



SEN Information Report January 2019

This guidance reflects the statutory guidance from the DfE in the CoP, and reflects good practice from the National Association of Special Educational Needs (NASEN). The statutory requirements are detailed in the CoP 6.79 – 6.83.

Name of the Special Educational Needs/Disabilities Coordinator:
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The kinds of SEND we provided for.

At Marsden Community Primary School every teacher is a teacher of every child, including those with SEN.

Our SEN profile for 2018-19 shows that we have 43 children identified as having SEN. This reduction from previous years reflects the rigorous focus on early screening and identification of specific difficulties for all children. Targeted intervention has eliminated difficulties which previously may have had an impact on a child's learning and caused them to be included on the SEN register. Quality first teaching ensures differentiated planning for children identified as SEN Support and these children are also supported through targeted interventions.

This percentage of children identified as SEN is made up of the following groups:

- 67.4% are identified as having SEN linked to Cognition and Learning as the main category of need (including maths, reading, writing and spelling etc.)
- 20.9% are identified as having SEN linked to Communication and Interaction as the main category of need (including speech and language difficulties and problems with social interaction)
- 11.6% are identified as having SEN linked to Physical and Sensory as the main category of need (including disabilities such as those affecting mobility, sight and hearing)
- 0% are identified as having SEN linked to Social, Emotional and Mental Health as the main category of need (including ADHD, Attachment Disorder, Eating Disorder, anxiety, depression and behavioural difficulties)
- 1.6%% of our school population have an Education and Health Care Plan.

At Marsden School we are committed to working together with all members of our school community. We believe in achievement for all. We want all adults and children to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and we aim to be responsive

to the diversity of children's backgrounds, interests, experience, knowledge and skills, so that all children regardless of individual need make the best possible progress.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

At Marsden, we value high quality teaching for all learners and actively monitor teaching and learning in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners; adults continually **Assess, Plan, Do and Review** to ensure learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings. Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level.

Identifying Special Educational Needs

Special Educational Needs and provision can be considered as falling into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical
- (SEN code of practice 2015)

At Marsden we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

The Sendco liaises closely with members of the leadership team and class teachers to analyse data and individually track children experiencing difficulties. Baseline information, EYFS information, Wellcomm, SATs, PIVATS, standardised scores and specialist teacher screening and assessment are all used to identify children who may require additional intervention. The purpose of identification is to work out what action school needs to undertake and not to fit children into a category. The Code of Practice (2015) suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching. Children will only be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEND register is kept by the Sendco in consultation with class teachers.

A Graduated Approach to SEN

At Marsden high quality teaching (Wave 1), differentiated for individual children, is the first step in responding to pupils who may have SEND.

This means:

- That the teacher has the highest possible expectations for all pupils in their class
- That all teaching is built on what children already know, can do and can understand
- Different ways of teaching are in place so that children are fully involved in learning
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn
- Teachers will let parents know what their child is learning and how they are progressing.

At Marsden we regularly review the quality of teaching for all pupils, including those at risk of underachievement. Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions. The decision to make Special Educational Provision involves the Sendco, Class Teacher and Senior Leadership Team. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. Parents, families and children are involved in decisions through the opportunity to attend regular meetings and reviews of provision. This level of support is termed SEN Support and is school based. This may include additional provision at wave 2 or 3. The programmes of intervention and support for children reflect the need to access the whole curriculum.

Targeted interventions (Wave 2)

- These may be run in the classroom or in sessions outside of whole class learning
- They are teacher led and may be delivered by a teacher or Learning support assistant
- These are usually group sessions with specific targets to help children to make progress, targets are used in both group and class work
- Interventions will be assessed and monitored by the Senior Leadership Team
- Parents are informed when their child is in intervention groups and targets and progress are shared
- Parents are invited to attend sessions to share the aims and work of these groups.

Specified Individual support (Wave 3)

- Some pupils will follow 1-1 work; such as if the learner has an Education, Health and Care Plan (EHC) or if they have been assessed by outside agencies.
- Children with Social and Emotional and Mental health needs are supported by the Behaviour Mentors and Family Support workers. We also employ a Freeflow Counsellor in school.
- This academic year we have employed a Speech and Language Therapist to work with children who have SLCN, particularly those in EYFS.

