



Marsh Lane Primary School

SEN Information Report & Local Offer

SENCO: Mr D'Souza Walsh

October 2023

Local Offer Provision at Marsh Lane Primary School

What do you do if you are not happy?

What types of SEN's are provided for?

How does our school identify that children have special educational needs or a disability (SEND)?

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How do we consult with children who have SEN's or disabilities?

How does the school access support from local bodies for children with SEND's and their families?

How do we assess and evaluate the provision that has been arranged for your child and the progress that they are making?

What support is available for children's social and emotional development? How do we listen to the views of children with SEND's and prevent bullying?

How do we arrange and support SEND pupils transfer to another school/educational establishment and prepare for their adult life?

Who will be working with your child? What training do they have?

How have we made our school accessible to children with SEND's (curriculum and learning environment)?

How will our school teach and support children with SEND?

What types of SEN's are provided for?

We are always striving towards inclusivity and do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed.

This has included pupils with:

- Dyslexia
- Autistic Spectrum Disorders
 - ADHD
- Developmental Delay
- Hearing impairments
- Communication and language difficulties
- Mental health difficulties

'We believe that, with excellent teaching and improved identification of need in inclusive educational settings, fewer children and young people will need additional interventions as they will be getting the support they need as part of high-quality teaching within the classroom.' DfE SEND Review 2022



How does our school identify that children have special educational needs or a disability (SEND)?

Children's needs should be identified and met as early as possible through:

- Liaison with feeder nurseries/preschools on transfer
- Information from previous schools
- Analysis of data such as reading ages and school assessment data.
- Classroom-based assessment and monitoring arrangements (Cycle of plan, assess, do and review)
- Use of assessment tools (e.g. dyslexia screening)
- Observations by class teacher, SENDCo and/or an educational psychologist
- Following up parental concerns
- Tracking individual children's progress over time
- Information from other services
- Involving an external agency where it is suspected that a special educational need or disability is significantly impacting on a child's learning.



What should I do if I think my child may have SEN?

If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher, who will then liaise with our Special Educational Needs Coordinator (SENCO) where appropriate.

If you wish to discuss a specific area of Special Educational Need or Disability then please contact our SENCO, Mr D'Souza Walsh.

The progress of all pupils is monitored regularly by class teachers and the senior leaders, through the use of formal and informal assessments. When a pupil is not making expected progress, their level of need can be quickly identified and discussed with parents/carers and the pupil concerned if appropriate.



We believe in working closely with parents/carers in sharing ideas and information to encourage children to aspire to achieve of their best in their learning and their self-esteem. We do this by:

- Giving parents and carers opportunities to play an active and valued role in their child's education
- Working effectively with all other agencies supporting children and their parents
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Focusing on the child's strengths as well as areas of additional need
- Giving parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in monitoring progress against these targets.
- If a child needs a more bespoke programme of support, targets may be recorded in an Action Plan or Personalised Learning Plan. These targets may be related to an area of the academic curriculum or social or emotional skills. Their progress at meeting these targets will be shared at least termly with parents / carers of the child.

How do we consult with parents of children with SEN about their education?



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- We seek parents' views about what information should form part of their child's one-page profile.
- In addition to formal parent/carers consultation evenings (Autumn & Spring Terms), information can be shared via email, telephone, a home/school communication book or face to face, where an appointment may be necessary.
- For children with an EHC Plan, a meeting will be held annually to review progress, provision, needs and targets.
- All parents/carers will receive an end of year written report detailing their child's progress across the curriculum.



How do we consult
with children who
have SEN's or
disabilities?

We recognise that all pupils have the right to be involved in making decisions and exercising choices.

- All pupils are involved in monitoring and reviewing their progress in a number of ways, such as, having the opportunity to respond to verbal/written feedback, peer and self-assessment and target setting.
- We seek children's views about what information should form part of their one-page profile.

We endeavour to fully involve all pupils by encouraging them to:

- Give their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- Self-review their progress and what strategies help them overcome barriers to their learning.



How do we assess and evaluate the provision that has been arranged for your child and the progress that they are making?

