



Marston Montgomery Primary School

Special Educational Needs and Disability Report

2022-2023

Date: September 2022
To be reviewed annually.

Aims of this SEND report

The aims are:

- To make reasonable adjustments for those pupils with a disability by ensuring increased access to the curriculum and the environment.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To provide special educational provision for pupils where "additional to and different from" provision is required within the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carers' and pupils' views to ensure collaborative and positive relationships.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, the pupil's previous school or the pupil themselves.
- Tracking of attainment outcomes indicate a lack of progress.
- Pupil observation indicates that they have additional needs in one of the four areas of need.

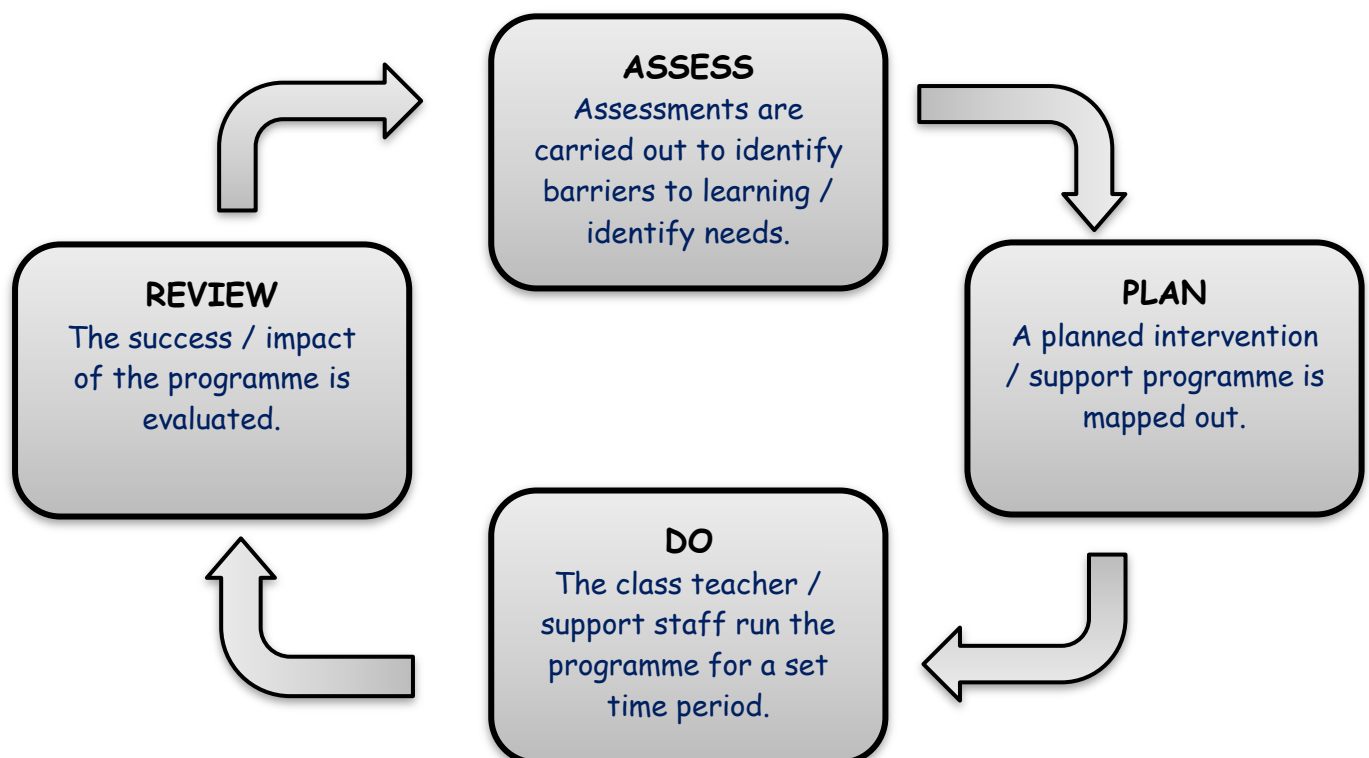
What should I do if I think my child may have special educational needs?

- If you have concerns, then please firstly discuss these with your child's teacher. This then may result in a referral to the school SENCo.
- All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

The SENCO at
Marston
Montgomery is:
Mrs Teresa
Bosley

How will I know how the school supports my child?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the curriculum.
- Pupils who are failing to make expected levels of progress are identified very quickly. Provision is determined using the continuous assessment cycle:



- If review of the action taken indicates that “additional to and different from” support will be required, parents will be informed that the school considers their child may require SEN support.
- SEN support will be recorded on the school provision map that will identify a clear set of expected outcomes.
- Progress towards these outcomes will be monitored, tracked and reviewed termly (more often if appropriate) with the parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions and quality whole class teaching, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Special Educational Needs Support Service (SENSS)
 2. Dyslexia Centres
 3. Autism Outreach Team
 4. Hearing Impairment team
 5. Visual Impairment team
 6. Educational Psychologist Service
 7. Educational Welfare Officers
 8. Physical and disability support service
 9. Social Services
 10. School Nurse
 11. CAMHS (Child & Adolescent Mental Health Service)
- For a very small percentage of pupils, whose needs are significant and complex, and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
- For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

How will the curriculum be matched to my child's needs?

