development in the most appropriate way possible to ensure we celebrate effort as much as achievement. Our school’s SEND Policy is available on the school website:

<https://www.maundene.medway.sch.uk/attachments/download.asp?file=315&type=pdf>

or via the School Office, detailing our philosophy in relation to SEND.

We refer to the term “Special Educational Needs” if a pupil:

- Has significantly greater difficulty in learning than the majority of pupil of their age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- Has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for pupils of similar age.

The difficulty or disability may relate to:

- **Communication and interaction** - Autistic Spectrum Disorder, Asperger’s Syndrome, Selective mutism, Speech and or Language difficulties.
- **Cognition and learning** – Moderate Learning Difficulties, Specific Learning Difficulties [Dyslexia, Dyspraxia].
- **Social, Emotional and Mental Health** – Attention Deficit/ Hyperactivity Disorder, Oppositional Defiance Disorder.
- **Sensory or Physical conditions** – Hearing/Visual impairment, Sensory Processing Disorder/difficulties.

Special Educational Provision is additional to or different from which is made generally for most pupils in school.

Children with medical needs

- If a child has a specific medical need then a detailed Care Plan is compiled with health professionals, usually the School Nurse, in consultation with parents/carers, SENCo, appropriate teachers, teaching assistants and appropriate administrative staff. These are discussed with all staff involved with the child, if necessary, on a need-to-know basis.
- All staff receive annual EpiPen training delivered by the school nurse.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medi-Care plan is in place to ensure the safety of both child and staff member.

- **Identifying pupils with SEND and assessing their needs**

Maundene Primary School's Assessment Policy (available via the School Office) outlines the range of assessments regularly used throughout the school.

Assessment is an ongoing core process throughout the school. It is a check that each pupil is making adequate progress against the National Expectations set for each year group from Foundation Stage through to Year 6.

Adequate progress is defined as that which:

- Closes the attainment gap between the pupil and pupils of a similar age
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- Matches or is better than the previous rate of progress
- Ensures that a pupil has full access to the curriculum in line with their peers
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvement in a pupil's behaviour allowing them to be receptive to learning.

If a pupil is not making the expected progress, then additional and different assessments tools may be required to determine the reasons why.

To help us ascertain a better understanding of a pupil's learning difficulty, we may use:

- Holborn reading assessment, a sentence reading and comprehension test.
- A KBIT assessment (KBIT or KBIT-2), a brief, individually administered test that measures verbal and nonverbal intelligence.
- The PiXL (Partners in Excellence) assessments are not primarily branded as "process assessments" but are fundamentally diagnostic tools designed to assess student knowledge, understanding, and skills in a forensic, question-level manner.

Sometimes, more specialist assessments are needed to gain a deeper understanding of a possible difficulty. When this is the case, the following assessments may be used:

- A Dyslexia Portfolio assessment typically refers to a comprehensive, multi-faceted evaluation designed to identify an individual's specific profile of strengths and weaknesses related to dyslexia and literacy learning. It provides a detailed diagnostic picture used to inform targeted intervention and support strategies.
- The British Picture Vocabulary Scale (BPVS) is a widely used, individually administered assessment designed to measure a child's receptive (hearing) vocabulary for Standard English.

These assessments may also be used to plan targeted intervention programmes for the child and also contribute towards creating a benchmark for measuring the impact of subsequent interventions.

- **Consulting and involving pupils and parents**

At Maundene Primary School, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full cooperation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure their child's needs are identified properly and met as early as possible. In order for parents to play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

Parents will be involved in the planning for the child's education as all parents are. This may be through:

- Discussions with the class teacher as the first point of contact and if required an Early identification form will be completed at the initial stage of the concern.
- Parents' evenings with class teachers.
- Discussions and meetings with Mrs Fiona Hampton (Senco) or other professionals such as Andrew Green (Speech and Language Therapist) and Natalia Wigley (Education Psychologist).
- Where need is beyond the requirements of quality first teaching, a school based plan will be put into place in collaboration with the SENCO and class teacher. Parents are encouraged to comment on their child's School Based Plan with possible suggestions which could be incorporated.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to parents upon request.

