



Mayfield
Primary School

**Special Educational
Needs
and Disability
(SEND)
at
Mayfield**

Parent/ Carer Information



Mayfield Primary School

'Proud to be part of the Cranmer Trust'

Written by: Mrs K Tyson- SENDCo

Our SEND Offer

SEND Code of Practice 2015 states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

([Special educational needs and disability code of practice: 0-25 years 2015](#))

Special Educational Needs and Disability (SEND)

At Mayfield Primary School, we work hard to meet the needs of all pupils within our school. All staff adapt their approach to support the individual needs of children with SEND. Staff receive high quality training, support, and information, around a range of needs. We aim to monitor and quickly identify pupils, who are making limited progress and provide support to meet their needs.

We ensure that we work closely with parents/ carers throughout every step of the Graduated Approach process. The views wishes and contributions of the child and parent/ carers are an integral part of the process. Parents/ carers are informed of their child's learning regularly throughout the year, in addition parents/ carers are invited to termly SEND review meetings. Through the use of an online portal, parents/ carers can access their child's SEND Support Plan, at any time. School staff and parents/carers work together to support the child with SEND, to achieve their agreed targets.

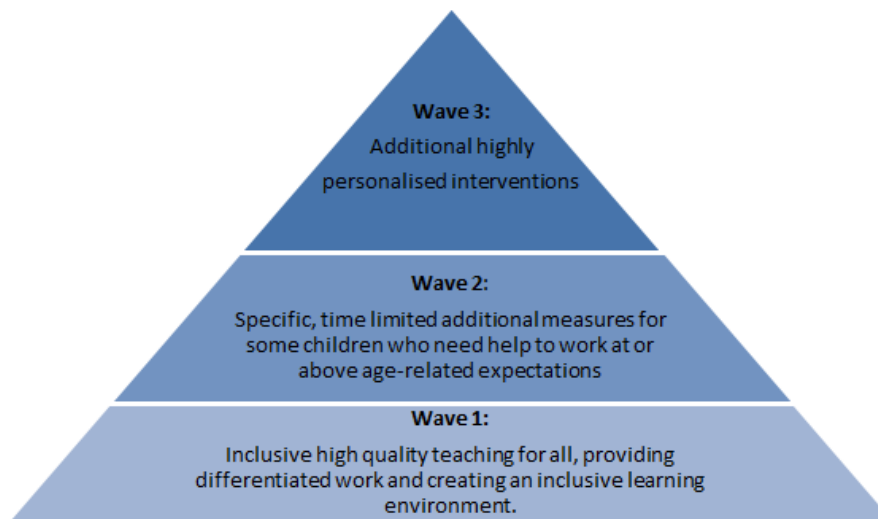
We are an inclusive school and have strong links with the Local Authority, Health Professionals, and organisations within our community. We regularly look at how we can develop, grow and are aware of how to meet the needs of our pupils.

What is a SENDCo and what is their role within school?

In summary, a Special Educational Needs and Disabilities Co-ordinator is a Qualified Teacher, whose role includes overseeing the needs of children are being met, in line with the Trust SEND Policy and the SEN Code of Practice. This role includes co-ordinating additional support and reasonable adjustments by working closely with Parents/Carers, your child's Class Teacher and other Professionals. Every mainstream school in the UK is required to have a SENDCo.

If you have any comments or questions about how the needs of your child is being met, firstly speak to your child's Class Teacher, who will be able to discuss this with you. Our SENDCo is Mrs Tyson, you can arrange to speak with her face to face or over the phone, through our school office.

Levels of support



Wave 1: Whole school offer

- High Quality Teaching: Every teacher is a teacher of SEND. We implement the EEF's '[5-a-day](#)' principle from their research-backed guidance '[SEND in Mainstream Schools](#)'.
- Inclusive environment whereby [Adaptive Teaching](#) takes place, mostly inside the classroom. This ensures all children have high quality Teacher contact time.
- Pupil Voice is recorded termly, to help children to reflect on what works well for them, what stops them from learning, how they can be supported and what they want to achieve. This is stuck at the front of their Knowledge and Understanding books.
- Early identification of need- [Wellcomm](#) assessed on entry to Nursery/ Reception.
- Strong communication and professional relationships with parents/carers.
- Liaise with outside agencies and previous setting. Social Workers, Early Help etc.
- Pastoral support- on a Class Teacher referral basis. Our experienced Pastoral Support Lead, will provide flexible and regular 'check-ins' as well as targeted and specific interventions, based on the needs of the child. Signposting parents to a range of self-referral support services [CAMHS](#), [TOG Mind](#) and [MAHDLO](#).
- The children's attendance is monitored closely by our Attendance Officer, in line our with our attendance policy. We offer support for poor attenders, and communicate school expectations, in order to increase school attendance.
- SLT monitor assessment and progress: 'Every leader is a leader of SEND'.
- SLT lead Pupil Progress meetings.
- Think Equal (EYFS) or My Happy Mind (KS1 and KS2) lesson each week, in addition to the PSHRE curriculum.
- We have adopted the [PANDA approach](#) to support and manage specific needs.
- Staff have regular Continuous Professional Development and have a range of qualifications to support SEND needs, for a comprehensive list, please see school qualification records.

