



## **SEND Information Report 2025/26**

### **An overview of the school**

Mayespark is a large maintained Primary School. 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.

In September 2020, we opened our Additional Resource Provision (ARP) which caters for children with an autism diagnosis who are in Year 1 to Year 6. 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 mainstream class. When the child is ready and has completed our transition programme they are integrated fully into mainstream learning.

The ARP curriculum is built around meeting the children's social, sensory, learning and communication needs. The children are supported in developing positive learning behaviours, independence and for interaction with the world around them. The children benefit from access to small group interventions such as, Attention Autism, TACPAC, social group and life skills. Each child will spend part of their day carrying out their individual Speech and Language therapy, Occupational Therapy and Physio therapy programmes. The staff work on the outcomes of the children's Educational Health Care Plans (EHCP) in preparation for annual reviews.

### **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.

### **1) Aims of our provision in regards to pupils with special educational needs and/or disability at Mayespark Primary School**

The aims of our policy and practice in relation to special educational need and disability in Mayespark Primary school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by providing high quality teaching across the school.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need

1. Communication and interaction,

2. Cognition and learning,
3. Social, mental and emotional health,
4. Sensory/physical

- To request, monitor and respond to parents'/carers' and pupils' views (where reasonable and possible) in order to evidence high levels of confidence and partnership.
- To support all staff in meeting pupil needs by providing well-targeted continuing professional development, both in house and externally; this would include input from any outreach services available and other professionals.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils; this would include liaising with parents/carers and medical professionals to set up Care Plans where appropriate .
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **2) What are special educational needs (SEND) or a disability?**

At Mayespark Primary School we use the definition for SEN and for disability from the SEND Code of Practice (2014 – updated January 2015). This states:

**Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

**Disability:** Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

## **3) The kinds of special educational needs (SEND) for which provision is made at Mayespark Primary school**

Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents/carers, to make the provision required to meet the needs of pupils at this school.

For children with an EHCP, parents/carers have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name Mayespark Primary School in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments carefully before a final decision on placement is made.

Parents or carers of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

## **4) How does Mayespark Primary School know if children need extra help?**

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

All or some of the above may apply and are carefully considered through systems set out in the school policies including SEND and Assessment Policies.

At Mayespark Primary school we take a graduated approach in ensuring early identification of children with SEND. Our identification procedure allows teachers to raise concerns in half termly Pupil Progress meetings. In addition to this we have 'concern forms' for teachers to initiate discussions around a child's needs at any point of the year.

### **5) What should parents/ carers do if they think that their child may have special educational needs?**

- If parents/carers have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SEND team ([Mrs Prince \(SENDCo\)](#) and [Mr Darcy \(Assistant SENDCo\)](#) and they can be contacted via the school office with prior appointment
- Email: [office@mayespark.redbridge.sch.uk](mailto:office@mayespark.redbridge.sch.uk) (for attention of SEND team)
- Tel: 02085992263
- Fax: 02085978422
- Parents/carers may also contact the SEND team or the Headteacher directly if they feel this is more appropriate.
- We value the opportunity to work closely with parents/carers whose views and aspirations for their child will be central to the assessment and provision that is provided by Mayespark Primary School.

### **6) How will the school support a child with SEND?**

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. classroom observation by the senior leadership team, the SEND team, external verifiers,
2. ongoing assessment of progress made by pupils with SEND (Target Tracker and B-Squared assessment tools),
3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. teacher meetings with the SEND team to provide advice and guidance on meeting the needs of pupils with SEND,
5. pupil and parent feedback on the quality and effectiveness of support, strategies and interventions provided,
6. attendance and behaviour monitoring and tracking records.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

All pupils have individual targets set in line with national outcomes. Parents/carers are informed of these via the reporting system and also at events such as Progress Meetings and Parents and Carers' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly. These pupils are then discussed in half termly progress meetings that are undertaken between the class/subject teacher and a member of the SEND team and/or senior leadership team and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will be then identified and recorded this will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents/carers will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

Action relating to SEND support will follow an **assess, plan, do and review** model: Which is exemplified in the SEN Code of Practice (updated January 2015)

- **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SEND team in order to make an accurate assessment of the pupil's needs. Parents/carers will be invited to this early discussion to support the identification of action to improve outcomes.
- **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents/carers and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SEND team.
- **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents'/carers' aspirations for their child. Parents/carers and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
- **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents/carers and the pupil where appropriate.