For higher levels of need school may liaise with external agencies and professionals. Specialist agencies we liaise with regularly include:

- Speech and Language Therapy Service
- Occupational therapy
- Physiotherapy
- Audiology
- Community Paediatrician/ Specialist Doctors
- Educational Psychology Service
- Hendon Brook -Short Stay school
- SEND traded team
- Ophthalmology
- SENDIASS (information advice and support service)

Marsden Community Primary has three Parental support workers, Mrs Morris, Miss Creek and Mrs Butt, who support parents in accessing the appropriate support and advice. This may be through individual meetings, TAF's, signposting to services, enrolment on adult learning courses, translation and explanation of the processes surrounding SEN, medical issues, individual help with strategies to support children at home, transition and liaising with new schools.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

Children who are supported by Behaviour mentors are asked during their initial session to score how they feel about certain aspects of their behaviour, learning or school day. (Rickter, PASS or SDQ) This highlights the areas that the child may have difficulties with and enables the designated mentor to plan an individualised programme of support. The children repeat the process at the end of the planned support to check that the issues the child felt were important have been addressed. Sometimes SEN children may access individual sessions of support from a behaviour mentor rather than a block of work as they may need time to discuss issues that concern them.

Marsden Community Primary has rigorous monitoring procedures. During any monitoring a cross-section of pupils is taken and this includes children with SEN. This allows children with SEN time to express their views alongside other children.

Children with SEND are also asked their views about the support they receive and some of these responses have been filmed and are available on the website.

Every child in school has targets and they are discussed individually with the children. SEN children are included in this process. Where the child has an 'All about me profile', this is reviewed annually. Children with SEN are asked to contribute to their annual review.

Children with SEND are also prioritised for after school clubs. Some clubs are planned specifically to target certain children eg fitness club may target health issues or social skills, art club may be targeted towards fine motor development.

At Marsden Community Primary young people are asked by the Learning support assistants about the support received and the children are asked to comment on the interventions they receive. The children's comments are available on the website.

The nurturing ethos of the school and the children openly discussing the difference between an open mindset and a fixed mindset helps to promote a climate for children and young people to contribute their views, in relation to their aspirations & goals, the provision for them and how they can best be supported.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

Children and families are involved in planning for progress through regular discussions about 'next steps'. The child's voice is central to every review of progress. Parents take part in annual review meetings for children with Statements or Education, Health and Care (EHC) plans. They receive copies of all relevant paperwork concerning their child. Pupils always contribute to their own reviews at their own level. Individual targets are set for all children with SEND and these are reviewed regularly as appropriate. The Inclusion team staff will regularly support parents of children with SEND to be fully involved in their child's school life. School operates an open door policy with regards to any concern a parent may have.

Every class teacher, working alongside other professionals both in and out of school, is responsible for evidencing progress. Children's attainment and progress is reviewed half termly and next steps put in place from there. I.P.P targets are

on- going and changed regularly when achieved. Every attempt is made to discuss IPP's with parents but where this isn't possible they are sent home.

A class teacher may use a range of ways to record next steps, these being:

- Individual Pupil Plans
- Individual Support Plans – Learning Mentors
- Pupil profiles
- SEN support plans
- Provision maps

At Marsden we have an Inclusion team consisting of the Sendco, Sendco assistants, family support workers and Behaviour Mentors. The team work together in the Inclusion Office and a family meeting room is available as well as two Learning zones and a medical room. The team can be accessed by any child or family in school whenever the need may arise.

We pride ourselves on having strong links with other agencies. We work alongside:

- Parent Partnership
- Local Children's Centres
- Children's Social Care
- School Nurse Team

We use the Common Assessment Form (CAF) process and Team Around the Family (TAF) to facilitate links with other agencies.

Parents are also informed of their children's progress at parents' evenings, open days and parent learning sessions. New parents to school have an introductory meeting with administrative staff and a member of the Inclusion Team.

