

SEND information report 2021-2022

Principal: Mr Reece Davy

Special Educational Needs and Disability Coordinator: Mrs Deborah Thombs

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Provision of Special Educational Needs

At The Marton Academy we believe that all children, including those with Special Educational Needs (SEN), should be encouraged and expected to achieve the best that they can, in all that they undertake to help them to reach their full potential. We believe that this is best done in a supportive, caring context where children feel happy and safe.

In September 2021, 6 children were on the SEN Register. This means that 6% of pupils classed as having Special Educational Needs and /or a disability.

0 (0%) = Cognition & Learning
4 (4%) = Communication & Interaction
1 (1%) = Social, Emotional & Mental Health
1 (1%) = Physical & Sensory

Identification of pupils with SEN

The Marton Academy recognises that a child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. For a child to be classed as SEN they will meet one or more of the criteria below:

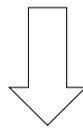
- If their main need type is Cognition and Learning they will be working significantly behind their chronological year group and will be making limited progress.
- Their additional need will require regular one to one support on a long term basis in order for them to be able to access the same educational facilities of other children.
- Children who receive EHCP funding and therefore require more than £6000 (from school's funds) being spent on them in order for their needs to be met.

The Code of Practice 2015 says that a young person has special educational needs if they have a learning difficulty or disability that means that they need additional support in school to carry out the same activities as other children their age.

Our SEN policy and our practice have been created alongside the Code of Practice 2015, the SEN and disability Act (amended 2001), Index for Inclusion (updated 2001) the Equality Act (2010).

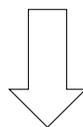
Raising a concern

Please see your **child's class teacher**. He/she will monitor the concern and ask for advice from Mrs Thombs if necessary.



Mrs Thombs and the class teacher will be able to talk with all people who have contact with the child and decide the best course of action

- Teacher observations
- Tracking of progress using either Early Learning Goals (ELG) for children in Foundation Stage or National Curriculum for children in Key stage 1 and 2
- Using standardised tests (PIVATS, Dyslexia Screening Tools and Boxall Profiles, Salford reading test)



If the concern remains, support from **external support agencies** may be made through

- See details of external agencies in the Local Offer

Parents are involved in all we do

When children arrive from other schools the SENCO ensures that any SEND records and assessments are shared with the new teacher and teaching assistant. Where necessary, further assessment is carried out.

Assessment

As well as the assessment procedures that are followed for all children at The Marton Academy, children with SEND might also be assessed using PIVATS which measures small steps of progress. There are also a number of other assessments used in school to identify gaps in learning and to identify future targets. These are listed below:

- GL Dyslexia Portfolio
- Schonelle
- Sensory checklist
- AET Autism Progression Framework
- Autism indicator checklist
- ADHD indicator checklist

Effectiveness of Provision

The SENCO at The Marton Academy works closely with a range of support services in Lincolnshire and colleagues within the trust. This enables us to call upon to advise, support and training on SEND to ensure effective support and provision.

In our school we work with the following agencies:

- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Working Together Team
- Education Psychology Service
- CAMHS
- Targeted Support
- Children's Bereavement Service
- Children's Social Care
- Health (school nurse, community paediatricians, epilepsy and diabetic specialists)

Other Schools and Colleges

The Marton Academy is part of 'The Forge Trust' and Mrs Thombs attends network meetings in order to update current policy.

The SENCO is also responsible for reporting to the Principal and SEND trustee each term on progress the children have made and training issues that have been identified or indeed completed.

Mrs Thombs liaises with teaching assistants in school and they meet regularly to discuss new developments, training opportunities or issues that may have arisen.

Working with parents

Communicating with parents is essential, as a team around the child is better placed to provide support and encouragement than an individual.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carer at all stages. We encourage parents to make an active contribution to their child's education.

This is done by a number of ways;

- Home/school diaries
- Meet and greet before and after school
- Termly review meetings
- Telephone/text contact
- Termly parent consultation meetings with the class teacher

Inclusion of all pupils

When planning units of work, all teachers plan work with the individual children in mind. A work scrutiny takes place to ensure work is moderated.

All children were assessed formally every term and informally (lesson by lesson) and this provides the school with detailed information on progress and attainment.

The school curriculum was regularly reviewed by the school leadership team and network teams to ensure that it promoted the inclusion of all pupils. This included learning outside the classroom. **All** pupils were encouraged to participate in the school residential programmes.

All pupils are encouraged to follow the Marton Academy values. These values are incorporated into weekly assemblies as well as class activities.

Support for SEN pupils within school

The Principal and SENCO have the responsibility for deployment of staff and allocation of resources.

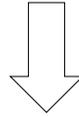
If any member of staff or parent is worried or has a concern about a pupil/their child, a class-based support plan will be created by the class teacher and SENCO.

The deployment of teaching assistants will be decided by the Principal and SENCO and will be flexible and altered accordingly, responding to the child's need.

If a child is classed as having a SEND then school will be able to provide support

through the following ways

School budget
£6000 per SEND child per year



Local Authority – High Level Needs
For children with more complex and severe needs, school is able to access further funding. A decision about this funding is the responsibility of the local authority. This year, 1 pupil received high level needs funding support.

Pupil voice

At The Marton Academy, **all** pupils are encouraged to take part in school life.

Before each review meeting all pupils with SEND were consulted as to how they feel about school; what they enjoy and are good at and how we can support them in a way that is best for them.

We also carry out regular questionnaires with children to obtain their views.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO or a member of the Senior Leadership Team who will be able to advise on formal procedures for complaint. A copy of the school's complaint procedure can be found on the school's website.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO, who will then inform the child's parents.

The following services will be involved as and when necessary:

- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education Psychology Service
- CAMHS (emotional health and well-being)
- Children's Bereavement Service
- Health (school nurse, community paediatricians, epilepsy and diabetic specialists)
- Children's Social Care
- Children's Disabilities Team
- Children's Centres
- Early Years and Childcare Support
- ESCO (Early Years Support and Care Organisation)
- Lincolnshire Parent/Carer Forum
- Portage
- Working Together Team

Transition

Successful transition between key stages is fundamental in ensuring children settle happily and well into their new class.

When year 6 children transferred to secondary education, additional prior visits were arranged where they were needed and parent meetings took place to allow for questions and concerns to be raised. The secondary SENCO also visited and met the children individually.

Local offer

The Local Offer is part of the Special Educational Needs and Disability (SEN&D) reforms from the Children and Families Act 2014.

There are two main purposes for the Local Offer

- to improve information about services and provision available for families, children and young people with Special Educational Needs and Disabilities, and to make it easier for all families to find this information by making it available in one place.
- that by working directly with families, children and young people on developing the Local Offer, Local Authorities and Health partners can improve provision.

Lincolnshire's Local Offer includes leisure and activity providers, health and care services, education providers and support groups.

Schools have to provide a 'Local offer' report. This can be found on the school website and on the Lincolnshire Liaise site (SEND Information Advice and Support Service in Lincolnshire): www.lincolnshire.gov.uk/Liaise