



Marine Park Primary School Parents' Information

This document outlines the SEN Information School Report

SEN information Report 2021-2022

Introduction

At Marine Park Primary School we believe that the progress of all our children is of equal importance. We strive to enable them to achieve their full potential by removing or supporting the barriers to learning that some children face. There are occasions when further additional support may be needed to help children make the best possible progress in school. This support may be for a short term or may require longer term intervention.

Adult support is a priority in our school in terms of meeting the needs of our SEN children and we have a high ratio of staff to children. We provide emotional support in addition to specific targeted support for Literacy and Numeracy. We liaise closely with the external agencies such as Speech and Language and Occupational Therapy so that support can be continued in school. Indeed, we buy in our own private Speech and Language therapist to maintain the continuity of support as opposed to blocks that are offered in the wider community. The attainment of children within our school with additional needs exceeds that of children nationally.

The four broad 'areas of need' as stated in the SEN Code of Practice are;

Communication and Interaction,

Cognition and Learning,

Social, Emotional and Mental Health Difficulties,

Sensory and Physical Needs.

What is the Local Offer?

The LA Local Offer

- Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School SEN Information Report

This utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

If your child has Special Educational Needs, what can Marine Park Primary School offer you?

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.

Below are some questions you may have about SEN provision at Marine Park Primary School.

Who are the best people in school to talk to about my child's difficulties/Special Educational Needs or Disability (SEND)?

The class teacher

Responsible for

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.*
- Writing Pupil Progress targets/Individual Education Plans (IEPs) and sharing and reviewing these with parents at least once each term and planning for the next term.*
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any additional need.*

The SENCo/Intervention Manager: Mrs Y Field

Responsible for

- Developing and reviewing the school's SEN policy.*
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)*
- Ensuring that you are*
 - i) Involved in supporting your child's learning*
 - ii) Kept informed about the support your child is*

getting

iii) Involved in reviewing how they are doing.

- *Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.*

- *Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.*

- *Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.*

Head Teacher / Head of School

Mrs Alison Burden/ Mrs Shelley Metcalfe

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 SENCo 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.*

The SEN Governor:

Responsible
for

- *Making sure that the necessary support is given for any child with SEND who attends the school.*

Intervention Team (not including class based teaching assistants)_

The intervention team meet weekly with the SENCo to discuss the ongoing SEN support in school. This ensures that the impact of interventions and strategies being used to support our SEN children is appropriately evaluated and adapted where necessary. The staff support targeted children both on a one to one basis and within small groups to support their individual learning needs.

The Intervention Team include:

Mrs Metcalfe (Head of School) supporting Literacy and Numeracy within small groups

Mrs Palmer (Teacher) - supporting Literacy and Numeracy within small groups

Ms Lynsey Embleton(HLTA) - supporting Phonics and reading across the school

Mrs Rachel Humble(Nursery Nurse) supporting Speech and Language

Miss Rebecca Moaut (TA) offering 1-1 support in addition to supporting speech and language/emotional resilience/ reading within Key Stage 2

Mrs Abida Begum (HLTA) supporting reading within Key Stage 1

Miss Caroline Thorpe (TA) offering 1-1 support in addition to supporting reading within Key stage 2

Ms Johnston (TA) Supporting reading within Key Stage 2

Mrs Charlotte Anderson (HLTA) supporting emotional resilience and manages a Nurture group

Miss Rachael Heron (TA) offering specialist 1-1 support

School contact telephone number: 0191 4554513

How does Marine Park Primary School know if children need extra help?

Every child at Marine Park Primary School is tracked from entry into our Nursery Class until they leave at the end of Year 6.

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child*
- Limited progress is being made*
- There is a change in the pupil's behaviour or progress*

How will I know how Marine Park Primary School will support my child?