Family support workers support parents to understand reports and terminology from external agencies to help them have a better understanding of their child's needs.

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

Children's progress is reviewed half termly at progress meetings. Where concerns are raised a plan of action is discussed. This may involve further internal assessments being carried out by the inclusion team, inclusion in an intervention, work with a behaviour mentor, specific assessments by an external agency, resources provided to the teacher to enhance quality first teaching, or a referral to

counselling. It would always involve a discussion with parents. The graduated approach would be discussed- assess, plan, do review.

Where progress towards IPP targets is slow, a layered approach to target setting would be discussed and the use of PIVATs may be necessary.

Staff are trained regularly with regard to SEND and specific training is offered according to need. The school nurse team are available to train staff for any specific medical need. We have support assistants trained to cater for varying needs, these being Speech and Language Difficulties, Autistic Spectrum Conditions, Hearing Impairment, and Visual Impairment. Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff. We review educational processes for all children in school half termly.

This year we have been focussing on how we can promote a positive image of SEND around school. Class assemblies and whole school assemblies have focussed on how we can be more inclusive as a school and we have tried to develop an awareness of the variety of disabilities that people may experience. It is only through these open discussions with children that we can improve the children's knowledge and culture within school.

How accessible is the school environment?

Our school is accessible by wheelchair from two entrances, however there are a set of stairs from each entrance up to key stage one. The ICT suite and dining room are located down a set of stairs. The foundation stage entrance and yard is accessible without the use of steps and leads into the key stage one hall. We do not have visitor parking around school. A disabled toilet is available in Foundation stage, and by the Key Stage One entrance. Information is available on the school website and noticeboards are placed around school in addition to regular newsletters. The Sports Centre used by the school is located in a separate building and can be accessed from the Key Stage 2 playground. A lift is available for wheel- chair access.

Furniture is modern and of a suitable height appropriate to the age group of the children being taught. The school has a range of ICT programs for pupils with SEND in addition to laptops, iPads, computers and interactive whiteboards in each classroom. Marsden offers a daily free Breakfast club and after school activities for children. There are opportunities for children to take part in various clubs, e.g. sports, knitting, learning journal, both after school and at lunchtimes. All clubs are free of charge. The inclusion team ensure that all children have an opportunity to attend.

There is a Soundfield system in place within school to help hearing impaired children.

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

How is the decision made about the type and quantity of support my child/young person receives?

The school allocates money according to both individual needs and group provision. The class teachers plan wave 1,2, and 3 interventions each half term and discuss this at pupil progress meetings and intervention monitoring meetings. The intervention provision map is then passed to the inclusion team who then record which interventions have been attended by each child.

The SENCO also commissions support from the SEND team, EP services, Freeflow counselling and a Speech and Language therapist to support more specific needs.

The cost of the support for each child is then recorded.

Where a child has an EHCP, the provision is discussed at an annual review. At Marsden we actively seek parents' opinions as to how we can best provide for their child.

Regular meetings with the SEN governor enables provision to be discussed. The 'Impact of Intervention' sheets that are produced by SLT termly also allow the cost effectiveness of an intervention to be reviewed.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Class teachers are responsible for the progress of all children in their class. If a parent has any questions about how their child is progressing or how they can help them further then they should approach the class teacher initially. If the parent feels that they wish to discuss this further then the SENCO or a member of the inclusion team are available to help.

At Parents' Evening the age-related expectations are shared with parents, as are the expected rates of progress. Where a child may benefit from extra support at home, a parent workshop may be recommended or 1:1 support for the parent from the inclusion team. Where the parent works with a member of the team to implement a particular strategy at home eg precision teaching, the parent would meet with a member of the team on a weekly basis to look at the next step in the child's learning.

IDL training for parents has taken place in the Autumn term so that any child accessing IDL in school can access it at home.

Parents are invited in to regular training sessions, adult learning sessions, Reading breakfasts, year group open days, SAT's workshops and Information meetings.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

The SENCo, R.Alder, has achieved the National award for SEN Coordination..

