

<i>This information report will provide information about:</i>	<i>In Maulden Lower School, we ...</i>
<i>Ethos, Vision and Mission Statement for Maulden Lower School.</i> 	<u>Our School Vision & Ethos</u> At Maulden Lower School, we challenge children to strive for academic, creative, sporting and personal accomplishment within a broad and balanced curriculum. The Maulden Way encourages pupils to live their Values, not only within our inclusive school, where diversity is celebrated but also as members of the local, national and international community We foster open and honest communication with parents, carers and specialists and actively seek to engage all members of our school community in a positive, supportive manner. In a fast-paced world, we believe in nurturing happiness, resilience and success in children <u>Statement of Aims</u> Maulden children will be happy, kind and successful with a thirst for life and learning. They will be motivated by their school experience to achieve their personal potential in readiness for the next chapter of their lives. Maulden Lower School will provide a richly inspiring curriculum, suitable for all. We will develop the whole child through our twelve core Values, which underpin all that we do. Our beautiful, rural location allows children to connect with nature. We will seek to develop deep relationships with our local community, placing the school at the heart of village life, so that children experience the real world within a safe and secure environment. Our school motto is ‘ad aevum meliorum’ and it is indeed our mission to nurture and educate children ‘towards a better life’.

Maulden Lower School - Special Educational Needs and Disabilities (SEND) Information Report – as at October 2024

<i>This information report will provide information about:</i>	<i>In Maulden Lower School, we ...</i>
<i>Which areas of SEND are supported.</i>	Maulden Lower School does not include any specialist units of SEND provision. However, it fosters an inclusive approach and supports pupils with individual or multiple needs across the four broad areas as outlined by the SEND Code of Practice, such as: • Communication and interaction, for example, autistic spectrum disorders or speech and language difficulties, • Cognition and learning, for example, as a result of specific learning difficulties, such as dyslexia, dyspraxia, dyscalculia. • Social, emotional and mental health difficulties, for example, due to attention deficit hyperactivity disorder (ADHD), • Sensory and/or physical needs, for example, visual impairments, hearing impairments or processing difficulties.
<i>Assessing and identifying the particular special educational needs of a child or young person.</i>	We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress: • 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, or even widens the attainment gap • This may include progress in areas other than attainment, for example, social needs. • Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer through High Quality First teaching, or whether further adaptation or additional support is required. As well as measuring progress, we know children may need extra help if: • Concerns are raised by parents/ carers, teachers or the child. • There is a change in the child's behaviour. • Outside agencies or an early years setting notify school of any concerns.
<i>Special educational needs and disabilities in the Early Years.</i>	We are committed to the early identification of any special educational needs. Children are assessed using development milestones taken from The Early Years Foundation Stage (EYFS) and The Department of Education document 'Early Years Outcomes'. This, coupled with parental information, practitioner observation and knowledge of child development, provide the information required for assessing developmental levels. For further advice, we also refer to the Central Bedfordshire Guidance on SEND in the Early Years - a Graduated Approach 2018.

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<i>Who to contact if you have any questions or concerns about your child's SEND.</i>	Class Teachers as first point of contact, Mrs Hayley Cohen - SENDCo, Mrs Karen Waite - SEND in Pre School Mrs Kathy Dwyer - Head Teacher.
<i>Governor involvement and their responsibilities.</i>	The SENDCo reports to the Headteacher half-termly, who in turn reports to Governors each term to inform them about the progress of children with SEND. This report does not refer to individual children and confidentiality is maintained at all times. Mr Carl Field is our parent Governor with responsibility for SEND. He also meets termly with the SENDCo and reports back to the Governing Body in order to keep all informed.
<i>Consulting and working in partnership with parents of children with special educational needs, as well as the pupils themselves.</i>	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, • We will formally notify parents when it is decided that a pupil will receive SEN support. Consultation with parents/guardians is achieved through: • Regular contact between home and school e.g. year group email, reading record, home/ school communication book. • Half-termly meetings with parents to discuss progress, through a combination of parent consultation evenings, and termly SEND review meetings. These provide opportunities to review progress, discuss concerns and agree new targets. • Termly reviews are also held with the pupils themselves, providing opportunities for them to share their feelings, celebrate their successes and discuss other areas that they would like more support with. • For children with an EHC plan, an annual review is held each year, to which parents and all agencies involved with the child are invited to attend. These reviews include the opinions of the young person. As and when required an Interim review may be called to adjust according to the needs of the pupil. • Annual Stakeholder Questionnaires are carried out (Pupil/Parent/Staff). • Annual written school reports to parents. • Multi-agency meetings are also held on-site as required.