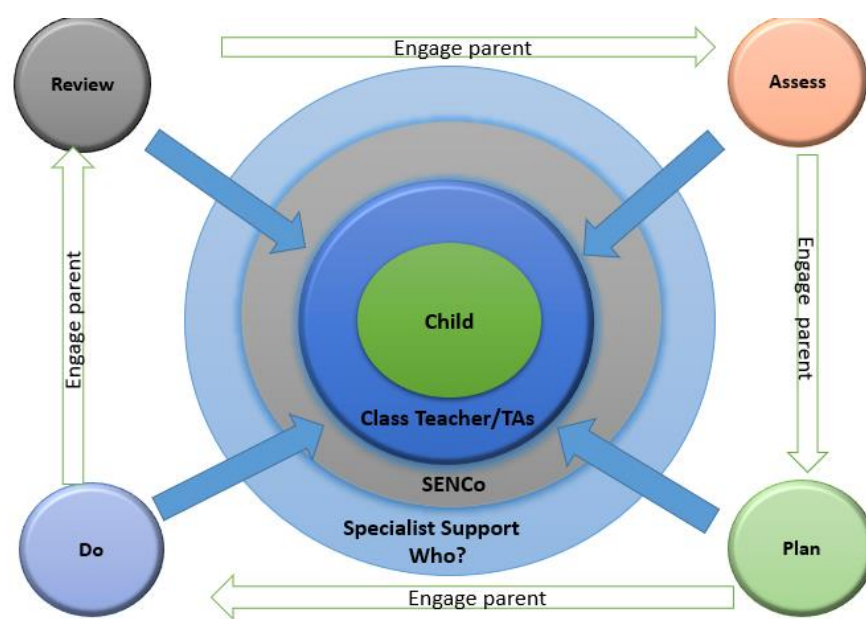
Qualifications include:

- o National SENDCo qualification completed September 2021
- o 2 Teachers and 1 TA ELKLAN trained: 2 EYFS and 1 KS1.

Wave 2: SEN Support- K

Additional to and inclusive of Wave 1.

With the support and consent of the child's parent or carer, The Graduated Response begins:



- Every child has a termly SEND review meeting, as part of the Graduated Response process. Parents are sent a parent voice form, prior to the meeting.
- Current SEN Plans, including provisions, are available to parents 24/7, via [Edukey Provision Map](#).
- Parents are signposted to the [Local Offer](#) and [POINT](#).
- Outside agency involvement: Educational Psychologist, QEST, PIP, Primary Outreach Service (POS), Occupational Therapists, Speech and Language Therapists etc.
- Additional support to implement recommended strategies from specialists to meet specific targets.
- Reasonable adjustments are made, to support the needs of the child.
- Range of SEND resources: ear defenders, pencil grips, Wobble Cushions, Talking Tins, Coloured Overlays, fidget toys etc.
- Structured targeted interventions- 'additional to and different from peers.'. Many of our interventions have been recommended by specialists within their field such as QEST, PIP, Educational Psychologists, Speech and Language Therapists and Occupational Therapists etc.
- Additional monitoring and transition through Key Stages.

- Parents are supported by the SENDCo and are signposted to POINT, if they want to submit an EHC application themselves, to the council. This is a 20-week assessment process, from the date the application is submitted.

Wave 3: Education, Health Care- E (EHC)

- Additional to and inclusive of wave 1 and 2. Children with an [EHCP](#) have been identified to have significant needs, which cannot be met within SEN Support.
- Every child with an EHCP has a termly SEND review meeting, one of these will be an Annual Review of their EHCP.
- As recommended by Oldham EHC Officers, a team of staff will support the child to meet their needs identified, in Section F of the EHCP. Supporting a child as a team increases Teacher contact time, staff skills are shared and developed, the child isn't negatively impacted by staff changes and improves the quality of teaching and learning, opposed to having 1 designated adult.
- The child may receive precise and targeted 1:1 intervention, to support their needs in a particular area, as outlined in their EHCP.
- We work closely with EHC Officers to support a change of placement, for a child to a specialist setting, at the parents' request.

Interventions at Mayfield

The Education Endowment Foundation (EEF)

Best practise includes...

