

# Marlborough Primary Academy

## Special Educational Needs Information

### Report



#### **What is a 'Local Offer'?**

All Local Authorities in the UK are required to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. Further information about the Local Authority's Local Offer can be found at the link located within our school 'Local Offer' page – look for the Families Information Service logo, or by going to:

<https://www.plymouth.gov.uk/schoolseducationchildcareskillsandemployability/specialeducationalneedsanddisabilityandlocaloffer/specialeducationalneeds/localoffersendexpectations>

At School, provision for children with additional needs is extremely important to us. Our statement of equality is simple; we strive to ensure all children achieve their best, irrespective of gender, race, need or background.

Should you require any additional information, please feel free to contact myself or your child's class teacher – we would be more than happy to discuss with you any questions which you may have.

#### **What is SEND?**

Special Educational Needs and / or a Disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. For example, they may have additional needs due to dyslexia, coordination problems, number understanding, significant sight problems – the list is endless and every child is unique – however a carefully planned approach is needed, additional to high quality class teaching in order for these children to achieve as well as they can.

At Marlborough Primary School, we embrace the fact that every child is different, and therefore, the educational needs of every child are different, this is certainly the case for children with Special Educational Needs.

### **Who decides if my child has a SEND?**

Often, children may join our school, with parents having a clear picture of their child's needs – parents know their children best – and as a school we see parents as full partners in their child's education. Sometimes, however, it is school staff who may initially identify a concern. If this were to be the case, school staff would liaise with parents at the earliest opportunity to discuss such concerns and agree a way forwards. For some concerns, we may discuss the involvement of the Educational Psychology Service, the Learning Support Service, the Occupational Therapy Service, Parent Support Advisor, Child and Adolescent Mental Health Service or your local GP. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnosis' – but more often in order for advice to be offered to help the child learn as well as they possibly can. For example, certain programmes may be advised, teaching strategies, resources or services in order to address the needs as best as possible. As previously mentioned, if these needs are addressed, we are confident in the outcomes of such support, and the issue has been resolved, your child will no longer be placed on our SEND register.

1. [What does having a special educational need \(SEND\) mean?](#)
2. [How does the school identify that a child has a special educational need \(SEND\)?](#)
3. [Who are the best people to talk to in this school if I think my child might have a special educational need \(SEND\)?](#)
4. [How does the school support children with a special educational need \(SEND\)?](#)
5. [What training or specialist expertise do school staff have around special educational needs \(SEND\)?](#)
6. [What further external support can the school access to support children and their families?](#)
7. [How will I be supported, as a parent/carer of a child with special educational needs, to share my views or concerns and work alongside the school?](#)
8. [Who is the person I should talk to if I have a concern regarding the support for my child?](#)
9. [Where can I find information about the Local Authority's Local Offer for children and young people with special educational needs \(SEND\) and their families?](#)
10. [How does the school support children with special educational needs \(SEND\) and their families, when they join or leave the school?](#)

## 1. [What does having a special educational need \(SEND\) mean?](#)

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. '(SEND Code of Practice 2014 6.15) Special Educational Needs and / or a Disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. For example, they may have additional needs due to dyslexia, coordination problems, number understanding, significant sight problems – the list is endless and every child is unique – however a carefully planned approach is needed, additional to high quality class teaching in order for these children to achieve as well as they can.

**Our school has a variety of key policies which directly impact upon our provision for children with SEND, which are all available as part of our school website, which include:**

- [SEND Policy](#)
- [Admissions Policy](#)
- [Accessibility Plan](#)

There are four areas of Special Educational Need:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas of need, give an overview of the range of needs that may need to be planned for in school. Children may have one or several areas of need which might be consistent or change over time. A child may join our school with an area of need already identified, from a health professional or Early Years setting, or assessments may need to be completed over a period of time to establish the full range of need.

A child with language difficulties due to limitations in English as an additional language is not considered as having a Special Educational Need, unless there are other indicators to suggest otherwise.

Slow progress or low attainment are not necessarily signs that a child has SEN. However, they may be an indicator of a range of learning difficulties or disabilities, and will be assessed and supported as such. Equally, it will not always be the case that children who are achieving in line with national attainment have no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of abilities and, left unaddressed, may lead to frustration, which may present itself as disaffection, emotional or behavioural difficulties. (SEN Code of Practice 2014 6.23)

## 2. [How does the school identify that a child has a special educational need \(SEND\)?](#)

Class Teachers make regular assessments of all the pupils in their class, supported by subject leaders and the Senior Leadership Team. Termly Pupil Profile meetings give the opportunity to discuss all pupils' progress. At the meeting the class teachers will identify any pupils who are making less than expected progress. If concern continues the pupil may be placed on a Cause for Concern list and be monitored carefully by the Senior Leadership Team, as well as the class teacher.

