



Marsh Green Primary School

"Achieve, Believe, Celebrate"

SEN Information Report

Headteacher: Mrs. G. Leigh

Deputy Headteacher: Mrs. J. Connolly

SENDCo: Mrs. J. Connolly

SEND Governor: Mrs. P. Bolton

Vision Statement:

At Marsh Green Primary School we firmly believe that each and every child deserves the very best opportunities and experiences to enable them to live fulfilling and successful lives and aspire to reach their full potential as a valued and respected member of the community.

"I will be the best that I can be!"

What is the Authority Local Offer and SEN Information Report?

Local authorities must publish a Local Offer setting out the provision they expect to be available across education, health and social care for children and young people who have SEN or are disabled. Schools also have to produce and publish their own Information Report. This information sets out what is normally available to schools to help children with a range of needs, as well as offering options of support for families who need additional help to care for their child.

What will it do?

The purpose of the SEN Information Report (SIR) is not only to improve choice and transparency, but to make provision more responsive to local need, through the involvement of children and families. Our SIP sets out how we are able to support children and their parents/carers who attend our school.

How does the school know if children need additional support?

All children's progress, academically, socially and emotionally, is constantly monitored by teachers and the Leadership Team within our school. Class Teachers often raise the first concerns about a child's progress. These concerns are then raised with the SEND Co-ordinator (SENDCo) in order to assess need. Concerns may also be highlighted during their tracking and monitoring of assessments and progress meetings carried out by the Leadership. Parents/carers are also able to discuss concerns they may have about their child with either the class teacher or the SENDCo.

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

Firstly, request a meeting with your child's class teacher. After this meeting the teacher will meet with the SENDCo who will advise, recommend and discuss options. It is felt necessary to seek professional advice the SENDCo will complete the relevant paperwork for parents to sign.

How will school staff support my child?

Class teachers are required to plan to meet the needs of every child in their class. Children who have been identified as having a special educational need will be given an SEN Support Plan (SSP). This SSP is developed by the teacher with the child and parent, to address individual needs. The SSP will include outcomes for the child which are small, measurable, achievable and relevant. The plan also identifies resources, timescales, adult support and home links if appropriate. Any outside agencies involved may also be named on the plan.

SSP's are reviewed at the end of each term and are confidentially shared with adults in school and outside agencies who may be supporting the child. The SENDCo monitors and keeps copies of SSP's and any correspondence sent to school concerning children with SEND. The school has a designated SEND Governor, who is able to meet with the SENDCo and discuss issues within school.

The SENDCo meets with the Educational Psychologist and TESS team (Targeted Educational Support Service) to identify and discuss any children needing support and to prioritise those needs. Children requiring support are identified and referred to relevant professionals by the SENDCo. Parents/carers are informed of decisions and permission is sought.

For Nursery age children, each half term meetings are held with the authority Early Years Team, SENDCo and teacher. Here, individual children can be discussed for advice, support and ways forward. Referrals and observations are discussed where necessary.

The school can also refer to the Gateway service, which offers children and families support to meet social, emotional and educational needs.

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

Through "Quality First Teaching" our school provides a curriculum to meet the needs of **ALL** children. All lessons offer the appropriate levels of challenge and support necessary for each child to learn. Where necessary differentiation occurs, this may be through work set, questions asked, support given, resources or outcomes expected.

How will I know how my child is doing and how will you help me to support my child's learning?

Here at Marsh Green Primary School, we operate an open door policy. Staff are available to speak to parents/carers at the beginning and end of the school day. We recommend you make an appointment at the school office if you need longer with a teacher though. School holds a Parents' Evening towards the beginning of the year, one in the Spring Term and a Parents' drop-in afternoon in the Summer Term. Reports are sent home each term and a more detailed report is sent at the end of the academic year. In addition, children with SEND meet termly with their teacher to review their SSP and prepare the next one. These SSP's are shared with the parents. All children's progress is tracked and monitored regularly using the school's data tracking system. Parents may also request additional meetings with the SENDCo to discuss any concerns they may have.

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

Here at Marsh Green Primary School we ensure that children have access to support for all their educational, cultural, medical and pastoral needs.

All support staff are regularly trained in emergency first aid, plus we have three members of staff with full First Aid certificates and two who are paediatric trained. We have a medicine policy which enables us to support

parents with the management of medication. Care Plans are completed by parents at the beginning of each academic year. Letters/notes are sent home to inform parents of accidents in school. Training would be provided around specific medical needs, if appropriate/necessary. If children are supported by the Sensory Team, this often takes place in school. Parents can request this.

Our PSHCE curriculum supports children in the development of their own social and emotional learning, but also promotes tolerance, respect and care for all children and adults whether similar or different. Trips and visits support social and emotional development.