- Careful assessment of pupils' needs so that teaching assistants support is well targeted.
- Training teaching assistants so that interactions are high quality – for example, using well-evidenced targeted programmes.
- Ensuring that any interventions are well-linked to classroom content and do not reduce high quality interactions with teachers.
- High quality communication between teaching assistants and classroom teachers is likely to support good implementation of teaching assistant interventions.

(The Education Endowment Foundation (EEF) 2021)

Targeted interventions

Where appropriate, to support the needs of your child, the following interventions may be put in place: EYFS

Area of need	Name of Intervention	What does it do?	Recommended timescales	Academic research
Speech and Language	Early Years WellComm Assessment	Helps you to identify pre-school and primary school children who are experiencing barriers to speech and language development so that you can support them early in their education journey. From screening to intervention.	Assessment duration 20 mins per child. Weekly interventions introduced from 'The Big Book of Ideas', if required.	Recommended by QEST Five successful strategies to identify and support speech and language needs in the early years - GL Assessment (gl-assessment.co.uk)
Speech and Language	The Nuffield Early Language Intervention (NELI)	Focus on developing children's narrative, vocabulary and listening skills, in addition to their phonological awareness and letter sound knowledge.	20 week programme consists of two 15-minute individual sessions and three 30-minute small group sessions each week,	NELI Evidence and Development Nuffield Early Language Intervention (NELI) (teachneli.org) Nuffield Early Language Intervention (re-grant) EEF (educationendowmentfoundation.org.uk)
Social and Communication skills	Time to Talk	For children who need help in developing their oral and social	40 sessions available to be	Time to Talk - Language Therapy Children - Integrated Treatment Services

		interaction skills. It is also used with a range of pupils who find it difficult to interact socially with others, and can help a child find their voice and improve their oral language skills.	delivered 2-3 times a week.	time-to-talk-evaluation-report-2018-19.pdf (wordpress.com)
Social and Emotional	Incredible Years Child Training-Dinosaur School	A group-based programme for children with behavioural difficulties between the ages of 4 and 8. The programme teaches children self-regulation and problem-solving skills in small groups with developmentally-appropriate materials.	18-20 sessions of 2 hours' duration each by 2 practitioners to groups of around 6 children.	Incredible Years Child Training (Dinosaur School) EIF Guidebook
Phonics	Little Wandle SEND programme	To teach children to learn to read in small steps that provide the right amount of challenge. The SEND Programme isn't additional practice for those children who are falling slightly behind their peers. It provides pathways for pupils who may need very specific adaptations to the teaching steps because they have complex needs, and has been developed with the advice from special schools across the country. Different programmes to target a range of needs, inc. HI, VI, ASC.	20 minutes 3 times a week.	Our impact Letters and Sounds (littlewandlelettersandsounds.org.uk)
Sensory	Sensory Circuits Sensory Circuits - Childrens Choice Therapy	A sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise and calm the child. The	Completed on a regular basis. Ideally, the circuit will take no more than 15-20 minutes. The children should spend up to 5 minutes in each	Sensory integration and sensory-based interventions - children young pe...pdf

		sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning. The circuit should be an active, physical and fun activity that children enjoy doing.	section performing the different activities.	
Autism	Intensive interaction The "what, how and when" of Intensive Interaction MacIntyre (macintyrecharity.org)	Develops the 'Fundamentals of Communication', attainments such as: use and understanding of eye contacts, facial expressions, vocalisations leading to speech, taking turns in exchanges of conversation and the structure of conversation. Not timetabled, but a spontaneous response to an engagement.	As little or as long as the interactions are well received.	Communication and language approaches EEF (educationendowmentfoundation.org.uk) Recommended by PIP, EP, QEST, Speech and Language, Kingfisher

Key Stage 1 and Key Stage 2				
Area of need	Name of Intervention	What does it do?	Recommended timescales	Academic research
Speech and Language	Language for Thinking	Developing children's language from the concrete to the abstract. It is based on fifty picture and verbal scenarios that can be used flexibly with a wide range of ages and abilities. Quick, practical and easy to use in the classroom, this programme can be used with individual children, in small groups or can form the basis of a literacy lesson or speech language therapy session.	Twice a week for 20-30mins	Recommended by Educational Psychologist
Speech and Language	Primary Wellcomm assessment	Helps you to identify pre-school and primary school children who are experiencing barriers to speech and language development so that you can support them early in their education journey. From screening to intervention.	Assessment duration 20 mins per child. Weekly interventions introduced from 'The Big Book of Ideas', if required.	Recommended by QEST SEND Advisory Teacher
Speech and Language	SLIP with under 5's	A range of activities to embed vocabulary and language learning based on themes in the EYFS curriculum. Whole class or small group activities. <ul style="list-style-type: none"> - Listening and attention. - Improve understanding. - Improve interaction. - Improve phonological awareness. - Improve talking. 		
Reading	Shine	The Learning Sequences are arranged in a specific order and contain instructions tailored to	3 times a week for 20 minutes.	Recommended by School Improvement Partner

