



SEND Information Report

Approved by: A Poole

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Last reviewed on: January 2018

Next review due by: January 2018

Responsible adults within school:

Mr D Clarke, SENCo (01942 749200, enquiries@admin.mabscross.co.uk)

Mrs M Badrock, SEND governor (01942 749200)

Mrs C Williams, SEND governor (messages C/O 01942 749200)

This information report links in with various other reports and web pages on the website and local offer to outline fully how we cater for those children with SEND at Mab's Cross.

The full policy can be found on the SEND page of the school website, or linked to quickly [here](#)

Provision, Teaching and Identification for/of SEND

At Mab's Cross we provide for children with Cognition and learning difficulties, Physical and sensory needs, Social, Emotional and mental health needs, and children who have communication and interaction needs.

Classrooms and learning experiences are tailored to suit the needs of our children; if children have more specific needs then the school and SENCo will seek advice to ensure that we are providing for the individuals needs as well as is possible.

Children's needs are identified through a number of avenues:

- Assessments by teachers as part of their teaching – if a child appears to making a lower rate of progress, this is investigated fully by the teacher, SENCo and Senior Leadership Team.
- Assessments by outside agencies who provide support for children with SEND. These referrals may be made by us, or we may work with professionals in school after an existing referral has been made by a parent or previous setting. The list of agencies we regularly work with can be found [here](#) on the local authority offer. Contact details can be found by clicking through the links.
- Most importantly, our open door policy ensures that we are able to hear the concerns of parents, and these opinions and concerns are vital when identifying SEND needs.

All of these views are taken into consideration, particularly those of support agencies who provide specialist support and advice.

Using the views of professionals, parents and the child the teaching of all SEND children is tailored using Individual Education Plans (IEPs) so that all adults within our school who work with a particular child are aware of their needs, targets and steps forwards.

Teaching is adapted so that all children receive quality first teaching to maximize their learning within lessons and ensure all children are making good progress.

If further support is required, our teaching assistants provide teaching interventions where very specific targets are worked at to overcome a child's 'Barriers to learning'. These interventions and IEPs are regularly monitored by senior staff to ensure that they are meeting the children's needs.

All staff involved in the children's education receive training and support to ensure that they are delivering the best possible learning experiences.

As with all children, children with SEND are regularly assessed to gauge the progress they are making. The school uses 'School Pupil Tracker Online' to do this. However, if children have more severe needs, teachers and teaching assistants can use a 'small steps tracker' to give more achievable targets on their IEPs. The system we use is called 'B²'.

Parental and Child Involvement

School holds regular parents' evenings where parents discuss the needs and progress of their children with teachers, as well as dedicated meetings held with the SENCo to discuss progress more deeply if there are concerns around a child. The views of parents are extremely important to us, and we ensure that parents are consulted for their views and opinions.

Children's views are also sought – we speak to children and ask them how they think things are going, and share the reasons for changes to their teaching and provision.

It may also be necessary for school to work very closely with parents to seek their thoughts on changes to a child's teaching and provision, and to involve them in the process of referral to support agencies. These measures ensure a full picture can be given to any professional coming to support or assess a child.

Communicating with other Settings and Agencies

The school works closely with other agencies, as stated earlier, to provide the best possible provision for the children at Mab's Cross.

It may also be necessary to liaise with other settings if a child with SEND is moving to/from Mab's Cross. Here, the SENCOs from both settings will share relevant information so that the child receives continuity in their provision.

Further to this, the school will also meet with parents/agencies to ensure that all necessary information/advice is in place for the setting the child is moving to.

Inclusion at Mab's Cross

All children are included in lessons, either independently, by working in small groups with support or one to one with a designated adult.

Further to this though we have lots of opportunities for children to experience enrichment and extra-curricular activities, such as residential trips and after school clubs. All children are more than welcome to join in with any of these activities.

If a child has SEND and that means that special or alternative arrangements need to be made, then we will do so if it is within our power – we want all of our children to experience the wide range of enrichment activities that we provide.

This also includes providing equipment and resources to enable children to engage more comfortably or effectively with their learning. These changes are sometimes made based on recommendations from outside agencies and professionals to ensure that children can access their learning, e.g. sloping boards for writing, specialist stationery.

As a result, all children receive the same learning experience, regardless of difficulty or disability.

Admissions for children with SEND

As stated in the two previous sections, we include all children at Mab's Cross. As such, the admissions policy remains unchanged, though we may need to communicate more with previous settings and parents if there are specific needs. Read the admissions policy [here](#)

Supporting Children with Social, Emotional and Mental Health Issues

The school has a learning mentor in place who supports children with their difficulties and gives time to children who may need supporting emotionally.

The school is very supportive of children in this situation, and also seeks assistance from other professionals to ensure that we give the best possible support to said children.

We also work closely with the parents of these individuals to ensure that we get the fullest possible picture of their situation and can support them appropriately.

Supporting Children with Medical Needs

There are children within Mab's Cross who have specific and severe medical needs. All of these children have care plans, so that all staff are aware of their conditions and they can remain safe at all times.

Staff working closely with these children will receive the necessary training, and we will also invite parents into school to discuss the provision we have in place and any changes that will have to be made to it so that they are completely safe.

We often make changes to timings of the day for these children to make sure that they are comfortable and able to relax and work and will adapt their timetables too if necessary.

Complaints from Parents of Children with SEND

We pride ourselves on the caring and inclusive nature at Mab's Cross, but should a parent need to raise an issue, the complaints policy can be found [here](#)