If progress is limited despite the delivery of high quality interventions, advice will always be sought from other agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent/carer permission has been obtained and may include referral to:

1. Local Authority Support Services – including Educational Psychologists
2. Specialists such as outreach support services (Early Years Advisory Services (EYAS) and Specialist Education and Training Support Services (SEATSS), occupational therapists, physiotherapists speech and language therapists.
3. Social Care Services – as discussed with parents/carers
4. Health partners such as School Nurse and Redbridge Emotional Well Being and Mental Health Service (EWMHS) for a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

## **7) How will the curriculum be matched to each child's needs?**

Teachers plan using pupils' achievement levels, differentiating tasks and high-quality teaching to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the SEND team and/or external specialists.

In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional support. All actions taken by the school will be recorded and shared with parents and carers.

## **8) How will parents/carers know how well their child is doing?**

Attainment towards the identified outcomes will be shared with parents/carers regularly through termly review meetings with the class teacher or SEND team and at Parents' and Carers' Evenings.

A home-school Communication Book is sometimes a useful tool to help communication with school staff on a more regular basis.

Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SEND team, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0208 599 2263.

### **9) How will parents/carers be helped to support their child's learning?**

The school website has a wealth of information about our curriculum. It can be found at [www.mayesparkprimaryschool.org.uk](http://www.mayesparkprimaryschool.org.uk) and includes links to websites and resources that we have found useful in supporting parents/carers to help their child learn at home. Information about our SEND provision can be found as part of the Local Offer

(<https://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?id=kFvLtrVUKuo>)

The class teacher or SEND team may also suggest additional ways of supporting your child's learning.

The school organises a number of parent/carer workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents/carers to learn more about how to support your child's learning.

The school holds termly coffee mornings specifically for parents and carers of pupils with SEND.

If you have ideas on support that you would like to have access to or school events you could contribute to in order to further support your child's learning, please contact the SEND team.

### **10) How will the school evaluate the effectiveness of the SEND provision made for pupils?**

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents/carers and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and may be scrutinised by external moderators such as Ofsted.

### **11) What support will there be for children's overall well-being?**

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Relationships, Sex, and Health Education (RSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and parent/ carer views are sought through variety of means these include termly review meetings, coffee mornings, school council meetings, pupil voice and questionnaires.
- Learning Mentors delivering small group evidence-led interventions to support pupils' well-being are delivered to targeted pupils and groups.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has gained the bronze award for Healthy Schools London status which evidences the work undertaken within the school to support pupils' well-being and mental health.

### **12) Pupils with medical needs**

Pupils with specific or complex medical needs will be provided with a detailed Individual Health Care Plan, compiled in partnership with the school nurse and parents/carers and if appropriate, the pupil themselves. In some cases this will be an integral part of a statutory Educational Health Care Plan.

Staff who volunteer or directed to administer and supervise medications, will complete training overseen by a relevant health care professional such as a school nurse. This training will be recorded in the Health Care Plan. All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within 'Supporting pupils at school with medical conditions' (DfE 2014) and identified in the School Medicine Administration Policy.

### **13) What specialist services are available at the school?**

The school has access to a range of specialist support that are identified in (6) above.

### **14) What training do the staff supporting children and young people with SEND undertake?**

We identify training needs and keep our staff up to date with their knowledge and skills. We have a detailed training plan which is set out by the Inclusion and CPD (continual professional development) leads. In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- Intervention programmes available to pupils with Special Educational Needs.
- Nurture UK training to establish nurture provision.
- Using B-Squared as an assessment tool to support pupils with SEND.
- Understanding mental health challenges and being emotionally available adults – supported by Educational Psychologist.
- The SEND team attend regularly training and meetings arranged by Redbridge.
- The SEND team hold qualified teacher status and our SENCO has obtained the Nationally Accredited Award for Special Educational Needs Coordination (2024).
- The school has regular visits from an LA Educational Psychologist, SEND specialist teachers, Speech and Language Therapist, Occupational Therapists and Physiotherapists who provide advice to staff support the success and progress of individual pupils.
- Support staff receive regular training from the Redbridge Specialist Advisory Team (SENDATs) on supporting pupils with specific needs.
- Support Staff receive weekly training on how to effectively support SEND pupils learning needs.

