

The background image is a grayscale photograph of a classroom. In the foreground, a young child is sitting at a desk, looking down at a piece of paper. In the background, a teacher is standing and interacting with another student. The classroom is filled with educational materials, including a clock on the wall and various papers on the desks.

## **Marlborough Primary Academy**

### **Special Educational Needs Information Report**

**2020 -2021**

All schools will have a similar approach to meeting the needs of pupils with Special Educational Needs (SEN) and are supported by their Multi Academy Trust (MAT) and Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress within school. All schools are supported to be inclusive and meet the needs of pupils with Special Educational needs.

At Marlborough Primary Academy, 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. At Marlborough Primary Academy, we pride ourselves on our support of SEN children and ensure that ALL children, regardless of their needs, are treated equally and are fully included in activities throughout the day.

A faded background image showing two young children in a garden. On the left, a girl with blonde hair in a ponytail with a bow is looking down. On the right, a boy is looking down at something in his hands. They are surrounded by grass and some garden plants.

## **Special Educational Needs- Frequently asked Questions**

**Please click on a question to read more.**

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## What Does SEN Mean?

Special Educational Needs (SEN) is a term that is used to describe pupils who have needs over and above those that can be met by quality first teaching in the classroom. These needs may be within speech and language; cognition and learning; social and communication difficulties; or emotional and behavioural difficulties. They may be for a short period or throughout a child's educational life. They may be identified before a child has even entered school or they may come to be recognised at a specific point in their education.

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, co-ordination difficulties, 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.

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## 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): Mrs Dawn Hackworthy**
- **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.
- **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.
- **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.

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## **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.

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.

If teachers have a concern about the progress or attainment of a child, their behaviour within school or a social interaction difficulty they will discuss their concerns with parents.

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## How does the school support children with a Special Educational Need?

The SEN Code of Practice (2014) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (pg14). At Marlborough Primary Academy our priority is to ensure that all children, including children with SEN have access to outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual children. We also recognise that some children will require educational provision that is 'additional to' or 'different from' this. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review'

**Assess:** The class teachers and if necessary the SENCo and professionals from external agencies, assess the needs of the individuals.



**Plan:** We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.



**Do:** We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult. This support is recorded on an Individual Education Plan (IEP)



**Review:** We evaluate the impact of the support provided and consider whether changes to the support need to be made.

## How does the school use the Plymouth Graduated Approach to Inclusion?

The Plymouth Graduated Approach to Inclusion framework is used to support teachers and school leaders to identify, assess and record the needs of children and young people requiring additional or special educational provision.

This framework is designed to support the identification, planning and recording of appropriate provision and provides guidance for reviewing progress.

The framework is in two parts;

Part 1: supports schools and settings with the **identification** of vulnerable pupils and those pupils with special educational needs.

Part 2: supports schools in **planning** to meet the needs identified in part one and signposts to appropriate resources and websites.



## **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
- Supporting Literacy and Numeracy at SEND level (Precision Instruction)
- Assessing children's work at Pre- key stage levels.
- Dyslexia and Specific Learning difficulties
- Colourful Semantics

Two 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.

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## 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 Mewstone Speech and Language – Soraya Kendall - Richardson

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
- The Plymouth Online Directory (POD) is a very useful website which contains details Primary Schools, Secondary Schools, Special Schools and agencies involved in supporting children and young people.
- School can also support parents with a referral to their GP if we feel there may be an underlying health reason for any SEND.
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## How are parents/carers and children supported to share their views and 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.
- 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), 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.
- Mrs Dawn Hackworthy (SENDCo) will be available to meet with you to discuss your child's progress or any concerns/worries you may have.
- 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.
- For children with Education, Health and Care Plans, parents will be invited to attend their Annual Review meeting in which children's progress against their individual targets is looked at in detail and future provision is jointly agreed.
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## How does the school support children and their families when they join our Foundation Class and when they leave to join Secondary School?

We follow the Plymouth Local Authority transition procedures which give guidance for supporting all children starting school and at transition times throughout their school life.

### 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 SENDCo, Parent Support Advisor 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.
- If your child has an identified SEN before joining school we will have a transition meeting with parents, Nursery/Pre-school staff and any professionals who may already be working with your child to discuss the best way to support your child in school. This may include arranging additional visits to school for your child prior to starting school. An action plan is written during this meeting to ensure you are fully aware of the support that will be put in place.

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## How will the school let me know if they have any concerns about my child's learning in school?

If your child's teacher has concerns about any aspect of their learning they will contact you to arrange a meeting. The SENCo (Special Educational Needs Co-ordinator) may also attend this meeting where the concerns will be and ways to support your child will be discussed. This may include additional support outside of the classroom within a small group or support within the classroom.

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## Where can I find information about the Local Authority's 'Local Offer'?

The Plymouth Online Directory (POD) contains information on services provided in the Plymouth area, both in and outside school.

- Please use the links below to access further information.

[The Plymouth Online Directory- Family Services](#)

[Marlborough Primary Academy on Plymouth Online Directory](#)

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