Parents will know how their child is doing because:

- Parents will be able to discuss the child's progress at Parents' Consultation Evenings.
- Parents may have brief discussions with the class teachers at the end of the school day, if they are available. However, appointments can be made to speak in more detail to the class teacher, in the first instance, to discuss concerns by visiting the School Office. They may arrange a follow up appointment with SENCo Mrs Fiona Hampton, if necessary.
- SBP (School based plans) are written three times per year. The SBP will be sent home three times a year. Parents may wish to make an appointment to review the targets and discuss the new targets set with their class teacher. Parents/carers are encouraged to contribute input to be included on the SBP.

Maudene Primary School will help parents to support their child's learning by:

- The class teacher may suggest ways of supporting my child's learning through messages, parents' evenings or additional meetings arranged when necessary.
- SENCo Mrs Fiona Hampton, may meet with parents to discuss how to support their child. They may, alongside the class teacher, discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- Having liaised with, and informing parents of, the outside agencies or the Educational Psychologist, suggestions and programmes of study can then be used at home.

- **Assessing and reviewing pupils progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

- **Assess:** The class teachers and if necessary, the SENCo or professionals from external agencies, assess the needs of the individuals.
- **Plan:** We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.
- **Do:** We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
- **Review:** We evaluate the impact of the support provided and consider whether changes to the support need to be made.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant
- Frequent Formative Assessments (Daily/Weekly). These are low-stakes methods used continually by teachers to monitor pupil understanding and adjust teaching in the moment or for the next lesson.
- Periodic Summative & Interim Assessments (Termly/Half-Termly). These are higher-stakes checkpoints used to evaluate accumulated learning against a standard and provide data for tracking progress over time.
- Pupil Progress Meetings (PPMs). Pupil Progress Meetings are termly (or half-termly) structured discussions between teachers, subject leaders, and senior leaders. They serve as the mechanism to analyse the data from the periodic assessments and translate it into actionable plans, closing the assessment-to-instruction loop.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

- **Our approach to teaching pupils with SEND**

The SEN Code of Practice 2014 recognises 'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (p14). At Maundene Primary School, our priority is to ensure all children, including children with SEN, have access to outstanding lessons which are appropriately differentiated and personalised to meet the needs of children. Our teachers acknowledge they are responsible and accountable for the progress and development of all the pupils in their class.

We also recognise some children will require educational provision which is '*additional to*' or '*different from*' this. To achieve this, we:

- Sensory Circuits
 - BEAM
 - Mathematics and Literacy interventions
 - Time to Talk
 - Lego Therapy, for children to learn how to cooperate with one another in a small group. Speech and Language interventions
 - Attention Autism
 - Social Skills groups to develop emotional language and literacy and the skills needed to initiate friendships and interact socially with their peers
 - Sensory diet movement breaks
 - 1:1 Counselling
 - 1:1 Draw and Talk sessions
 - Small group lunchtime support for children to develop skills in play and social interaction
- Adaptations to the curriculum and learning environment

- **Adaptations to the curriculum and learning environment**

The curriculum and learning environment will be adapted to the child's needs when:

- A child has been identified with special needs or disability; their work will be differentiated by the class teacher to enable them to access the curriculum more appropriately.
- Teaching Assistants (TAs) may be allocated to work with the child for some 1-1 or small focus group, to target more specific needs.
- Appropriate specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips or easy-to-use scissors.
- Reasonable adjustments are put in place to not put a child at a substantial disadvantage as soon as is reasonably possible.
- The school environment is accessible as: adapt as necessary
 - Ramps into school make the building accessible to all.
 - Two toilets adapted for access suitable to those with additional physical needs, including wheelchair users.

- Doors which can allow all access to the main entrance of the building with internal doors which also facilitate access.
- We have an up-to-date Accessibility Plan, which is available via the School Office.
- **Additional support for learning**

We have a number of teaching assistants who are trained to deliver interventions such as:

Speech and Language Link

- Medway Core Standards
- Phonics
- Lego Therapy
- SNIP
- Alpha to Omega
- Intensive Interaction
- Sensory Circuits
- BEAM
- Draw & Talk
- Highly adapted learning journeys
- 1:1 Reading
- Mentoring

Teaching assistants will support pupils on a 1:1 basis or in a small group when [add details here].