### **15) How will my child be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

### **16) How accessible is the school environment?**

Our school is on two floors in one building. The main building has a lift which can be used by SEND pupils if needed with assistant from an assigned adult. In the event of a fire, evacuation chairs are used by trained staff to assist SEND pupils out of the building safely. In the main building there is a 'Hygiene Room' with disabled toilet facilities on the ground floor and two additional disabled toilets on the first floor. The school has a medical room located in the main building on the ground floor which can be accessed internally from inside the building and the also from the playground.

### **17) How will the school prepare/support my child when joining or transferring to a new school?**

A number of strategies are in place to enable effective pupils' transition. These include on entry:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September.
- For Nursery children starting Reception, 'Stay and Play' sessions are held in June and July to support a smooth transition.

- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SEND team meets with all new parents/carers of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- For pupils transferring from another setting, school records will be requested immediately. A meeting will be arranged with parents/carers to address and reduce any concerns. Where possible, the pupil will be visited in their current school to gather further information and support a smooth transition.

### **18) Transition to the next school, preparation for adulthood and independent**

- The transition programme in place for pupils provides a number of opportunities for pupils and parents/carers to meet staff in the new school.
- The annual review in Y5 for pupils with an EHCP begins the process where parents/carers are supported to make decisions regarding secondary school choice.
- Parents/carers will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied and additional visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SEND teams of both schools meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- Children in Year 6 in June take part in a transition programme in small groups, with dedicated lessons focused on key issues such as navigating the school environment and preparing for the next day etc.

### **19) How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
  - Targeted differentiation to increase access to text (accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
  - In class, additional adult support aimed at increasing skills in specific area of difficulties (independence, learning behaviours, organisation, etc)
  - Out of class support (relationship building, social, emotional skill development, )
  - Small group support (subject or targeted at additional need)
  - Specific support, advice and guidance is provided to parents/carers and families to improve pupils' readiness for learning (relating to pupils' difficulties in attendance, behaviour, physiological and emotional needs etc)
  - Provision of specialist resources or equipment (use of ICT, sloping board, wobble cushions, sensory toys etc)
  - Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special school and outreach teams to improve inclusion)
  - Use of specific environments in school such as work stations, Sensory Room, Therapy Room, Our Space, Life-Skills sessions, small groups, hygiene room.
  - Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)

- Access to support from in-school sources e.g. specialist teachers or TAs, or from outside agencies e.g. Redbridge Emotional Well Being and Mental Health Service (EWMHS), Early Advisory Service or SENDATs.
- Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support
- In addition, the Pupil Premium funding provides the school with additional funding for pupils who have claimed Free School Meals in the past six years, who are in the care of the Local Authority, or have been adopted from Local Authority care or whose parents/carers are in the Armed Services. The deployment of this funding is published on the school website.

## **20) How are decisions made about how much support each child will receive?**

For pupils with SEND support needs but without an EHCP, planning the support provided is led by the senior leadership team of the school and the SEND team advising the class teacher. Parents/carers are involved in this through meetings as outlined in the SEND policy. Deployment of funds is overseen by the Governing Body.

For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents/carers when the EHCP is being produced or at an annual review of an EHCP. The Local Authority administers and delegates the High Needs Funding which resources the EHCP.

## **21) How will I be involved in discussions about and planning for my child's education?**

This will be through:

- discussions with the class teacher, SEND team or senior leadership team member,
- during parents'/carers' evenings
- meetings with support and external agencies
- termly coffee mornings
- termly IEP review meetings
- annual reviews once a year

## **22) Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The Year Group Leader for your child's year group
- The SEND team
- The Headteacher
- For complaints, please see the school Complaints Policy on the school website:  
<https://www.mayesparkprimaryschool.org.uk/assets/Documents/Attachments/Complaints-Policy-June-2025.pdf>

## **23) Support services for parents/carers of pupils with SEND include:**

The Redbridge Information and Advice Support Service (RIASS) offers impartial advice and support to parents and carers of all children and young people with SEND <https://redbridgeiass.org.uk/youngpeoplevideo/>

- For parents/carers who are unhappy with the Local Authority or school responses to their child's SEND, may wish to contact the Local Authority SEND Mediation Service. Parents/carers may seek mediation from the regional mediation services.
- Parents and carers can appeal to the government's SEND tribunal if you disagree with the Local Authority's decisions about child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

**24) Information on where the Local Authority's Local Offer can be found.**

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=0>

**References**

Schedule 1 of The Special Educational Needs and Disability Regulations 2014

The SEND Code of Practice (updated 2015)

Supporting pupils at school with medical conditions (2014)