The monitoring and evaluation of the effectiveness of our provision for pupils with SEND's is carried out in the following ways:

- Ongoing assessment of progress made using tracking data and intervention outcomes.
- Scrutiny of planning and children's learning
- Pupil progress meetings
- Listening to pupil and parent voices when setting new targets or reviewing existing targets
- Termly assessment data is tracked and used to measure progress made by SEND pupils.
- Pre-Key Stage statements are used to measure progress for some SEND pupils.
- Termly pupil progress meetings are held with the class teachers, Head teacher, and SENDCo.
- Provision maps are used to monitor provision across all year groups and the effectiveness of each provision is recorded to monitor its future use.
- Annual Review Meetings are held for pupils with an EHC Plan.
- EHC Plans (where appropriate), Action Plans and Personalised Learning Plans (PLPs) are reviewed termly to inform your child's next steps.
- Progress of SEND pupils is reported to governors on a regular basis and we have an appointed SEND governor.
- Where applicable, we involve external agencies (such as SALT and SSSEN) in target setting and review meetings.



How do we arrange and support SEND pupils transfer to another school/educational establishment and prepare for their adult life?

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before they leave, will offer transition meetings to parents with pupils receiving SEN support. All pupils with Education Health and Care Plans (EHCPs) will have a transition review meeting and additional arrangements tailored to meet their individual needs.
- Pupils will be included in all transition days to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCo and class teacher will liaise.
- Pupils will have the opportunity to discuss their future aspirations and consider ways they can develop the skills and knowledge needed for adult life in an age appropriate manner.

How will our school teach and support children with SEND?

Class teacher: Through excellent classroom teaching.

- Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.
- Ensuring clearly differentiated teaching and learning opportunities appropriate for your child's needs.
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in their learning. This may involve things like using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies (which may be suggested by the SENDCo) to support your child to learn.

Specific group work within a smaller group of children.

This group may be: in the classroom or outside of class run by a Teaching Assistant/Teacher.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- He/ She will plan group sessions for your child with targets to help your child to make more progress. This intervention will be monitored and outcomes analysed.
- A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) will work on the specific targets set for your child.



How will our school teach and support children with SEND?

Eternal Agencies:

- If your child has been identified as needing more specialist input, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's individual needs and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - A group run by school staff under the guidance of the outside professional e.g. a social skills.
 - A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.
- In specific circumstances, the school may work with an Alternative Provision (AP) if it offers specialist support and helps a child remain in mainstream education. This will be arranged in partnership with the child, family and Local Authority.



How will our school teach and support children with SEND?

Education, Health and Care Plan (EHCP).

- If a child's needs are significant and complex a request for statutory assessment may be sent to the Local Authority (LA) by the school or parents.
- If the Local Authority agree to carry out a statutory assessment of a child's needs the school and other professionals working with the child, will be asked to complete a school report providing the most up-to-date information about their needs, provisions and attainment. This will include a report from an educational psychologist.
- After the information has been collated the LA will decide if your child's needs are severe and complex enough to issue an Education, Health and Care Plan. If it is felt an EHCP is not needed at this time, parents will be offered a 'Way Forward' meeting to discuss why a plan has not been issued and what support is needed in the future to ensure their child is able to make progress.
- If it is felt the child would benefit from a plan, the EHC Plan will outline the provision your child will receive and what strategies must be put in place. It will also have long and short-term goals for your child.

For Further information about the EHCP process, please speak with the SENDCo in the first instance or contact DIASS (Information and Advice Services)

<https://www.derbyshireiass.co.uk/parents-and-carers/information-and-advice/ehc-needs-assessment.aspx>



How have we made our school accessible to children with SEND's (curriculum and learning environment)?

We ensure that equipment used is accessible to all children regardless of their needs.

We have an Accessibility Plan in place and, where feasible, make reasonable adjustments to improve the accessibility to our environment to meet individual needs. Our policy and practice adheres to the Equality Act 2010.

Each class uses a visual timetable for each day.

There is a disabled toilet in the main school building.

Enrichment activities are extended to all pupils, irrelevant of their needs.

All extra-curricular clubs are fully inclusive and if necessary, school will make additional arrangements to ensure no child is disadvantaged because of their special educational need or disability.

As part of our inclusive curriculum, all school trips (including the residential trips) are available to all pupils, with any extra SEND provision being made where applicable.

Our curriculum is written to motivate all pupils to learn and is tailored to their needs and interests.



Who will be working with your child? What training do they have?

Your child will have a class teacher and also access at times support from a Teaching Assistant. Your child may also be assessed by the SENCo and may work with other professionals who are monitoring outcomes of SEN provision.