		teachers and teaching assistants. Each Learning Sequence includes: Prepare, Do, Review introductory sections that explain how to use the different elements of the Learning Sequence A model text and questions and a practice text and questions Teacher guidance, including answers Online Modelling Responses Software New vocabulary flashcards Review sheets		Shine-impact-report-web_2.pdf (risingstars-uk.com)
Handwriting	Write from the start, The Teodorescu Perceptuo-Motor Programme. Developing fine motor and perceptual skills for effective handwriting	A different approach, developing the muscles of the hand - so that children gain the necessary control to produce letter forms - alongside the perceptual skills required to orientate and organize letter and words. The programme is effective for mainstream children aged 4-6 years, children with developmental co-ordination disorders and older children with mild to moderate learning difficulties	15mins 3 times a week.	Recommended by Educational Psychologist
Phonics	Little Wandle SEND programme	To teach children to learn to read in small steps that provide the right amount of challenge. The SEND Programme isn't additional practice for those children who are falling slightly behind their peers. It provides pathways for pupils who may need very specific adaptations to the teaching steps because they have	20 minutes 3 times a week.	Our impact Letters and Sounds (littlewandlelettersounds.org.uk)

		complex needs, and has been developed with the advice from special schools across the country. Different programmes to target a range of needs, inc. HI, VI, ASC.		
Maths and English	Learning By Questions (LBQ)	An online tool that assesses children as they work through a tailored question set.	Available online at any time, no specific time recommended.	EEF_Digital_Technology_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)
Social, Emotional and Mental Health	Think Bricks	Lego-based therapy (LeGoff et al 2014) is an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving.	20mins when child requires	Recommended and funded by Virtual School DEdPsy_Lego_therapy_YFS_Cheng.pdf (ucl.ac.uk) Using Lego_therapy_with_autistic_pupils (autism.org.uk)
Social, Emotional and Mental Health	Time for me and you	Reward time at the end of the day.	Up to 15 minutes each day.	Recommended by Primary Outreach Service (POS) Written Rationale available.
Social, Emotional and Mental Health	Meet and Greet	Routine of the day. Reminder of expectations of the day.	5-10mins on arrival and after dinner if needed.	Recommended by Primary Outreach Service (POS) Written Rationale available
Social, Emotional and Mental Health	Time to Talk to Teacher	A casual chat and reflection on the week, what's gone well and why? What's not gone well and why?	10 mins once a week with the Class Teacher.	Recommended by Primary Outreach Service (POS) Written Rationale available
Social, Emotional and Mental Health	1:1 Pastoral Support	Targeted and specific emotional Literacy. <ul style="list-style-type: none"> • Loss and bereavement • Emotional Literacy • Self-esteem • Social Skills • Friendship issues • Relationships • Managing strong feelings • Anxiety and worries • Bullying • Conflict 	Dependant on the child.	An exploration of the impact of the Emotional Literacy Support Assistant (ELSA) programme on wellbeing from the perspective of pupils: Educational Psychology in Practice: Vol 36, No 1 - Get Access (tandfonline.com)

		<ul style="list-style-type: none"> • Emotional Regulation • Growth Mindset • Social and therapeutic stories • Problem solving 		
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Resources

- Clicker 8
- ear defenders
- pencil grips
- Wobble Cushions
- Talking Tins
- Coloured Overlays
- Coloured exercise books
- fidget toys
- Books with characters with additional needs
- Factual SEND books
- Trampoline
- Elastics
- Balance spinning top
- Sensory lights
- EYFS role play disability figurines.

SEND Assessment

- Target Tracker- For children working within the National Curriculum.
- PIVATs- For children working below National Curriculum, making slow progress or are significantly behind their peers.
- Early Years & Primary WellComm
- Graduated Response- Edukey Provision Map inc. parent login. Speak to your child's Class Teacher for your parent login details.

Useful websites and services

Our school website has a page dedicated to SEND. Here you will find the Cranmer Education Trust SEND Policy, Accessibility Plan and our Mayfield SEND Information Report. We have shared useful website links, which include the [Local Offer](#), [POINT](#) and [SENDIASS](#).

The [Local Offer](#) provides information on what is available in Oldham for children and young people and their families with SEND.

[SENDIASS](#) is short for Special Educational Needs and Disability (SEND) Information, Advice Support Service (IASS) and exists to help parents and carers of children who have, or may have, special educational needs and/or disabilities; and children and young people themselves, in matters relating to their Education, Health or Social Care provision.

We regularly post on our Social Media platforms [Facebook](#) and [X](#) (formally known as Twitter), sharing useful information, which may include local services and events for families and children with SEND.