- *An Individual Education Plan (IEP) will be written and agreed by the teacher, parents and pupil. This will consist of two or three manageable targets for the child. These are reviewed termly and monitored by the SENCO.*
- *Each pupil's educational provision will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.*
- *If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of this intervention will vary according to need, but will be reviewed to find out if it has been effective and decide where to go next.*
- *Parents and pupils will be asked for their views and opinions via a questionnaire or meeting during/following the intervention.*
- *Mrs Field receives regular updates from class teachers about the progress of pupils. Termly progress meetings are held with all teaching staff which are attended by the SENCO*
- *A pupil may need more expert support from an outside agency. The school or parent can make a referral. The school will support the practitioners involved where possible.*

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

Regular assessments both formative and summative to identify gaps/strengths

*Class teacher input, via excellent targeted classroom teaching (Quality First Teaching)
Adjustments made to routines or provision where appropriate - this could include allowances for movement breaks or the provision of additional resources to aid learning*

For your child this would mean

- *That the teacher has the highest possible expectations for your child and all pupils in their class.*
- *That all teaching is built on what your child already knows, can do and can understand.*
 - *That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.*
 - *That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.*

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

- *Specialist equipment is provided to make classroom life easier, such as concentration cushions, tangle toys, writing aids and some pupils have Ipads for personal use.*
- *Specific group work /1:1 intervention*

Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENCo/ /class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

- *Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need).*

- *Outside agencies such as the Education Psychology Service (EPS). What*

could happen:

- *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 you to understand your child's particular needs better 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 as to the ways your child is given support.*

- *Specified Individual support*

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be from

- *Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need).*

- *Outside agencies such as the Speech and Language Therapy (SALT) Service.*

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

- After the request has been made to a panel of professionals (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

- After the reports have all been sent in, the panel of professionals will decide if your child's needs are

severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

- The EHC Plan will outline the number of hours of individual/small group support your child will need and what strategies must be put in place. It will also have long- and short-term goals for your child.

- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How will my child's progress be measured?

- Your child's progress will be continually monitored by his/her class teacher.

- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

- Where necessary, children will have an IEP including targets set by outside agencies specific to their needs. These are designed to accelerate learning and narrow any gaps. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.

- The progress of children with an Education Health Care Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. The school holds interim reviews in between the Annual Review or at the request of parents.

- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

- Regular book scrutinies and lesson observations will be carried out by the SENCo, other members of the Senior Management Team and subject co-ordinators to ensure that the needs of all children

are met and that the quality of teaching and learning is high?

How will I know how my child is doing?

At Marine Park Primary School, we have an 'open-door' policy which means any parent can request an appointment at any time via the school office if they wish to discuss their child's progress.

- *You will be able to discuss your child's progress at Parents' Evening.*
- *Your child's IEP will give you some information about how your child is achieving and progressing.*
- *If your child has an Early Help plan, meetings are held every six weeks or more often according to need and circumstances.*

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

- *The class teacher may suggest ways of how you can support your child.*
- *The SENCo can support you also and may have strategies you can use.*
- *If outside agencies have been involved with your child; they often provide recommendations for both home and school.*
- *Occasionally, the school runs workshops for parents to help you support your child with literacy and numeracy.*

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

Pastoral and emotional support is provided through:

- *Transition/transfer programmes (Nursery-Reception, KS1 – KS2, Year 6-Y7) are in place for all pupils, but are personalised for SEN pupils.*
- *All adults in school have training in Child Protection and Abuse Awareness; this training is updated every three years.*
- *All staff have had training on supporting children's emotional resilience and well-being.*
- *Daily routines and access arrangements for children can be personalised to overcome any individual barriers to learning that children may face.*

Pupils with medical needs:

- *If a pupil has a medical need then a Care Plan is compiled by the School Nurse in consultation with parents/carers.*

- *A number of Supervisory Assistants, teachers and Teaching Assistants have regular First Aid Training and Paediatric First Aid Training.*
- *The SENCo is able to access specialist services – see below.*

What specialist services and expertise are available to the school?