Other people or external agencies that may be involved include:

- Specialist Support Services
- Educational psychologist
- School nurse
- Speech and language Therapists
- CAMHS (Child and Adolescent Mental Health Services)
- Derbyshire SSSEN

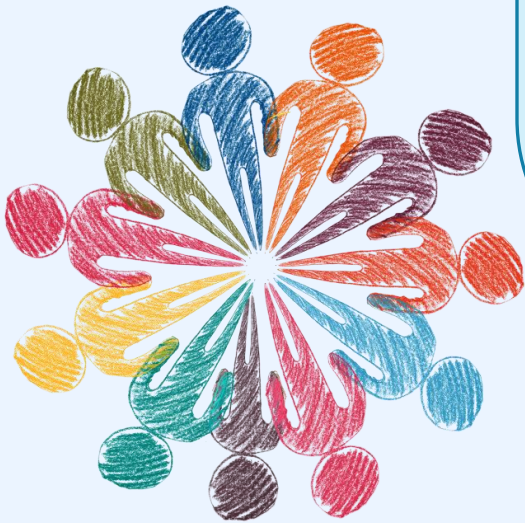


Who will be working with your child? What training do they have?

- The SENDCo has the responsibility of supporting the teachers in identifying your child's strengths and difficulties and ensuring appropriate teaching and learning opportunities are made available. In accordance with Section 6 of the SEN Code of Practice 2014, our Special Educational Needs Coordinator is a qualified teacher working at our school and has the statutory accreditation.
- The school has a duty to provide continuous professional development opportunities for all staff to improve the teaching and learning of children including those with SEN. This includes whole school training on SEN issues such as ASD, attachment difficulties and speech and language difficulties. Our school is committed to providing on-going training in accordance to the ever-changing needs of our pupils at any one time to ensure support is relevant and appropriate.
- Individual teachers and support staff also attend training courses that are relevant to the needs of specific children in their class. Training takes place on a regular basis.



What support is available for children's social and emotional development ?
How do we listen to the views of children with SEND's and prevent bullying?



- Children have access to a range of interventions to support their social and emotional wellbeing, such as positive play and emotional literacy work.
- Some children need support when they arrive at school and staff recognise the importance of provision such as 'meet and greet' or giving them 'time to talk' with a key adult.
- Play therapy and sensory therapy is also available to a small number of children who benefit from this type of support.
- Social Stories are used by staff to support some children in their understanding of social expectations, transitions or new experiences.
- Staff recognise the importance of listening to the views of our children and where there may be concerns about bullying, staff act promptly, adhering to the guidelines within the school's behaviour policy:
<https://www.marshlaneprimary.org.uk/Policies/>
- We use Zones of Regulation with all children across our school to encourage children to understand how they feel and regulate their emotions.

How does the school access support from local bodies for children with SEND and their families?

When it is recognised that a child or their family needs support from external agencies, this is discussed with the family and child (if appropriate) and the appropriate referrals are made.

Some of the services used to provide support include:

- Specialist Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychology Service
- Virtual Schools
- DCC SEND Team
- Derbyshire Information, Advice and Support Service (DIASS)
- DCC Sensory and Physical Support Service
- Local NHS services
- Multi-Agency Safeguarding Team (MAT)
- DCC Inclusion Panel

We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil.



What do you do if you are not happy with any aspect of your child's provision?

If you have any concerns about the provision your child may be receiving or the progress they are making, your first point of contact should be your child's class teacher. If you continue to have concerns, you can ask to speak with the SENDCo or Head Teacher.

If you are still not happy, you can request a meeting with our Chair of Governor's or SEND Governor who can be contacted through the school.

If you require further information on the school's complaints procedures you can access this through the school's Complaint's Policy.

In line with the new SEND Code of Practise (2014) all Local Educational Authorities must display their own Local Offer of Support For Children and Young People With Special Educational Needs and Disabilities (SEND) and the families that support them.

Please see the following link to see Derbyshire's Local Offer.

<http://www.derbyshiresendlocaloffer.org/>

Information and Advice Services are support for parents of children and young people with SEND

<https://www.derbyshireiass.co.uk/parents-and-carers/>

Nationwide support for professionals within SEND

<http://www.nasen.org.uk/>



How can the Local Educational Authority support me and my child?