We work with the following agencies to provide support for pupils with SEN, their families and school staff. The agencies used by the school include:

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We work with the following agencies to provide support for pupils with SEN, their families and school staff. The agencies used by the school include:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Community Paediatricians
- The Marlborough Outreach Centre (ASD Outreach)
- School Nursing Service

- Child and Adolescent Mental Health Services
- Sensory support for hearing and visual impairment needs
- Behavioural support teams (SSG Medway)
- Early Help
- SENDIAS
- Small steps

Expertise and training of staff

At Maundene Primary School, we believe having knowledge develops understanding which ultimately improves teaching practice and provision for children. All staff receive training regarding different areas of SEN, these have included sessions on:

on whole school training on SEN issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and Speech and Language Difficulties. Other training includes making and using symbolised resources, systems to encourage independent learning, social stories, supporting transition and social skills and how to support children working on SEND learning journeys.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. The SENCo also delivers training to teachers and teaching assistants. Specific staff members are trained in de-escalation strategies and positive handling techniques where appropriate.

Additionally, we have Teaching Assistants who are able to support children through Lego therapy groups which help to develop attention and listening skills. Our Teaching Assistants receive regular training from the Speech and Language Therapist and SENCo on how to deliver 1:1 and small group interventions.

Securing equipment and facilities

The school budget, received from Medway LA, includes money for supporting children with SEND. The Head Teacher and SENCo work together to decide on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors on the basis of the needs of the school. The school identifies the needs of SEN pupils on a SEND register, and via provision mapping. This identifies all support given within the school and it is reviewed regularly, and changes are made as needed, so that all the needs of the children are met and resources are deployed as effectively as possible.

Evaluating the effectiveness of the SEND provision

Provision for children with additional needs is evaluated in a variety of ways:

- Use of a provision map to measure progress and achievement
- Evaluation of Individual Education Plans 3 times a year
- Holding annual reviews for pupils with EHC plans
- Use of assessment information/progress rates etc. pre- and post- interventions

- Use of attainment and progress data for children with SEN across the school as part of whole school tracking of children's progress
- Use of pupil/parents interviews/questionnaires
- Monitoring by SENCo

Enabling SEND pupils to engage in activities available to those in the school who do not 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 take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. We ensure wherever possible that equipment used is accessible to all children regardless of their needs. Quiet areas, including a family support worker, and Oasis (a quiet lunchtime space), a sensory room, sensory circuits, and specialist provisions are provided for children who need a space to support their emotional needs.

Arrangements for the Admission of Disabled Pupils

Our admission arrangements are inclusive and non-discriminatory. A pupil's disability or special educational needs will never be a factor in determining their eligibility for a place at our school.

Standard Admission: Disabled pupils follow the same standard admission procedure as all other applicants.

Early Dialogue: We strongly encourage parents/carers of a disabled pupil, or one with complex needs, to contact the SENCo, Mrs Fiona Hampton at **01634 864721** or **fbyrne@inspiremaundene.co.uk** as early as possible. This allows us to discuss individual needs and make necessary preparations for a smooth transition and successful start.

Personalised Transition: For admitted pupils, we will hold a pre-entry meeting to discuss necessary adjustments, create a **School Based Plan (SBP)**, and ensure all staff are aware of the support required before the pupil starts.

Preventing Less Favourable Treatment: We are proactive in ensuring that disabled pupils are not treated less favourably than other pupils. This is integral to our school culture and is implemented through:

Reasonable Adjustments: We are committed to making **reasonable adjustments** to our policies, practices, and procedures to prevent any disadvantage. This includes adjustments in the classroom, during school trips, in the assessment process, and in extra-curricular activities.

Curriculum Access: Lessons are planned using an **adaptive and inclusive approach** to ensure the entire curriculum is accessible to all pupils.

Facilities to Help Disabled Pupils Access Our School

We have taken significant steps to ensure our school environment is physically accessible and welcoming to all. Our facilities currently include:

- Two accessible parking bays near the main entrance.
- Ramps and Access to all key areas is provided by Ramps into a single storey building.
- Accessible Toilets: We have two accessible toilets and changing facilities located at the front of the school near the main entrance.
- Clear Signage: Clear, accessible signage is used throughout the school.