- Teachers plan using pupils' achievement levels, differentiating work to match the ability of pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

- Meeting the needs of pupils may require the learning environment to be adapted. This can affect: seating arrangements; layout of the classroom; the information which is on display in the classroom; use of specialised furniture; lighting and noise levels.

How will I know how my child is doing?

- Progress towards the identified outcomes will be shared with parents termly through the school reporting system and Parents' Evenings.

What opportunities are there to work with parents / pupils at Marston Montgomery Primary School?

- Parents' evenings.
- Open door policy
- Parent voice during target review
- Pupil voice during target review
- Pupil voice regarding intervention
- Communication via email
- Transition meetings
- Parent questionnaires

How will I be involved in discussions about and planning for my child's education?

This may be through:

- Discussions with the class teacher, SENCo or head teacher.
- During parents' evenings.

How will you help me to support my child's learning?

- The class teacher or SENCo will be able to suggest additional ways of supporting your child's learning.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness.
- The school's PSHE curriculum includes sessions on bullying, what to do if you are being bullied and internet safety.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate,

the pupil themselves. Staff who administer medicine complete appropriate training. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

What training do the staff supporting children and young people with SEND undertake?

Staff undertake training to help them support pupils with SEND. This might be 'in-house' training led by the school SENCO or can be training delivered by specialists such as Autism Outreach. Training plans are decided on the needs of the school and pupils, previous experiences of staff and the time period since the last training session in a particular area.

- The Governor with specific responsibility for SEND will complete appropriate training.

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

How accessible is the school environment?

- There is a disabled toilet available for pupils, staff and visitors.
- All corridors and entrances are accessible for wheelchairs.
- The school is on two levels, an outdoor ramp ensures wheelchair access to both levels.

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry: -

- A planned programme of visits are provided in the summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- Where appropriate, the SENCo / class teacher meet with new parents of pupils who are known to have SEND to allow concerns to be raised and reasonable adjustments to be made to address perceived challenges prior to entry. The SENCo and Reception staff also meet with support staff from pre-school / external agencies where appropriate.

- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. Where appropriate, these opportunities are further enhanced for pupils with SEN.
- The annual review in Y5 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to support pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The National SEN budget; The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- Small group support from teaching assistants e.g. literacy and numeracy support.
- Specialist support from the special needs teaching assistant, e.g. 1:1 focussed intervention.
- Support from external agencies e.g. speech and language support.
- Provision of specialist resources e.g. assessment software.
- CPD relating to SEND for staff.

How is the decision made about how much support my child will receive?

- For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings which may involve the Headteacher, SENCo, class teacher and parent. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or at the annual review.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the following:

- Your child's class teacher.
- The SENCo.
- The head teacher.
- For complaints, please refer to the federation's complaints policy.

How is SEND provision evaluated?

The provision for pupils with SEND is continually evolving through evaluation to ensure that we are providing the best possible service.

- Pupil voice
- Parent voice
- Intervention evaluation meetings
- Governor scrutiny
- Staff observations
- SEND reports

Appendices

Clause 64

The Special Educational Needs (Information) Regulations comes into force on 1st Sept 2014.

This clause provides details on the prescribed information that must be included in the school **SEN information report**. Mainstream schools must include information on schedule I. This must then be published on the school website.

Schedule 1 Regulation 3(a)

1. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.
2. The school's arrangements for assessing the progress of pupils with special educational needs
3. The name and contact details of the SEN co-ordinator.
4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
5. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
6. The role played by the parents of pupils with special educational needs.
7. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

8. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

9. Information on where the local authority's local offer is published.

<http://preview.tinyurl.com/q69mzrg>

Revision of the SEN and Disability Code of Practice

Schools

4.34 Schools have additional duties under the Special Educational Needs and Disability Regulations 2014. Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.

4.35 The information must also include information about **the arrangements for the admission of disabled pupils**, the steps taken to prevent disabled pupils from being treated less favourably than other pupils, the facilities provided to assist access for disabled pupils and the schools' accessibility plans. The school-specific information should relate to the school's arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.

Second revision of the SEND Code of Practice April 2014

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