



Maryland Primary School

SEND Information Report

Introduction:

The new code of practice 0-25 years (September 2014) has made it mandatory for all schools to publish a Special Educational Needs and Disability (SEND) Information Report which details information about their arrangements for identifying, assessing and making provision for pupils with SEND as well as the arrangements for admission of disabled pupils. The expectation is that Special Educational Needs and Disabilities of all pupils are to be met in a mainstream setting wherever possible.

This information is to ensure that parents and other stakeholders have access to useful information when considering mainstream education options or before discussing a referral for EHC needs assessment. (Education and Health care plan)

Maryland's SEND Information Report details the arrangements we make for pupils with SEND and/or disability. In doing this, it has addressed fully the key points in the checklist of the SEND code of practice 2014 0-25 act. This report makes reference to our local offer and SEND policy. It is to be read in conjunction with related documents such as admission and curriculum policies, inclusion statement and our Equality Act 2010 statement. This is our first SEND Information report and it will be renewed annually in accordance to the new act directives.

SEND policy and types of special educational needs at Maryland

The SEND Policy is the most important document that a school develops when determining how they will meet the special educational needs of pupils. It reflects the statutory requirements and the actual practice of the school. You can read Maryland's SEND policy [here](#).

Maryland Primary School is a two form entry school that caters for pupils without special needs and those with special educational needs and disability. Currently the SEND needs in the school range from language and communication to dyslexia, mild autism and ADHD (attention deficit and hyperactivity disorder), mild visual and hearing impairments, mild physical needs (two pupils with right side hemiplegia requiring some support) and global developmental delay.

Maryland's arrangements for the admission of disabled children

We currently do not have pupils with very severe physical needs in the school. If we do, we will do the following:

- meet with the SENDCo of the last school and discuss needs, strategies and level of support required
- meet with parents to discuss needs and strategies used at home for support
- we may need to arrange for a gradual integration over a week or may be two depending on the identified needs and priorities
- ensure that we secure the right equipment/personnel prior to admission
- carry out a risk assessment of the environment to ensure safety of all
- enlist the service of the school nurse to devise appropriate care plan
- liaise with appropriate agencies for advice and equipment
- inform all staff of the impending admission.

The steps taken to prevent disabled children being treated less favourably than others

Maryland School is an inclusive school that believes in the limitless potential of every pupil irrespective of their needs and/or disability. All pupils are taught in mainstream classes as well as small intervention groups to narrow the gaps in the attainment of pupils with learning difficulties and disabilities. In addition to this we also have:

- differentiated curriculum to meet the ability of all pupils
- 1-1 support for pupils with exceptional needs within the resources available to us
- risk assessment for all educational visits; additional adults for pupils with exceptional needs
- care plans for pupils with physical, or medical needs; these are displayed on our Medi-board in each classroom.
- mini work stations for pupils that require individualised curriculum
- visual timetables to help pupils organise their day
- interactive PCs for the specific use of disabled and SEND pupils
- hygiene room and disabled toilet available in the main building of the school.

How pupils with SEN/Disability are enabled to engage with children without SEN/Disability

At Maryland School all pupils have access to all areas of the premises. Pupils integrate and interact in classes and assembly. They also socialise in the playground, dining hall and after school clubs.

Pupils sit in mixed ability groups in foundation subjects. A common strategy that is used across the school is the 'Turn to Your Partner' approach that ensures all pupils are relating with each other frequently during the course of the day. Also we have a 'no hands up' policy in lessons except when a pupil wants to ask a question or make a request. This guarantees equal participation of all pupils and equal opportunity to 'shine'.

Maryland pupils are divided into houses irrespective of their year group, for sports and for following school rules. They work towards winning an end of year cup which culminates in a social event for the winning house.

Please go to the document entitled [SEND Local offer](#) where the following questions are addressed:

Facilities provided to enable access to the school for disabled children

How are parents/carers informed about their child needs and what support they are receiving?

How does the school know whether pupils are making progress?

What arrangements does the school make to support pupils transferring from another school?

How will the school prepare and support pupils who are transferring to a new school?

The approach to teaching children with SEND

The expertise and training of staff including how specialist expertise will be secured

Evaluating the effectiveness of provision

Support for improving emotional and social development

Who to contact when there is a complaint about SEN/Disability provision

Special support or service for SEN/Disabled pupils

This SEND report declares our annual offer to learners with SEN and/or Disability. We would appreciate the views of all stakeholders in ensuring that Maryland School continues to meet the needs of all pupils within limits of our budget.