- Arrangements for the admission of disabled pupils
- How to find your school's accessibility plan

Support for improving emotional and social development

We recognise that some children have extra emotional and social needs, and these needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively. However, for those children who find aspects of this difficult we offer:

Members of staff, such as the class teacher, teaching assistants, the school ELSA and SENCo, being readily available for children who wish to discuss any issues and concerns, including bullying

- Lego Therapy, for children to learn how to cooperate with one another in a small group
- Social skills groups to develop emotional language and literacy and the skills needed to initiate friendships and interact socially with their peers
- 1:1 Counselling sessions
- 1:1 Draw and talk sessions
- Mentoring
- Peer coaching
- Lunchtime and playtime support through designated areas
- Small group lunchtime and playtime support for children to develop skills in play and social interaction
- Junior Leadership Team

Supporting pupils moving between phases and joining or leaving the school

Maundene Primary School understands what a stressful time moving schools/classes can be, therefore many strategies are in place to enable the child's transition to be as smooth as possible.

These include:

- The SENCO will visit preschools with the class teacher or EYFS Phase Leader prior to them starting at Maundene Primary School.
- If your child would be helped by a social story to support them in understanding the transition, one will be made for them with information about their current placement and their new school.
- Your child will be able to visit our school and stay for a 'stay and play' session and additional sessions if needed.
- Parents will be invited to attend an information evening.
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to Maundene Primary school.

If your child is moving to another school

- We will contact the school's SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book to support them in understanding

moving on, one will be made for them.

When Moving Classes in School

- Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher and the previous teacher. SBP's will be shared with the new teacher and any adaptations or supports used in the previous year.
- If your child would be helped by a social story to support them in understanding moving on, one will be made for them.
- We hold additional 'meet the teacher sessions' for pupils before starting in their new class in the summer term.

Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 6

- The SENCO and class teacher will discuss the specific needs of your child with the SENCO of the child's secondary school. Where appropriate, a transition review meeting will take place with the SENCO from the new school. If your child has an EHC Plan, we will invite the SENCO of your child's new school to the Year 6 Annual Review meeting.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

If your child would be helped by a book to support them in understanding moving on, one will be made for them .

- **Complaints about SEND provision**

Complaints about SEN provision in our school should be made to the class teacher 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

- **Contact details for further information**

At Maundene Primary School, we are committed to working in partnership with parents and carers to meet the needs of the children in our school.

If you have any questions or concerns, we ask parents to contact the following:

Class teacher - If you were to have a question or concern about the provision for your child with SEN, in the first instance, we would encourage you to contact your child's class teacher.

SENCO - Should you wish to discuss your concerns further; you could contact the Senco, Mrs Fiona Hampton by making an appointment at the School Office.

Headteacher - If you still have concerns regarding the provision for your child, then please contact our Headteacher who will investigate your concern.

Chair of Local Community Council - In the unlikely event your concern is not resolved, then please make contact with our Chair of LCC in line with our 'Parental Complaints' policy and procedure, available via the School Office or website.

Services to support parents of pupils with SEND

At Maundene Primary School we value working in partnership with our parents. We understand that you know your child best. As a school we want to work closely with you as parents and carers to ensure the best outcomes for your child. Collaboration and the regular reviewing of our provision and targets will enable children with SEND to thrive.

Parents are welcome to join our parent workshops with Small Steps and SENDIAS. The Maundene PTA meet regularly and organise fundraising events for the school. Parents can also access support from other services like Children and Adolescent Mental Health Services, Mental Health in Schools Team (CAMHS MHST), Early Help. The Special Educational Needs and Disability Information Advice and Support Service (SENDIAS Medway) which is available to give impartial advice and support should you need it.

The local authority Local Offer

Our contribution to the local offer is by publishing this Special Educational Needs (SEN) Information Report (sometimes called the School Local Offer) on our school website and to ensure our core provision is clearly communicated.

Our local authority's local offer is published here:

https://www.medway.gov.uk/info/200307/special_educational_needs_and_disabilities_send_information_hub/831/about_medways_send_information_hub_local_offer