The class teacher would initially target any specific area of weakness. Where progress continues to be less than expected, and the pupil meet the criteria to be placed on the SEN list, further assessments will be carried out by the class teacher or SENDCo. This will also include getting the views of yourself and your child. Targeted interventions will then be put in place, these may be as part of a group with children with similar difficulties, or an individual programme being set up. The Special Needs Coordinator for this school is Sarah Murts.

If progress is still an issue it may be necessary to refer to an outside agency to come in to school to assess your child. (See Question 6)

## 3. [Who are the best people to talk to in this school if I think my child might have a special educational need \(SEN\)?](#)

- Class teacher

If you have a concern about your child speak with their class teacher first. They will know your child the best and will be able to support and advise you in the first instance,

There are timetabled Parent Evenings twice a year, which will give you the opportunity to discuss your child's progress and any concerns you may have.

All staff are available to meet with parents/carers outside of these meetings. If you would like to meet with your child's class teacher then please speak to them directly to organise an appropriate time, or phone the school office on 01752 567681 to arrange.

- Special Educational Needs Coordinator (SENDCo):

Sarah Murts

## **Role of the SENCo**

The SENDCo's responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs and disabilities
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents/carers of children with special educational needs
- contributing to the in-service training of staff

- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies
- keeping an up to date list of all pupils designated as having SEND and together with the Psychology Service and Headteacher meet to decide on priorities for referral for further assessment
- yearly report to Governors evaluating the success of SEND interventions and updates on Inclusion Register
- hold Annual Education Health Care Plan review meetings and complete the necessary paperwork
- engage with other professionals when transition programmes for Year 6 pupils are needed for pupils with SEND, in particular ensure that the transition to appropriate Key Stage 3 schooling is considered during the annual reviews of EHCPs of children in Year 5)

If you would like to meet with Sarah Murts please contact the school on 01752 567681 to make an appointment.

**Headteacher: Ms R Summers**

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

Please contact the school on 01752 567681 to arrange an appointment

**SEN Governor Ms Lara Sinclair**

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.
- To meet regularly with the SENDCo to discuss SEND support in the school

**Parent Support Advisor: Mrs Denise Skinner**

Mrs Skinner works four days a week for the school, supporting parents in a variety of ways. If you would like to meet with her please phone 567681 to make an appointment,

#### 4. [How does the school support children with a special educational need \(SEND\)?](#)

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENDCo and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility. Quality class teaching is always the first level of support for any child with SEND at Marlborough. The Senior Leadership Team regularly monitor medium and short term planning, teaching and class books to ensure that the curriculum is differentiated appropriately to take account of the individual learning needs and styles of all pupils.

#### **Procedures currently in place:**

- If a SEND is identified the class teacher, supported by the SENDCo will record agreed support strategies within an Individual Education Plan (I.E.P.) which will focus on some or all areas of need. In addition to strategies agreed the I.E.P. will contain 3 or 4 targets for progress. These targets will be measurable and achievable in the short term. IEPs are referred to regularly, taken account of when planning for the individual and reviewed and adapted when necessary. Formal reviews of the targets take place twice a year.
- The Class teacher and SENDCo will put in place any necessary interventions to support your child. These may be as part of a small group or individually. These interventions will be run by the class teaching assistant, the SENDCo or a SEND teaching assistant. Any necessary resources needed to support your child will be purchased from the school's SEND budget, wherever possible. All interventions are assessed regularly to make sure they are having an impact on the particular need of the child.
- If progress remains slow, or a particular need is identified that requires further support, a referral to outside agencies for further assessment will be made. (See Question 6)
- If, with additional support from outside agencies, progress continues to remain an issue then a request may be made for an assessment of your child's needs from the Local Authority. **Education, Health and Care Plan** needs assessment (EHCP).

The school have access to a range of resources to support children with SEND. As well as the resources purchased by the school we also have access to others from outside agencies:

- SEND SAS (Strategic Advice and Support)
- Communication Interaction Team
- The Advisory Team for Sensory Support
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Service

Marlborough Primary are part of the Plymouth Excellence Cluster. As such we have access to the services that they provide. In our school we have Learning Mentors, a Drama Therapist, an Art Therapist and a Counsellor that some children with SEND access.

Last year we also subscribed to additional Speech and Language Therapist time in school, through the Dame Hannah's Trust. This means that we can better support children with language and communication needs within school, while we are waiting for any referral to the NHS Speech and Language service.