The school buys in to the SEND traded team for assessments and support strategies. Time is also used for training of teaching staff and learning support staff. Behaviour mentors are trained in numerous therapies eg neurolinguistics, drawing and talking therapy, eye movement desensitisation and reprocessing and all Inclusion team members have had Mental Health First Aid training. The behaviour mentors and SENCO attend local cluster groups to share good practice. All staff training is reported to the governing body.

Mrs Morris is a CAF Champions.

The school employs Freeflow Counselling for 1.5 days a week to support children who have more complex needs. The feedback from teachers, parents, children and data shows this support is very effective. There is more information on the website

<http://marsden.schooljotter2.com/key-information-draft-a/sen>

This year the school is employing a speech and language therapist for 1 day a week to support children. This was deemed as a priority to improve academic scores as currently many children have been discharged by the NHS or parents are struggling to access appointments.

School works with a wide range of external agencies including the school nurse, physiotherapists, OT, Consultants, social care, children's centres, and signposts to other services offering family support. These are listed on the website.

A strength of our school is the nurturing support for children and parents. We cater for a wide range of difficulties and medical needs and we believe that there has to be good communication with parents to foster this ethos. Our staff have been trained to cater for varying needs such as Speech and Language Difficulties, Autistic Spectrum Conditions, Hearing Impairment, and Visual Impairment. The leadership team prioritise training and any new training is actively encouraged.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Transition between school placements and key stages is fully supported at Marsden. Children and families will have the opportunity to access support from a member of the 'Inclusion Team' within school in order to make smooth transitions. For transition from Key Stage 2 to 3 each child takes part in the taster sessions organised by the secondary schools. A SENDCo support assistant from the Inclusion team takes responsibility for organising various additional transition activities involving secondary schools.

The SENCo from the receiving school will be invited to attend a review or transition meeting prior to the child starting their new school.

The Inclusion Team support Nursery children's transition into school. There are visits by SENDCo to nursery, home visits by class teacher, attendance at TAF's and links made with family support worker.

Parents are reminded via text to complete applications in time and are supported to complete them.

A family support worker or LSA can accompany children with complex needs on transition visits to secondary school.

Parents who have children with complex needs are accompanied and supported on personalised visits to view secondary placements.

The inclusion team seek to obtain records from previous schools with parental permission.

Behaviour mentors support in year transfer children on their first day in school.

How will my child/young person be included in activities outside the classroom, including school trips?

School trips are planned with all children's needs in mind. Parents are consulted where extra precautions may be necessary and the relevant risk assessments completed.

Children with SEND are also prioritised for after school clubs. Some clubs are planned specifically to target certain children eg fitness club may target health issues or social skills, art club may be targeted towards fine motor development. Where extra support has been needed to facilitate inclusion, Learning support assistants or Behaviour mentors have been deployed to ensure this can happen.

Before and after school, at breaktime and lunchtime both behaviour mentors are on duty to provide extra support for vulnerable individuals and all Learning support assistants cover for several days each week.

Care Plans are in place to support children with medical needs.

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

Each class has a medical box and medical register detailing medical needs. Pictures of children with medical needs are given to staff on a fob. These are updated by Miss Creek from the Inclusion team and Learning support assistants are prompted by her to check expiry dates on inhalers or Epi-pens on a regular basis. Staff are trained annually on Epi-pen usage.

Intimate care plans and health care plans are updated by Miss Creek in consultation with parents and where necessary the school nurse.

Staff are first aid trained and paediatric first aid trained in EYFS.

Safeguarding procedures ensure the well-being of all children but staff are particularly aware of the vulnerabilities of children with SEN. The Headteacher and 2 members of the Inclusion team meet weekly to discuss Safeguarding and well-being concerns.

The SENCO works with the school office staff to monitor attendance of all children and where necessary a CAF may be initiated in order to support the family.

The inclusion team will support any child that they feel is vulnerable or at risk of bullying. Any report of bullying by a child or parent is taken seriously and is dealt with in line with the schools bullying policy.

<http://www.marsden.lancsngfl.ac.uk/key-information/policies/governors-1>

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

Pupil Progress meetings take place half termly with the classteacher, headteacher, deputy headteacher and SENCO. The progress of each child is reviewed individually and the support, assessment or intervention needed is discussed. The Impact of Intervention report is also completed termly to see which interventions have been effective.