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<i>Measuring children’s progress, how the school will know how well your child is doing and how they will inform you of this.</i>	In supporting your child and meeting their special educational needs, we will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject 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 • The pupil’s own views • Advice from external support services, if relevant • The assessment will be reviewed regularly. • 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. • Your child’s progress will be continually monitored and put onto the school’s tracking system by his/her class teacher. The SENDCo will monitor the progress your child is making and will discuss this with parent/ carers. • Children will have a Pupil passport and Individual Education Plan (IEP) with targets set by the teacher in partnership with parents and/or outside agencies specific to the child’s needs. Progress against these targets will be continually reviewed by the teacher and formally reviewed with the SLT (Senior Leadership Team) once a term. Further targets will then be set for a new plan. • We have pupil progress meetings each term with the Headteacher and SEND teacher meetings led by the SENDCo, with contributions from any member of staff who has supported the child. Each term we meet parents/carers and discuss the child’s progress. • The progress of children with an EHCP will also be formally reviewed at an Annual Review with all adults involved in the child’s education. • We use a reading record or, where required, a home/ school book to communicate with parents/ carers and to receive their questions and comments. Each year group also has their own dedicated message portal, via weduc, for direct liaison with the class teacher.
<i>The school’s approach to teaching pupils with SEND, the adaptations made and the range of support for learning available to them.</i>	• Our SENDCo oversees all support and progress of any child requiring additional support across the school. • The class teacher will oversee, plan and work with each child with SEND needs in their class, in order to ensure that progress is made.

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	• On some occasion, a Teacher or Teaching Assistant may work with your child individually or as part of a group, if this is deemed necessary by the class teacher. The frequency of these sessions will be explained to parents when support starts. • Different kinds of support are available for children with SEND, including curriculum adaptations, differentiation and personalisation, specified individual support, support for health needs, support for behaviour, specialist teaching groups, support for communication needs e.g. the use of Makaton signing, all as detailed on the Whole School Provision Map featured on the school website.
<i>How the effectiveness of SEND provision is evaluated.</i>	The SENDCo will monitor the effectiveness of the provision by making comparisons between attainment targets for groups and individuals alongside conducting learning walks, pupil and staff observations, timetabling and allocating provisions and interventions in association with class teachers and parents, holding SEND teacher meetings, parent meetings, termly reviews of Passports and IEP's, leading staff meetings, termly governor visits and making comparisons between school, local and national data.
<i>What specialist training in SEND the staff have in school.</i>	Our SENDCo organises SEND training, and works closely with any external agencies that we feel are relevant to individual children's needs within our school. These include Early Years Support Team, Educational Psychologists, Speech and Language Therapists, Health teams, occupational therapists, social services, school and community nursing service and the hearing and visually impaired team. We access specialist training as part of staff's Continuous Professional Development to ensure we can support the individual needs of children with SEND.
<i>What equipment and facilities are available to support children with SEND?</i>	This may include:- • Any additional resources required to run an intervention • Specialist seating and standing equipment. • Specialist writing equipment- writing slope, range of pencils/pens • Specialist communication aids. • Toilet aids including steps and handrails. • Sensory equipment such as the equipment used during sensory circuits • Access to outdoor play facilities • A range of coloured overlays to support visual impairment
<i>Accessibility of the school to children with SEND.</i>	Most areas of the school site are wheelchair accessible, with ramps for wheelchair access. Some toilets have been adapted for use for children with disabilities. A portable hearing loop system is utilised as required within classrooms.

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<i>Inclusion and how the school ensures that children with SEND are included in all activities within school, after school and on school trips.</i>	ALL children are included in all parts of the school curriculum and we aim for all children to be included in a range of extra -curricular activities, such as before and after school clubs, as well as being participating in school trips. We provide the necessary support to ensure this is successful. A risk assessment is carried out prior to any off-site activity, to ensure health and safety will not be compromised in any way.
<i>Equality and how the school ensures equality for all.</i>	The school Governors' and management have agreed three key equality objectives: To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity; To reduce prejudice and increase understanding of equality through direct teaching across the curriculum; To monitor and analyse pupil achievement by race, gender and disability. Full details of how the school meets these objectives and measures their impact is included in our Equality Objectives document published on the school website.
<i>How the school supports the social and emotional development of pupils with SEND.</i>	Well-being and nurture sessions occur on a weekly basis with individual children Pupil views are collated each term during the review process alongside daily monitoring by all staff Growth mind-set is encouraged with all pupils at Maulden Lower school and corresponds to our VALUES curriculum. Outside agencies are used to support when necessary- For example, play therapists
<i>Transitions and how the school supports children when joining the school or transferring to a new school, when they reach the appropriate stage.</i>	Careful consideration is given to preparing pupils with SEND for transition, at all stages. We encourage all children to visit the school prior to starting. When pupils are changing classes or moving to another school, teachers liaise closely together with parents/ carers, sharing information, ensuring all relevant paperwork is forwarded and all needs are discussed and understood. In Year 4, the transfer options are explained to parents/ carers and they have the opportunity to visit Middle school before making a decision and expressing a preference. Teachers and the SENDCo will pay particular attention to preparing pupils with SEND for transfer to Middle school, addressing both the learning and the well- being concerns that may arise. Additional visits are arranged and SEND specific transition meetings are held between Year 4 and 5 teachers.
<i>Further information about SEND for families and practitioners.</i>	For further information please visit Central Bedfordshire's website via the link below, which gives further details of the local authorities SEND Local Offer, along with a directory of services: Web: www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx

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<i>School Contact Details.</i>	Tel/Fax: 01525 402286 General email: mauldenoffice@mauldenlower.com SENDCo email: send@mauldenlower.com Website address: www.mauldenlower.com