5. [What training or specialist expertise do school staff have around special educational needs \(SEND\)?](#)

The schools INSET training, led by the SENDCo, provides training and support to enable all staff to improve the teaching and learning of children with SEND. This has included whole school training on SEND issues including:

Autistic Spectrum Condition

Speech, Language and Communication needs (Including 4 Teaching Assistants with Elklan training)

Supporting Literacy and Numeracy at SEND level (Precision Instruction)

Assessing children's work at P Level

Dyslexia and Specific Learning difficulties

Four Teaching Assistants have been trained as Emotional Literacy Support Assistants (ELSA)

Training and support in Plymouth can be accessed from Plymouth SEND SAS (Strategic Advice & Support) the Educational Psychology Service, the Communication Interaction Team and the Speech and Language Service

As well as whole school training, individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

6. [What further external support can the school access to support children and their families?](#)

If a child continues to make less than expected progress or has a SEN that requires more specialist support it may be considered to make a referral to one of the specialist services in Plymouth, after discussion with parents.

At Marlborough, we have purchased additional Educational Psychology (EP) Service time. Our allocated school EP supports the SENDCo in identifying SEND and providing training for teachers and TAs.

We also buy in to additional Speech and Language therapist time from the Dame Hannah Rogers Trust.

Other agencies we might refer a child to include:

The Speech and Language Service

The Communication Interaction Team – Social Communication and Language Teams

SEND Strategic Advice and Support Plymouth (SAS)

Child and Adolescent Mental Health Services (CAMHS)

Sensory Impairment support teams – Visual and Hearing

School Nurse

(Information on these services and what they can provide can be found on the Plymouth Online Directory [www.plymouthonlinedirectory.com](http://www.plymouthonlinedirectory.com) )

Marlborough Primary is also part of the Plymouth Excellence Cluster and have weekly sessions from a Drama Therapist, Art Therapist, Counsellor and Learning Mentors to support our more vulnerable children.

School can also support parents with a referral to their GP if we feel there may be an underlying health reason for any SEND.

[7.How will I be supported, as a parent/carer of a child with special educational needs, to share my views or concerns and work alongside the school?](#)

Class teachers will be regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

Sarah Murts (SENDCo) will be available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report.

If your child has an Individual Education Plan (IEP), or a new SEND Support Plan, targets and appropriate support will be discussed and reviewed termly, with the class teacher and possibly the SENDCO, or other professionals involved. These reviews may form part of the regular Parent evening meetings or additional dates may be set.

Homework will be adjusted as needed to your child's individual requirements.

A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.



The school Parent Support Advisor (PSA) can help and support parents with any concerns they may have about their child's SEN. The PSA can also signpost parents to agencies outside of school who can offer support, such as Parent Partnership [www.plymouthparentpartnership.org.uk](http://www.plymouthparentpartnership.org.uk)

Details of all services available to parents in Plymouth can be found on the Plymouth Online Directory (POD) [www.plymouthonlinedirectory.com](http://www.plymouthonlinedirectory.com)

#### 8. Who is the person I should talk to if I have a concern regarding the support for my child?

Class teachers are always available to answer any questions or concerns from parents. The SENDCo and Headteacher will also offer any support they can.

The school Governors can also be contacted through the school.

If a parent would like to speak to somebody outside of the school about SEN support for their child Plymouth Information and Support for SEND offer support and advice for parents of children with additional needs.

[www.plymouthias.org.uk](http://www.plymouthias.org.uk)

#### 9. Where can I find information about the Local Authority's Local Offer for children and young people with special educational needs (SEND) and their families?

### **The LA Local Offer**

The *Children and Families Act* 2014, states that Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

<https://www.plymouth.gov.uk/schoolseducationchildcareskillsandemployability/specialeducationalneedsanddisabilityandlocaloffer/specialeducationalneeds/localoffersendexpectations>

#### 10. How does the school support children with special educational needs (SEND) and their families, when they join or leave the school?

We recognise that a move to another school can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo will visit the pre-school/school setting and meet with staff and parents

- Your child will be able to do some additional visits to the school before joining, if it is felt this would help them to settle in

If your child is moving to another school:

- We will contact the school SENDCo and ensure that they know about any special arrangements or support that need to be made for your child. Where possible a meeting will be held with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible

When moving classes within school:

- There would be a planning meeting between the SENDCo and class teachers involved, where strategies and support currently in place will be discussed and shared
- 'Transition Books' are made for our more vulnerable pupils, to prepare them for all the changes that a new class will bring, but also reassuring them that some things will not change. Photos of new staff and the new classroom are some examples of the things that might be in such a book.

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases a transition review meeting, to which you will be invited, will take place with the SENDCo and possibly head of year from the new school.
- Some secondary schools offer 'enhanced transition' for certain groups of SEND children. We encourage children and parents to attend these extra sessions to help support them with settling in their new school.
- Some outside agencies also offer their own enhanced transition packages for SEN children.
- The school Learning Mentor or the class teaching assistant can support your child with additional visits to the school and do some work with them about the differences between primary and secondary schools and support their understanding of the changes for them.