This information is part of the graduated response of assess, plan, do review cycle. Where more detailed assessments may need to be undertaken the Inclusion team will complete additional assessments and the information will then be feedback to teachers with suggestions on how to provide for the child's needs. These will then be reviewed at the next progress meetings. IPP's are also reviewed by classteachers and monitored by the SENCO. Copies are given to parents and discussed with them by the classteacher.

Half termly meetings take place with the SEN governor, Mrs Butt, to audit different aspects of SEN provision. Each term an overview of progress and the Impact of intervention report is discussed.

Parents are integral to the support we provide at Marsden and views are always sought at annual reviews and TAF meetings. Parents' comments are also recorded by the Inclusion team or on purple forms by the classteachers and LSA's.

Parental surveys and questionnaires are also completed at parents evenings.

How well are our SEND children doing?

Characteristics of the school 2018.

% of pupils SEN support at Marsden 11.9%,
% of pupils with EHCP/Statements at Marsden 1.9%,

KS2

Reading- In 2016, 4 children with SEN did not make progress or attain the expected outcome.

They scored -4.79 which gave them an AS of 90.8, National 102.6

In 2017, 2 children with Statements made 3.88 points of progress which gave them an AS of 90.0. They did not attain the expected outcome.

6 children with SEN Support made 5.29 points of progress which gave them an AS score of 95.7.

17% of them achieved the expected standard (National 71%)

77% of the 52 non SEN children achieved a scaled score of 100+ (62% 2016)

National 79%. 0.99 points of progress were made (0.87 2016) which gave a scaled score of 103.4 National 105.4. 15% achieved a higher standard (4% 2016) National

28%

Writing- 2 children with **SEN statements or EHC plan** made 5.25 points of progress (0.34 2016). They did not attain the expected standard.

6 children with **SEN** support made 2.15 points of progress (-2.50 2016). 0% of them achieved the expected standard (National 76%)

85% of the 52 non-SEN children achieved a scaled score of 100+ (87% 2016) National 86%. 2.20 points of progress were made (4.45 2016) 17% achieved a higher standard (17% 2016) National 21%

Maths-2 children with **SEN statements or EHC** plan made 7.45

(-2.47) points of progress which gave them an AS of 98.0. They did not attain the expected standard.

6 children with **SEN** support made 6.29 points of progress which gave them an AS score of 95.7. 33% of them achieved the expected standard (National 75%)

90% of the 52 non SEN children achieved a scaled score of 100+ (58% 2016) National 83%. 2.14 points of progress were made (1.52 2016) which gave a scaled score of 104.8 National 105.4. 13% achieved a higher standard (12% 2016) National 26%

Overview

The progress SEND children made from KS1 to KS2 was greater than non-SEN children. Writing is the weakest area, in particular SEN support children who made 2.15 points progress compared to 2.20 points for non SEN children.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

The first point of contact if a child/young person wishes to discuss something about their special educational need should be with their classteacher. A child may feel that they can talk to one of the behaviour mentors and the behaviour mentor can support them in discussions with the classteacher. Any concern will then be followed up by the SENCO to check that the issue has been resolved.

If a parent/carer wishes to discuss something about their child/young person the first point of contact should be the classteacher. If the parent wishes to discuss the issue further then a meeting will be arranged with the SENCo.

If a parent wishes to make a formal complaint the complaints procedure can be found on the website.

<http://marsden.schooljotter2.com/key-information-draft-a/policies>

Where can I find the contact details of support services for the parents of children/young people with SEND?

Information about our Inclusion team can be found at

<http://www.marsden.lancsngfl.ac.uk/inclusion-team/inclusion-team-1>

The school website has links to support organisations for children/young people and their parents/carers.

<http://marsden.schooljotter2.com/key-information-draft-a/sen/services>

Where can I find information on where the local authority's local offer is published?

Our Local Offer - <http://marsden.schooljotter2.com/key-information-draft-a/sen>

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>