

# Maryland Primary School

## SEND Information Report

### 2022/23



#### **Introduction:**

The 2014 code of practice 0-25 years made it mandatory for all schools to publish a Special Educational Needs (SEN) Information Report which details information about their arrangements for identifying, assessing and making provision for pupils with SEN 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 SEN 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 statement.

#### **Types of special education needs at Maryland**

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/severe autism and ADHD (attention deficit and hyperactivity disorder), mild visual and hearing impairments, mild/severe physical needs.

#### **Maryland's arrangements for the admission of disabled children**

In admitting children with severe physical needs in the school, we 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 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 close 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 limitation of 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 Med-board in each classroom.
- mini work stations for pupils that require individualised curriculum
- visual timetables to help pupils organise their day
- access to chrome books for disabled and SEND pupils
- hygiene room and disabled toilet available in the main building of the school.
- access to Sensory room for emotional regulation and stimulation

## How pupils with SEND are enabled to engage with children without SEN

At Maryland School all pupils have access to all aspects of school life. Pupils integrate and interact in and out of the classroom. Pupils sit in mixed ability groups in all 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 school 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 the school rules. They work towards winning an end of year cup which culminates in a social event for the winning house.

Please refer to Local Offer document 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's 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 SEN