Educational Psychologist

Educational Psychology Teachers

School Nurse(Reception upwards)/Health Visitor (Nursery pupils)

Speech and Language Therapist

Language Outreach Support

Occupational Therapy and physiotherapy

Portage and Pre-School Service

Social Services

Children and Young People's Services

Emotional Resilience Officers

Primary Mental Health Workers

Family Support Workers/SEN Team and OT from local secondary school (personalised transition programmes Y6-Y7)

Early Help Team

Family Outreach Workers (children 0-4 years)

Education Welfare Officer

Ashley Child Development Centre

LAC Service- support from virtual Head Teacher and team

Hearing Impairment Team and Teachers for the Deaf

Developmental and Co-ordination Disorder Clinic

Children and Young People's Well-Being Panel

Short Break and Respite Service

Paediatric Services

An Educational Psychologist is allocated to each school. He/she works directly with pupils whose needs are quite considerable and have not responded well to the interventions put in place for them. The psychologist will meet with parents first and give feedback after assessing the child. The psychologist will offer advice to the school and to parents/carers on how best to support the pupil in order to take learning forward.

What training have the staff supporting children with SEND had?

- Mrs Field was part of the 'Every Child a Talker' programme and achieved the National SENCo Award. She keeps up to date with all training in relation to supporting children with additional needs. This has included training on supporting children with emotional, behavioural and sensory impairments as well as Dyslexia. She also attends regular SENCo network meetings provided by the Local Authority.*
- Continuous Professional Development is actively encouraged by the Head Teacher at Marine Park Primary School. All staff keep up to date with training provided to meet the individual needs of the children they are working with.*
- All staff have attended training on Emotional Resilience and supporting children with attachment disorders.*
- The SENCo and Intervention Team work closely with the Speech and Language Service to discuss on-going SALT programmes. These are delivered where necessary during the school day.*
- All teaching and support staff have been TEAM TEACH trained.*

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

- Activities and school trips are available to all.*
- Risk assessments are carried out and procedures are put in place to enable all children to participate.*
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.*

How accessible is the school environment?

- As a school we are happy to discuss individual access requirements.*
- Ramps provide access to the school.*
- There is a disabled toilet.*
- There are wide doors for access in and around the building.*
- Corridors and classrooms have been carpeted to support children with hearing*

impairments.

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

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible. Individual needs and circumstances will be discussed with the parents and children involved when appropriate

If your child is joining us from another school:

- *Your child will be able to visit our school and stay for a taster session, if this is appropriate.*
- *The SENCo will liaise with the previous school in preparation for transfer. **If your***

child is moving to another school:

- *We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.*
- *We will make sure that all records about your child are passed on as soon as possible.*

When moving classes in school:

- *Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEP s will be shared with the new teacher.*

In Year 6:

- *The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.*
- *Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.*
- *Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.*
- *The Emotional Resilience Officer may work with your child in the last term in primary school to prepare for transition.*

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

The Head Teacher and Governors at Marine Park School allocate a significant amount of the school budget to staffing to meet the needs of all of the children. In addition to the regular teaching staff

and in class teaching assistants, there are 6 members of staff employed solely for intervention. There is also an additional full time teacher employed to support children that are not working within age- related expectations for Key Stages One and Two.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

- The SEN budget is allocated for each financial year. The money is used to provide additional support or resources dependent on an individual's needs.*
- Pupil Premium was introduced in 2011 and is allocated to schools for pupils who have been registered for free school meals (FSM) and at any point in the last 6 years. Schools also receive funding for Looked After Children.*
- The school can apply to the Local Authority for Top-Up Funding for a pupil if they have a high level of need and costs exceed that which has already been allocated to school funds for that pupil.*
- The SENCo holds a small budget for aids/resources and some CPD.*
- During examinations SEN pupils may qualify for extra time, someone to write or read for them or have rest breaks.*

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

- These decisions are made in consultation with the parent, SENCo, Head Teacher and class teacher. Some decisions are informed by advice from outside agency recommendations and termly tracking of pupil progress.*

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

- All parents are encouraged to contribute to their child's education.*
- This may be through:*
 - Discussions with the class teacher.*
 - Parents' Evenings.*
 - Discussions and meetings with Mrs Field and other professionals*
- Parents may contribute and/or comment upon their child's IEP.*
- Parents are also encouraged to seek support from the SENDIAS team when required*

Who can I contact for further information?

- If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with either the SENCO, the Head Teacher, Head of School or class teacher.*