School has a behaviour policy and reward system in place which children are aware of. Any issues that arise are swiftly and effectively dealt with by the appropriate staff member. Parents are kept informed where appropriate. We work closely with outside agencies to provide further support, if deemed necessary. Exclusions are rare at Marsh Green Primary School, due to the high expectations of all pupils. Good attendance, behaviour and work is recognised and celebrated in assemblies with certificates, raffle rewards, stickers and also on our newsletter.

Attendance is good. School has an attendance policy and if a child is absent parents phone the school. If a message is not received the school will phone for an explanation or visit the home.

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

Staff are trained regularly in key areas of the curriculum and also in identifying children who may require support with difficulties around learning, child development and social and emotional problems. School has direct access to a wide range of services all of which support children and adults. These agencies include: Speech and Language, Educational Psychologist, Behaviour Support, Sensory Impairment Team, Early Years Team, TESS Learning Team, EAL, Gateway and School Health Service.

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

First Aid training is in place as outlined above. All staff have had Team Teach training to support in the dealing of difficult situations and de-escalation techniques. Staff have also received safe guarding training. The SENDCo offers training and support for all staff in the completion of IEP's. Outreach support including specialist knowledge and advice is given by Hope School Staff. Training is sought, when necessary, from specialist agencies, disability and medical staff.

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

We are a fully inclusive school and all children are encouraged to take part in all activities within and outside the school, regardless of issues or disability. Where necessary, extra support will be provided to ensure full participation is viable. Parents are fully informed of trips. First Aid equipment and children's medicines are taken on every trip or visit outside of school.

How accessible is the school environment?

Our school has wheelchair access via ramps at various routes into school. There are facilities for disabled changing and toilets, which can accommodate wheelchairs. Children can access colour overlays and enlarged print if necessary. We include parents whose first language is not English, via a translation service if necessary or use other parents to support. The budget allocates resources to support SEND children where necessary.

How will the school support my child to join the school, transfer to a new school or the next stage of their education?

The school encourages parents and children to visit the school and meet their new teacher prior to joining. New intake meetings take place for Nursery and Reception children, prior to starting. If a child joins mid-year, a member of staff shows the child and parents round, answering questions. The Head Teacher meets new children and parents.

Information is gathered from the previous school before a child starts. Where a child's first language is not English, the SENDCo contacts the EAL

(English as an additional language) team. Translators are arranged and home visits undertaken. The EAL team visit with the family for a school induction.

On transferring to a new school, a Transfer Information Sheet is completed by the SENDCo and passed to the new school. Verbal communication can also take place.

Year 6 children have time to visit their new High School. Children with specific needs or who are vulnerable can be nominated for extra sessions. The Y6 teacher and SENDCo meet with High School staff to pass on relevant information. High School children visit the Y6 class.

The Nursery undertake home visits to meet parents and children. The Reception teacher attends a meeting with other settings to exchange date and specific needs.

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

Each Spring, our school receives an amount of funding in the budget to help ensure the curriculum is available and accessible for all SEND pupils. Possible needs are also forecasted by the SENDCo and the budget for SEND reflects this.

Children with identified individual needs who have a Statement or Educational Health and Care Plan (EHCP) receive an allocation of money to cater for their needs. Part of this money is in the budget and the Local Authority tops up the rest, if there is a top up.

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

The school curriculum is differentiated to meet the needs of all children. This can be through questioning, different work, support by the class teacher or teaching assistant and different resources. Children's progress is carefully monitored by the class teacher and Senior Leadership Team. Actions are identified for those children not on track. Other agencies may be involved and booster sessions may be included. If after initial interventions, the class teacher still feels little progress has been made or there are behaviour concerns, the SENDCo is informed and it is assessed

whether specialist intervention, support or advice is sought. Parents will be informed of changes, concerns and agency support. Impact will be assessed by class teachers.

How are parents involved in the school? How can I be involved?

The school has a website with information for parents and also a Facebook page. Parents/carers are encouraged to attend school events and Friday morning coffee meetings. Parent volunteers can be arranged and teachers monitor the procedures that need to be in place to allow safe volunteering.

The Governing Body includes Parent Governors. Adverts for Parent Governors are circulated as a vacancy arises. Parents of current children on roll are able to be nominated and if successful, are elected on to the governing body.

Parents/carers are regularly encouraged to give feedback to teachers and senior leaders about their children and events held in school. This information helps school to plan for the future and to ensure needs are met appropriately.

Parents/carers are given progress sheets each half term and attendance records.

Who can I contact for further information?

Members of staff are on the doors at the start and end of the school day. This enables parents/carers to briefly discuss concerns or needs. If parents/carers feel they need to discuss concerns in more detail with the class teacher, they can make an appointment or otherwise ask to see the Mrs. Leigh (Head Teacher) or Mrs. Connolly (Deputy Head/SENDCo).

If you are considering sending your child to our school, you can ring 01942-222016 to make an appointment. During the visit you will have a tour of the school, meet Mrs. Leigh and have the opportunity to discuss specific needs or education concerns with Mrs. Connolly.

"We look forward to meeting you!"

